COMPETENCY MODEL FOR
COMMUNITY PROGRAM ASSISTANT
CLASS CODE 2501

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of **COMMUNITY PROGRAM ASSISTANT**. (Numbers refers to the order of competencies in the Competency Bank.)

3. Judgment and Decision Making
7. Self-Management
20. Job Knowledge
22. Computer Proficiency
35. Teamwork
38. Tolerance
48. Shares Knowledge and Information
55. Community Relations

On the following pages are descriptions of each competency, including a definition, the level of the competency required for the class (italicized, bolded, and underlined), examples of behavioral indicators, and satisfactory and superior performance levels.

3. JUDGMENT AND DECISION MAKING – Accurately assesses situations, seeks new information if necessary, and applies all available information to reach sound conclusions/formulate effective response.

Level of Competency Required by Job:

Level 1:   Training and guidelines needed to respond to immediate situations within very specific function are provided (or supervisor available to assist).

Level 2:   General information and guidance to assist in responding to a variety of situations across a range of circumstances are provided.

Level 3:   Little guidance available for responding to a wide range of complex situations with far-reaching and/or enduring consequences.

Examples of Behavioral Indicators:

- Effectively responds to atypical situations.
- Asks questions or otherwise obtains additional relevant information to make a decision.
- Formulates a decision and necessary actions based on available facts.
- Correctly infers appropriate response based on information provided and existing policies, personal experience, and/or consultation with others.
- Discusses conclusions/possible responses with others before taking action as necessary.
- Considers impact of decisions on all affected parties.

Performance Levels:

Satisfactory	Superior
Correctly assesses routine and unusual situations and reaches appropriate conclusions for actions needed. Obtains additional information and/or consults with others as necessary.	Evaluates new situations accurately to establish an appropriate response or plan of action. Recognizes the impact on all affected parties, as well as the possible ramifications and/or repercussions of setting a precedent.

7. SELF MANAGEMENT – Organizes and plans for task accomplishment; manages time and works diligently to complete assigned work/fulfill responsibilities.

Level of Competency Required by Job:

Level 1: Order tasks for efficient performance; maintain awareness of time allotted and deadlines in order to ensure they are met.

Level 2: Plan and perform work in a way that maximizes efficient performance; establish and adjust priorities to ensure timely completion of most critical assignments.

Level 3: Allot time to responsibilities proportional to their prominence, priority, and impact.

Examples of Behavioral Indicators:

- Performs only work activities during work hours.
- Alters means of performing work when original approach proves to waste time.
- Keeps a "to do" list (with indication of priority and deadlines, if necessary).
- Requests assistance as necessary when it becomes clear that work will not be completed on time.
- Demonstrates a record of progress with respect to all assignments/ responsibilities.
- Uses optimal means of communication for efficiency and effectiveness.

Performance Levels:

Satisfactory

Conducts self while at work in a manner that ensures work will be completed as scheduled, or provides explanation or secures assistance or adjustment of schedule if it will not be.

Superior

Seeks efficiencies in doing work to maximize productivity. Plans work carefully and follows the plan or makes adjustments if it is disrupted. Maintains personal responsibility for all work accomplishment.

20. JOB KNOWLEDGE – Knows information required to perform a specific job. Includes both widely available courses of study (for example, chemistry, human resources management, graphic arts) and City-specific information (parking regulation and ticketing practices; purchasing procedures; provisions of the City Charter).

Level of Competency Required by Job:

Level 1: Knowledge is concrete, factual, and/or procedural and may be defined by the organization. Situations in which it is applied are quite consistent.

Level 2: Knowledge is substantive and may be defined by an external trade, field, or profession. Situations in which it is applied vary and, as such, require breadth and depth of understanding.

Level 3: Knowledge is abstract, conceptual, and/or complex and may be supported by a well-defined academic discipline or authoritative sources (e.g., laws, ordinances, government guidelines/regulations/codes). Situations in which it is applied may vary greatly or be novel.

Examples of Behavioral Indicators:

- Performs work correctly/avoids technical (job content related) errors.
- Answers technical questions about work accurately.
- Asks few technical questions about the performance of routine work activities.
- Offers advice ("coaching") to new employees regarding their work.
- Develops training programs for other employees.
- Sought out as a source of information by others.

Performance Levels:

Satisfactory

Sufficient job knowledge to perform work correctly independently. Answers technical questions about work correctly.

Superior

Expertise in technical job information sufficient to serve as a resource to others. May develop training manuals/programs and/or give internal and/or external presentations related to work.

COMMUNITY PROGRAM ASSISTANT (2501)
JOB KNOWLEDGE AREAS 2021

1. Knowledge of existing programs, services and resources provided by a City department or local organizations in the areas of youth, senior and disability, education, job training and employment, and counseling, and targeted high-risk populations such as immigrants, formerly incarcerated individuals, people experiencing homelessness, low-income populations, and other marginalized communities in order to refer clients to relevant community programs provided by a City department or local organization.

2. Knowledge of the methods and practices used to determine client needs for appropriate social and human services programs, services and resources such as interviewing, case management, mentoring, and/or mental health counseling, in order to develop and maintain community programs, serve individual clients' needs, and/or provide guidance to others who work directly with the clients.

3. Knowledge of the methods used to disseminate social and human services program information to the public, such as collaborating with elected offices, local community agencies and businesses, attending local neighborhood council meetings, distributing flyers, conducting outreach, and/or utilizing social media tools in order to provide appropriate and accurate program information to the community at-large and recruit clients to participate in these programs.

22. COMPUTER PROFICIENCY – Uses computer hardware and software optimally to perform job tasks efficiently and effectively.

Level of Competency Required by Job:

Level 1: Understand and use the basic function(s) of computer hardware and software to perform work.

Level 2: Advanced understanding and use of function(s) of all necessary computer hardware and software to perform work.

Level 3: Expert understanding and ability to use all necessary computer hardware and software for the full range of their functions.

Examples of Behavioral Indicators:

- Correctly uses all necessary computer hardware (for example, keyboard, mouse, external storage devices, scanner, printer).
- Correctly and efficiently uses all necessary computer software (for example, word processing, spreadsheet, and database/analysis programs and specific purpose programs to perform work.
- Performs work with a minimal number of steps (separate computer operations).
- Uses various means of storing and backing-up work as appropriate to the access requirements (need to share) and sensitivity/security concerns.

Performance Levels:

Satisfactory	Superior
Correctly uses all necessary computer hardware and software. Learns to use new hardware and software readily. Does not perform work manually when more efficient means via computer are available.	Optimally uses all required computer hardware and software. When alternatives exist, selects the best way to perform work on the computer. Coaches others (or provides formal training) in computer use to perform the job.

COMMUNITY PROGRAM ASSISTANT (2501)
COMPUTER PROFICIENCY AREA 2021

1. Knowledge of basic computer programs and software utilized to perform specialized work such as Microsoft Office (i.e., Word, Excel, PowerPoint, Outlook), Adobe Acrobat Reader, Google Workspace (i.e. Gmail, Drive, Docs, Sheets, Forms, Slides), and databases in order to manage client data, track or report client progress, promote community programs, and/or communicate with supervisors and other staff internally regarding social and human services programs.

35. TEAMWORK – Interacts effectively with others to achieve mutual objectives; readily offers assistance to others to facilitate their goal accomplishment.

Level of Competency Required by Job:

Level 1:   Work effectively as a member of a work unit or project team. Readily offer assistance to others when they have too much work or have too little.

Level 2:   Work effectively as a team member in which different people have different roles/responsibilities and perspectives. Identify points for collaboration with co-workers; readily offer and request assistance.

Level 3:   Work effectively as a part of an interdependent team (your work gets done only if the work of the whole team is done; evaluation of team performance is more relevant than individual performance).

Examples of Behavioral Indicators:

- Discusses work-related matters with co-workers.
- Offers and requests assistance readily.
- Offers and is receptive to suggestions.
- Identifies problems with workflow that will prevent team from accomplishing its goals.
- Provides constructive criticism and feedback to team members to improve overall functioning of team.
- Assigns credit to team for accomplishments.

Performance Levels:

Satisfactory

Cooperates with co-workers and fulfills responsibilities as a member of a project team. Maintains a focus on common objectives and offers and requests assistance readily.

Superior

Sees the team as a whole; acknowledges that performance of the team is what in reality is evaluated by others. If anyone fails, everyone on the team fails.

38. TOLERANCE – Accepts all forms of diversity, including different, even contrary, points of view.

Level of Competency Required by Job:

Level 1: Accepting of co-workers, other employees, and members of the public regardless of their stated beliefs or assumptions that might be made based on their appearance or status.

Level 2: ***Work well with others regardless of their stated beliefs or affiliations, appearance, or idiosyncrasies. Recognize the value of different points of view among members of a work group or team.***

Level 3: Embrace a diverse work group as a possible means of advancing objectives of the organization. Encourage airing of different, even contrary, points of view as a means of ensuring that all possible factors are considered and alternatives explored.

Examples of Behavioral Indicators:

- Works well with a diversity of others.
- Provides comparable service to all members of the public.
- Accepts differences in others even with respect to factors that would not be acceptable personally.
- Recognizes that judging others on a personal basis/displaying intolerance is inappropriate in the workplace.
- Encourages all others to openly state their views on work-related matters.

Performance Levels:

Satisfactory

Works well with a diverse array of other people. Provides service or otherwise interacts with others in a manner that is consistent and fair.

Superior

Recognizes the potential for diversity to strengthen the organization. Welcomes and fully considers diverse points of view, and makes every effort to ensure others do the same.

48. SHARES KNOWLEDGE AND INFORMATION – Conveys all information relevant to each involved party in a thorough and timely manner.

Level of Competency Required by Job:

Level 1: Provide job-related information as it becomes available to others who are likely to need it or to whom it might be helpful.

Level 2: Keep all involved parties informed of work/project progress and other new information. Tailors content, level of detail, and timing of information provided to the perspective of each recipient.

Level 3: Recognize different needs for different information and provide all affected parties with a description of the "big picture" as well as the breadth and detail of information relevant to their perspective.

Examples of Behavioral Indicators:

- Provides thorough explanations with all relevant details.
- Uses multiple means of communicating (e.g., e-mail, telephone, meetings).
- Provides status reports of work/project progress to all involved parties.
- Informs others of changes at the earliest feasible time.
- Uses multiple addressees and "copies" others so all parties see exactly the same information and know who already has been informed.
- Draws from job knowledge and work experience to provide thorough descriptions and explanations.

Performance Levels:

Satisfactory

Readily communicates new, job-related information to all employees to whom it is relevant. Provides a level of detail and explanation appropriate to the recipient.

Superior

Ensures that all involved parties are provided the maximum amount of information feasible in as timely a manner as possible to facilitate work/project status. Shares job knowledge and experience to serve

55. COMMUNITY RELATIONS – Communicates/Interacts with members of the public in a way that elicits positive response and participation.

<u>Level of Competency Required by Job</u>:

Level 1:   Interact with members of the public, usually one-on-one, to meet their immediate need.

Level 2:   Interact with several to many members of the public at a time to present information, persuade, solicit input, and/or one-on-one in varied situations, some of which may be likely to arouse hostility.

Level 3:   Interact with large segments of the community and/or community leaders in varied situations, some of which involve addressing sensitive issues or in which hostility may arise.

<u>Examples of Behavioral Indicators</u>:

- Speaks in a manner clearly understood by community members.
- Listens actively to what community representatives say and conveys understanding.
- Responds fully and accurately to questions raised.
- Effectively addresses the issues/resolves the situation at hand.
- Achieves the desired objective of the interaction.
- Obtains participation from community members.
- Elicits a favorable reaction from members of the community.

<u>Performance Levels</u>:

<u>Satisfactory</u>	<u>Superior</u>
Listens carefully to concerns and responds to all of them. Speaks in a manner appropriate to the audience. Maintains pleasant/positive demeanor.	Conveys information fully and responds thoroughly to all concerns. Draws community members into the interaction if needed. Receives a positive response from members of the community.