

**COMPETENCY MODEL FOR
SECURITY OFFICER (2023)
CLASS CODE 3181**

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

- 1. Reading Comprehension
- 7. Self-Management
- 12. Conscientiousness
- 13. Stress Tolerance
- 20. Job Knowledge
- 27. Personal Risk
- 33. Interpersonal Skills
- 45. Oral Communication
- 47. Written Communication

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.

1. READING COMPREHENSION – Comprehends and correctly applies information presented in written form. Makes correct inferences; draws accurate conclusions.

Level of Competency Required by Job:

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| Level 1: | Concrete, specific job-related information (work orders; instructions; material/equipment labels) |
| Level 2: | General information related to field of work and assignments; (articles in trade publications; technical/instructional manuals; memos; letters; e-mails; reports) |
| Level 3: | Abstract/complex information (highly technical articles/ reports in specialized area; legal or other regulatory material) |

Examples of Behavioral Indicators:

- Follows written instructions correctly.
- Learns information presented in writing.
- Identifies relevant written information.
- Interprets written legal regulatory material accurately.

Performance Levels:

Satisfactory

Reads instructions correctly. Learns from manual and other printed material.

Superior

Learns from manual and may answer others' questions. Explains information presented in written form to others.

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.

12. CONSCIENTIOUSNESS – Dependable, reliable, diligent, and attends to all aspects of assignments (the “details”).

Level of Competency Required by Job:

- Level 1:** **Remain on-task and make every reasonable effort to complete work in time allotted. Note discrepancies and takes action or informs appropriate person when “things don’t seem right” in information or data.**
- Level 2:** Note when own work logically relates to the work of others and coordinate with them and when additional tasks must be performed to complete an assignment and perform/assign them. Recognize when, despite best efforts, work will not be done and notifies supervision.
- Level 3:** Attend to each area of responsibility, and if all are not being addressed, arrange for transfer or elimination of some of them. Ensure that all aspects of programs/projects are properly addressed to ensure success.

Examples of Behavioral Indicators:

- Seeks all necessary information to do the job well.
- Learns from experience so can recognize when things are not right.
- Maintains a high level of task-related behavior.
- Continues to work diligently in the absence of supervision.
- Fully attends to seemingly minor as well as major aspects of each work assignment.

Performance Levels:

Satisfactory

Fully attends to work at hand; notes details, errors, and discrepancies and follows-up as necessary. Reliably performs and completes work. Punctual; respectful of others’ time.

Superior

Notes relationship of own work to work of others to ensure all aspects are coordinated. Performs additional tasks and otherwise follows-up to ensure thoroughness.

13. STRESS TOLERANCE – Maintains effective performance when under pressure, confronted with opposition or criticism, and/or when the situation is dangerous.

Level of Competency Required by Job:

- Level 1:** **Assignment may include varied or heavy workload; new tasks may need to be learned; members of the public and, at times, co-workers may be rude.**
- Level 2:** Insufficient staff or resources may be available to accomplish work. Priorities/objectives may be unclear and/or direction uncertain. Role ambiguity regarding responsibilities may exist. May encounter disagreement or criticism when performing job activities.
- Level 3:** Presentation and defense of position in a public forum, which at times entails facing opposition, may be required. Work environment may be fast-paced and one in which urgent decisions must be made. Making life-or-death decisions may be necessary.

Examples of Behavioral Indicators:

- Remains composed and focused on the task at hand in the presence of obvious stressors.
- Understands that rudeness or opposition is not typically personal attacks.
- Continues to make good decisions under urgent circumstances or when in danger.
- Soothes others who are more adversely affected by stress.

Performance Levels:

Satisfactory

Continues to perform effectively under stressful circumstances.

Superior

Acknowledges stress, but appears to be unaffected by it. Concentrates extra effort on accomplishing the task at hand. Assists others with effective coping.

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 acquired after hire in a brief orientation, short training program, or through on-the-job training.**
- Level 2: Knowledge acquired through an apprenticeship or extensive training program, or long duration of job performance.
- Level 3: Knowledge acquired through a prolonged external course of study and/or extensive training and experience within the City.

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.

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.

Job Knowledge Areas

1. Knowledge of basic investigative techniques in the event of accidents or unusual occurrences such as recording names and addresses of witnesses, checking for missing objects, locating means of entry, or characteristics which could identify it as one in a series.
2. Knowledge of the chain of command and/or an appropriate entity to notify in the event of an emergency, such as the supervisor, building superintendent, Police Department, or the Fire Department.
3. Knowledge of procedures for making a citizen's arrest in the event it is required to enforce law and order to regain control of the situation.
4. Knowledge of how to respond to threats, such as a threatening call, suspicious package, or an in-person threat in order to ensure proper action and notifications are made.
5. Knowledge of frequently used provisions of City and State laws, ordinances, and regulations such as Municipal Code and the Health and Welfare Code as they relate to detention and/or arrest of persons suspected of violations such as trespassing, disorderly conduct, vandalism, breaking and entering, or theft.
6. Knowledge of legal requirements for documentation of actions resulting in detention and/or arrest of persons suspected of violations including trespass, disorderly conduct, vandalism, breaking and entering, or theft in order to provide a reliable account of events for making deposition and for giving testimony as needed.
7. Knowledge of hazardous conditions such as fire doors left open or materials stacked too high without proper support in order to maintain a safe environment.
8. Knowledge of emergency treatments such as CPR or first aid for conditions, which are common results of accidents or incidents including but not limited to injury, shock, cardiac arrest, or severe bleeding.
9. Knowledge of various security systems including surveillance monitors such as CC TV in order to maintain the safety and security of City properties.
10. Knowledge of basic computer software such as Microsoft Office Suites including but not limited to Word and Excel in order to complete reports, documents, and daily activities.

27. PERSONAL RISK – Continues to perform job activities despite possibility of harm to self

Level of Competency Required by Job:

- Level 1: Risk encountered in unforeseen emergency circumstances. Realistically evaluate chance of success and own capabilities prior to engaging in dangerous activities.
- Level 2: Hazards of the job are known and training is provided on actions necessary in case of an emergency. Continued preparedness and willingness to perform actions necessary for the job.**
- Level 3: Personal risk and danger are well known, defining characteristics of the job; the purpose for which the job exists requires courage and risk to personal safety.

Examples of Behavioral Indicators:

- Performs CPR on or administers other first aid to co-worker.
- Calmly responds to a member of the public who is voicing threats.
- Rescues unconscious co-worker by moving him/her to a safe place before calling 911.
- Enters area well known for illegal activity to enlist the support of community members.
- Enters a burning building to rescue a trapped victim.
- Responds to co-worker's call for assistance in dangerous situations.

Performance Levels:

Satisfactory

Accepts personal risk to the extent it is a job requirement, and performs necessary job duties despite threat to personal safety.

Superior

Displays courage in fulfilling dangerous job responsibilities. May exhibit heroism by taking actions indicating that the safety of co-workers or members of the public was placed before personal safety.

33. INTERPERSONAL SKILLS – Interacts effectively and courteously with others.

Level of Competency Required by Job:

- Level 1:** **Interact with members of the workgroup, supervision, and/or the public in a cordial, service-oriented manner.**
- Level 2: Interact across department lines and with appointed City officials, and/or members of the public, at times under adversarial circumstances, in a cordial, respectful manner.
- Level 3: Interact with appointed and elected City officials, department heads, representatives of external organizations, and/or the media in a cordial, effective manner.

Examples of Behavioral Indicators:

- Works well with others toward mutual objectives.
- Does not arouse hostility in others.
- “Disagrees without being disagreeable.”
- Elicits acceptance/cooperation from others.
- Affords all individuals respect, regardless of their role or status.
- Effectively addresses concerns of politicians or others who may have their “own agenda.”

Performance Levels:

Satisfactory

Behaves in a courteous, respectful, cooperative manner toward co-workers, other City employees, and members of the public.

Superior

Facilitates positive interpersonal relations within/among workgroups and toward members of the public. Adept at finding similarities and grounds for cooperation/mutual benefit.

45. ORAL COMMUNICATION – Communicates orally in a clear, concise, and effective manner.

Level of Competency Required by Job:

- Level 1: Exchange specific, job-related information orally with others in the immediate work environment or via telephone and/or radio.
- Level 2: Obtain/provide/present general and/or job-specific information orally to a variety of others in various situations.**
- Level 3: Obtain/provide/present a diverse array of information orally at varying levels of complexity to a wide range of others across many different situations and circumstances.

Examples of Behavioral Indicators:

- Audience clearly understands the intended message.
- Rarely must repeat information in response to questions.
- Refrains from use of unnecessary words, phrases, or jargon.
- Provides a level of detail appropriate to the situation (avoids too much or too little detail).
- Speaks at a level appropriate to the audience in terms of terminology, sentence structure, and simplicity/complexity of ideas expressed.
- Uses words with precision (vocabulary) to convey exact information.

Performance Levels:

Satisfactory

Speaks clearly and audibly, providing the appropriate information and level of detail. Typically conveys the message on the first attempt. Answers questions accurately and directly.

Superior

Speech is direct and to the point. Speaks convincingly and with authority when appropriate. Maintains sensitivity to the audience while providing thorough information with the appropriate level of detail through the use of precise language.

47. WRITTEN COMMUNICATION – Communicates effectively in writing.

Level of Competency Required by Job:

- Level 1: Write notes/e-mails. Completes forms with some open-ended responses (sentences).
- Level 2: Write letters, articles/reports, and/or detailed descriptions of activities/occurrences.**
- Level 3: Write lengthy reports, instruction manuals, in-depth analyses/reviews of complex issues and/or articles for publication. Reviews the written work of others.

Examples of Behavioral Indicators:

- Writing includes the necessary information to convey the intended message.
- Sufficiently few errors in spelling, punctuation, grammar to not interfere with the intended message or distract the reader.
- Little editing or re-writing needed to produce a final product.
- Composes materials efficiently.
- Information is presented in a well-organized manner.
- Tone and degree of formality are appropriate to the purpose and audience.

Performance Levels:

Satisfactory

Writes material that clearly communicates the necessary information; needs little editing.

Superior

Precisely uses words and organizes information in a way that enhances presentation of the message. Virtually no editing needed.

