

## **COMPETENCY MODEL FOR COMMISSION EXECUTIVE ASSISTANT (9734)**

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

- 3. Judgment & Decision Making
- 7. Self Management
- 20. Job Knowledge
- 34. Customer Service
- 41. Impact
- 45. Oral Communication
- 47. Written Communication
- 53. Leadership

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

Correctly assesses routine and unusual situations and reaches appropriate conclusions for actions needed. Obtains additional information and/or consults with others as necessary.

Superior

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.

## **Job Knowledge Areas**

1. Knowledge of the types of commissions amongst the various City departments, including the general role and functions of a commission or board, such as whether the commission operates the Department or is advisory only, and, for advisory commissions, how much influence the Commission has with Department management and its major activities, sufficient to understand the Commission's authority and jurisdictions.
2. Knowledge of common procedures related to commissions, such as procedures for getting items on the agenda, frequency of meetings, provisions (if any) for special hearings, records required to be kept, and formats for various commission documents such as reports, agendas, and minutes in order to comply with state and local code.
3. Knowledge of Roberts Rules of Order, Ralph M. Brown Act, City Charter and Administrative Code, including each Commission's specific rules and operating procedures, in order to ensure transparency, fairness, and public participation at all meetings.
4. Knowledge of legality of commission activities as it relates to the Brown Act, Freedom of Information Act, and City Ethics Commission requirements, in order to ensure compliance with laws and regulations.
5. Knowledge of laws and regulations affecting activities of the Commission and/ or an individual Commissioner, such as the Brown Act, Freedom of Information Act, City Ethics Commission requirements, Roberts Rules of Order, City Charter and Administrative Code, including the purpose and application of each, sufficient to ensure that the Commission is in compliance with laws and regulations.
6. Knowledge of items that can be put on the agenda but do not require Commission action, such as recognition of retiring employees or employees with long service, routine reports of Department activities, or reports of correspondence received which does not require an action, in order to assess when an action is required by the commission.

7. Knowledge of general contents of commission documents, which are routinely sent to Commissioners, hearing officers, Department management, or other interested parties for various purposes, such as bid documents, hearing reports with attachments, or reports of investigations, sufficient to verify packages for completeness and correct distribution to recipients.
8. Knowledge of technical terms and concepts used in the commission meetings, such as resolution, ordinance, minutes, failure to act, and motions sufficient to understand them and to use them correctly in minutes and reports.
9. Knowledge of structure of the City government and functions, relationships, and organization of various City Departments, including the procedural relationships amongst the commissions City Clerk, City Council, and the Mayor, sufficient to obtain and provide information to internal and external stakeholders.
10. Knowledge of Mayor's executive directives affecting the work of the Commission sufficient to comply with them.
11. Knowledge of requirements for scheduling offsite meetings, such as accessibility and inclusion of various groups, sufficient to plan Commission meetings at appropriate field sites, to plan tours of areas affected by business before the Commission for Commissioners and other interested parties, and/or to answer questions about the location of City and other facilities such as parks or about jurisdictional boundaries.
12. Knowledge of capabilities of computers and software such as Microsoft Office Suite, Google Docs, and Adobe sufficient to request documents and/or reports from subordinates in desired formats or with information organized in desired categories.

**34. CUSTOMER SERVICE** – Interacts with recipients of services (internal or external customers) in a way that provides accurate, timely, and effective information and service.

Level of Competency Required by Job:

Level 1: Interact with customers in person, over the telephone, or through e-mail (and/or other electronic media) in order to provide information or assistance. Listen to customer concerns; explain/reconcile information and provide alternatives if possible; facilitate resolution by making referral and/or following-up as necessary.

**Level 2: Promotes positive customer service. Serves as a model of providing exemplary customer service.**

Level 3: Develop customer-oriented procedures; identifies changes in procedures to enhance customer service and ensures they are implemented.

Examples of Behavioral Indicators:

- Carefully listens to (or reads) customer statement of the issue.
- Provides direct, informative, accurate responses to customer.
- Suggests options if available.
- Maintains a positive attitude in the face of customer complaint or frustration.
- Remains focused on the issue presented by the customer and directs the customer back to the issue if necessary.
- Asks the customer if their concerns have been fully addressed.
- Ensures organizational policies and practices are customer-focused.
- Ensures all employees recognize their responsibility for customer service and are properly trained for it.

Performance Levels:

Satisfactory

Displays knowledge as well as courtesy and patience when interacting with customers. Ensures customers' issue is correctly identified and remains focused on it until it is resolved.

Superior

Seeks further information or advice to resolve difficult issues. Solicits feedback on the effectiveness of service. Makes suggestions for improving service and facilitates changes needed to implement.

**41. IMPACT** – Commands attention through actions, speech, and demeanor.

Level of Competency Required by Job:

Level 1: Engage the other person in one-on-one interaction; assert self to co-workers sufficient to ask questions or for assistance and to provide information and offer suggestions.

**Level 2: Maintain composure and is the focus of attention when at the center of a group interaction (making a presentation; leading the group). Assertive in presenting information and ideas.**

Level 3: Spontaneously becomes the center of attention in group settings due to authoritative speech, self-assured demeanor, and posture.

Examples of Behavioral Indicators:

- Speaks in an authoritative voice that commands respect.
- Does not fidget or display other mannerisms indicating anxiety.
- Stands/sits straight though appears relaxed.
- Makes eye contact with those in sufficient proximity to do so.
- Firm handshake or other appropriate gestures.
- Assertive or persuasive when presenting personal viewpoint.

Performance Levels:

Satisfactory

Clearly conveys personal point of view; readily asks questions/ provides responses. Asserts self when appropriate. Maintains composure; does not exhibit nervous habits.

Superior

Gives the overall impression of being a primary participant or in command of situations, through assertive speech pattern and demeanor.



**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.

### 53. LEADERSHIP – Influences others toward goal accomplishment.

#### Level of Competency Required by Job:

**Level 1: Assume responsibility for operations or a situation when necessary. Direct the actions of others or otherwise ensure required actions are taken. Remain responsible until relieved or situation is resolved.**

Level 2: Motivate others to continual activity focused on goal accomplishment. Provide clear objectives and articulate individual activities necessary to achieve them; ensure resources necessary to do so are available. Monitor work progress and provide feedback; assess results.

Level 3: Articulate a vision, convey it to others, and assign responsibilities (or assure they are assigned) for achieving it. Monitor progress, make adjustments as necessary, and evaluate results.

#### Examples of Behavioral Indicators:

- Evaluates circumstances, determining what needs to be done, and ensuring individual responsibility for performing specific actions is assigned.
- Follows-up to ensure that specific actions have been taken and overall objective has been accomplished.
- Clearly communicates objectives and responsibility/individual actions necessary to achieve them.
- Monitors work in progress, provides feedback to those involved, and makes adjustments to work plans/processes to ensure goal attainment.
- Evaluates completed work for quality, thoroughness, and effectiveness to determine whether re-work or additional work is required to meet intended objectives and to provide learning for future assignments

#### Performance Levels:

##### Satisfactory

Assumes responsibility for work of others when required or necessary. Ensures actions taken to achieve objectives, and evaluates results to determine any follow-up needed.

##### Superior

Articulates vision/states clear objectives and assigns responsibility/motivates others toward achievement. Monitors progress; gives feedback; evaluates results; ensures follow-up.

