COMPETENCY MODEL FOR
SENIOR SYSTEMS ANALYST
CLASS CODE 1597

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

3. Judgment and Decision Making
17. Innovation
21. Technology Application
28. Supervision
35. Teamwork
45. Oral Communication
47. Written Communication
49. Project Management

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.

17. INNOVATION – Seeks out and/or develops drastically different work products or ways of doing work in order to improve services and/or increase productivity.

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

Level 1: ***Identify different means of doing work or suggest changes in work product that significantly improve productivity, work product, or service provided.***

Level 2: Re-engineer processes and practices to increase efficiency and/or productivity and/or to improve work product or service.

Level 3: Re-conceptualize purpose of function and/or how to achieve it in a way that improves efficiency and effectiveness.

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

- Notes inefficiencies/unnecessary steps in work processes for elimination.
- Suggests different, more expedient means of doing work.
- Conducts thorough review of work practices to identify possible points of increased efficiency in work flow and/or product/service quality.
- Identifies opportunities to increase breadth or depth of impact.
- Determines/implements novel means of accomplishing work.
- Reconfigures existing resources to improve work flow, work product, or service.

<u>Performance Levels</u>:

<u>Satisfactory</u>

Maintains constant awareness of ways to improve quantity and quality of work. Identifies and is willing to suggest changes no matter how radical a departure from current practice.

<u>Superior</u>

Deliberately seeks out or develops new and improved ways of doing work and/or alteration of/addition to current work product or service to vastly improve organizational performance and the "bottom line."

21. TECHNOLOGY APPLICATION – Correctly applies technology as required on the job; conceptualizes improvements in work through introducing and/or enhancing use of technology.

Level of Competency Required by Job:

Level 1: Expert in the use of technology required for own job. May identify additional applications for currently used technology to enhance own work and/or work of others.

Level 2: Identify additional technology to be applied to improve own work and/or work of others and/or enhanced use of current technology to improve the operations of an entire function or department.

Level 3: Identify new technology application to improve/enhance work of an entire function, department, or organization.

Examples of Behavioral Indicators:

- Demonstrates mastery of technical applications required for current work.
- Suggests additional applications of existing technology that improve productivity.
- Identifies new technology that can be applied to improve existing operations.
- Provides convincing justification for investment in new technology versus anticipated benefits.
- Presents compelling arguments to justify purchase of existing software (with or without modification) versus in-house development.

Performance Levels:

Satisfactory	Superior
Knows and correctly applies current technology as required on the job. Extends use of current technology to improve efficiency of accomplishing additional tasks.	Recognizes opportunities to apply technology to improve work processes in a function, department, or the entire organization. Identifies and justifies specific technology for specific uses.

Technology Application Areas

1. Knowledge of the phases of systems development including identifying user needs and requirements, determining the usability and feasibility of the system, designing, programming, testing, documenting, implementing, and training users sufficient to recommend, develop and implement high-quality information systems that meet user requirements and improve business processes.

2. Knowledge of the process involved in business analysis as it applies to the development, recommendation or implementation of information systems including identifying business process flows and requirements, devising test and communication plans, and presenting recommendations to key stakeholders sufficient to improve business processes.

3. Knowledge of the advantages and disadvantages of implementing information technologies to solve business problems including automation, customer experience, efficiency, cost, data security, cybersecurity, and/or loss of privacy sufficient to determine if the implementation of information technology will facilitate the improvement of business operations.

4. Knowledge of data management, network, and data communication concepts such as open data, data warehouse, big data, security, authentication, and directory services sufficient to understand and apply the terminology correctly when extracting information from data to identify areas of improvements for businesses and its customers and to support and/or recommend appropriate configurations in complex systems or environments.

5. Knowledge of the capabilities, limitations, and operation of computer and electronic equipment, such as desktop computers, laptops, mobile devices, smart devices, Internet of Things (IOT), and related system peripherals sufficient to support and/or recommend appropriate configurations in complex systems or environments.

6. Knowledge of the capabilities of current and legacy application development languages and technologies such as .NET, SQL, JAVA, Javascript, HTML, C#, C++, PHP, Python, RUBY, Visual Basic, SWIFT, business intelligence and visualization tools, and extract, transform, load (ETL) tools sufficient to support and/or recommend appropriate configurations in complex systems or environments.

7. Knowledge of cloud strategies and how they differ such as Software as a Service (SaaS), Platform as a Service (PaaS), and/or Infrastructure as a Service (IaaS) sufficient to support and/or recommend appropriate configurations in complex systems or environments.

8. Knowledge of server technologies for the use of applications, databases, websites, storage area networks, and virtualization sufficient to support and/or recommend appropriate configurations in complex systems or environments.

28. SUPERVISION – Ability to assume direct responsibility for all aspects of the performance of a work group, which requires knowledge and/or ability in the areas of:

- Planning and goal setting
- Creating a safe and positive work environment
- Establishing standards and training employees
- Motivating employees and teambuilding
- Performance Management (assigning, monitoring, facilitating, reviewing and evaluating work, and providing feedback)
- Supporting and developing employees through delegation and participation
- Taking disciplinary action including progressive discipline
- Provisions of employees' MOU's and handling grievances
- Legal requirements including EEO, ADA, FLSA, FMLA, and Workers' Compensation provisions
- Civil Service Commission Rules and Policies related to the management of employees
- Administrative Code provisions related to the management of employees
- Budget processes sufficient to request and justify expenditures in a correct and timely manner

Level of Competency Required by Job:

Level 1: Supervises small workgroup of employees performing the same or highly related work.

Level 2: Supervises a larger workgroup of employees performing various types of work.

Level 3: Supervises employees including provision of coaching and advice to subordinate supervisors.

Examples of Behavioral Indicators:

- Plans, assigns, and monitors work progress.
- Trains employees to do work.
- Evaluates work and gives positive and negative feedback.
- Displays knowledge of legal requirements including applicable Federal and State laws, Administrative Code provisions, Civil Service Commission Rules and Policies, and MOU provisions.

Performance Levels:

Satisfactory

Proficiency in supervision sufficient to supervise a workgroup in terms of task orientation, interpersonal concerns, and personnel administration.

Superior

Proficiency in supervision sufficient to serve as a resource to others and/or represent department position in a public forum.

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.

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 <u>not</u> 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	Superior
Writes material that clearly communicates the necessary information; needs little editing.	Precisely uses words and organizes information in a way that enhances presentation of the message. Virtually no editing needed.

49. PROJECT MANAGEMENT – Anticipates and plans for all aspects of a multi-faceted, discrete endeavor to ensure resources are available and actions are taken at proper times for successful completion.

Level of Competency Required by Job:

Level 1: Plan, coordinate, and oversee accomplishment of multi-step projects involving other employees.

Level 2: Design, plan, coordinate, and manage large, multi-faceted projects involving employees from various segments of the organization representing different perspectives.

Level 3: Design, plan, secure approval and resources, and manages large-scale, complex projects involving many employees representing a large number of diverse segments of the organization and perspectives, which may at times be in conflict.

Examples of Behavioral Indicators:

- Establishes project plans that gain management acceptance.
- Establishes realistic timeline and estimates of resources needed.
- Assembles appropriate team with complementary skills to efficiently execute all portions of a project.
- Secures necessary resources for successful project completion.
- Clearly designates roles/responsibilities/accountability.
- Addresses failure to perform or other problems in a timely and effective manner to minimize negative impact.

Performance Levels:

Satisfactory

Establishes acceptable project plan; assembles team with required skills; establishes personal responsibility/ accountability. Ensures the necessary time and resources are available.

Superior

Designs efficient project plan to maximize benefits and minimize use of resources. Designates precise mix of people to best accomplish the project. Completes on time, with resources allocated.