

## **COMPETENCY MODEL FOR SERVICE COORDINATOR (0883)**

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

- 3. Judgment and Decision Making
- 4. Analytical Ability
- 20. Job Knowledge
- 33. Interpersonal Skills
- 39. Tact
- 45. Oral Communication
- 55. Community Relations
- 56. Awareness of the City Environment

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.

**4. ANALYTICAL ABILITY** – Identifies, obtains, and evaluates relevant information to establish relationships or patterns, cite causes, and reach logical conclusions.

Level of Competency Required by Job:

Level 1: Recognize similarities/differences in current situation to those previously encountered and is guided accordingly. Apply existing policies correctly. Ask pertinent questions or otherwise seek additional information to formulate appropriate response.

Level 2: Consider multiple, varied factors when evaluating a situation or issue. Seek additional information to provide further insight. Reach conclusions that logically follow from the information obtained.

**Level 3: Consider a multitude of diverse factors, their interrelationships, the perspectives of others, alternative courses of action and their likely ramifications when evaluating information to reach a conclusion.**

Examples of Behavioral Indicators:

- Obtains the necessary amount of relevant information.
- Recognizes the impact of each type of information on conclusions.
- Evaluates the quality/source of information when considering it.
- States the shortcomings of the information and, therefore, the analysis.

Performance Levels:

Satisfactory

Recognizes available relevant information, seeks additional information to consider, and reaches a conclusion. Provides sound, convincing justification for conclusions, citing relevant data and facts.

Superior

Uses a great deal of existing and obtained information and data to develop and evaluate alternatives and arrive at a final conclusion. Provides compelling arguments in support of conclusions.

**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 principles, practices, and techniques of public administration and legislative analysis related to policies, reports, state bills and county bills, sufficient to facilitate community outreach and to advise and shape departmental policies and procedures to achieve departmental goals and milestones.
2. Knowledge of the City's administrative ordinances, rules, procedures, boundaries, parameters and policies, including those outlined within the Los Angeles City Charter, Los Angeles Administrative Code, Los Angeles Executive Directives, and departmental Standard Operating Procedures (SOPs) sufficient to analyze and efficiently provide information to requesting parties.
3. Knowledge of the roles and responsibilities of public facing bodies subject to the Ralph M. Brown Act, including neighborhood councils, City Council, departmental boards and committees sufficient to provide guidance for decorum, order, and the advisory or managerial capabilities of these bodies.
4. Knowledge of the working relationships between the City and other agencies, institutions, commercial enterprises, and/or organizations, including businesses, corporations, non-profits, business improvement districts, Los Angeles Unified School District (LAUSD), Los Angeles County, and Los Angeles Homeless Services Authority (LAHSA) sufficient to understand the needs of the greater Los Angeles area, coordinate interaction with such entities to generate support for City programs, projects, or initiatives, and improve and expand services provided.
5. Knowledge of the services and programs maintained and made available to the public by the City such as City beautification, improvement programs, self-help programs, neighborhood watch groups, advisory boards, mediation, and payment plans sufficient to provide assistance or information to a variety of others and to foster a cooperative relationship between the City and the public.

### 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.

**39. TACT** – Considerate and pleasant in interactions with others, even in situations that involve controversy, disagreement, or represent other emotional strain.

Level of Competency Required by Job:

Level 1: Pleasant in interpersonal interactions with co-workers and/or members of the public when cooperating to accomplish a goal or to provide service.

Level 2: Courteous and considerate in interactions with a wide variety of others during times of controversy or conflict or in the face of negative reaction.

**Level 3: Diplomatic when addressing sensitive matters with the media, elected/appointed officials, and/or a large public audience. Remain considerate and sensitive in times of crisis.**

Examples of Behavioral Indicators:

- Listens actively; conveys understanding.
- Displays sensitivity of others' circumstances and viewpoints.
- Displays empathy by smiling, nodding, etc. when appropriate to do so.
- Recognizes others' points of view when communicating information.
- Expresses information in a manner that does not offend individuals with differing points of view.
- Conveys even a negative message with positive tone and words to the extent possible.
- Anticipates audience reaction to negative or controversial information to be provided.
- Recognizes when to defer to those of higher status or for other reason.

Performance Levels:

Satisfactory

Courteous and considerate in interactions with others. Provides information in as positive a manner as possible.

Superior

Accommodates the needs/desires of others in interactions with them to the extent possible. Maintains a positive approach in the face of adversity or criticism.

**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.

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

Level of Competency Required by Job:

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.**

Examples of Behavioral Indicators:

- 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.

Performance Levels:

Satisfactory

Listens carefully to concerns and responds to all of them. Speaks in a manner appropriate to the audience. Maintains pleasant/positive demeanor.

Superior

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.

**56. AWARENESS OF THE CITY ENVIRONMENT** – Identifies and keeps current on local economic, political, and social trends that affect the work of the City.

Level of Competency Required by Job:

Level 1: Knows (can identify) top local government officials and pressing or highly relevant issues.

**Level 2: Knows (can identify) City Council members, often due to Committee assignment, and/or members of City Commissions/Boards, and some of their views and background. Maintains awareness of major trends in the internal City organization and the entire City of Los Angeles.**

Level 3: Knows members of the Mayor's office and City Council members' staff and department heads. Maintains considerable knowledge of social, economic, and political issues affecting area of responsibility.

Examples of Behavioral Indicators:

- Discerns from media news information of relevance.
- Maintains awareness of local elections and their outcome.
- Meets with appropriate parties to obtain relevant, timely information.
- Incorporates current social, economic, and/or political issues into work plan and priorities.

Performance Levels:

Satisfactory

Through the news and/or discussion at work, knows local government officials and their views if pertinent to work. Identifies and notes information regarding major trends in the City.

Superior

Seeks information on current events relevant to areas of responsibility or the City as a whole. Knows elected officials influential in relevant areas and who to contact regarding the effects of current events. Incorporates discussion of current events into formulation of plans.