COMPETENCY MODEL FOR
ACCOUNTING RECORDS SUPERVISOR
CLASS CODE 1119

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

1. Reading Comprehension
2. Mathematics
6. Attention to Detail
17. Innovation
20. Job Knowledge
28. Supervision
33. Interpersonal Skills
48. Shares Knowledge and Information

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:

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.

2. MATHEMATICS – Performs arithmetic or higher-level mathematical computations accurately.

Level of Competency Required by Job:

Level 1: ***Perform arithmetic computations (add, subtract, multiply, divide, ratios, percentages).***

Level 2: Use algebra (substitute numbers for letters in a formula), geometry (angles, distances, area), and/or descriptive statistics (mean/median/mode, standard deviation, range).

Level 3: Apply and interpret calculus, inferential statistics (t-tests, correlations, ANOVA, multiple regression) or other very high level mathematics.

Examples of Behavioral Indicators:

- Quickly and accurately performs arithmetic computations.
- Appropriately selects and applies formulas for stated purpose.
- Correctly identifies an appropriate analysis for a specific purpose and selects the appropriate computer program for computation.
- Accurately interprets and presents results of mathematical/statistical computations.

Performance Levels:

Satisfactory

Knows mathematical requirements of the job and performs them correctly. Verifies work to ensure accuracy.

Superior

Identifies additional opportunities for the application of mathematics in work. Answers questions/trains others to assist them in their use of mathematics.

6. ATTENTION TO DETAIL – Extremely careful in addressing all aspects of each work assignment in order to produce "completed staff work" and/or avoid any negative outcomes.

Level of Competency Required by Job:

Level 1:   Ensure all aspects of work assignment are completed as directed.

Level 2:   Verify that each aspect of work assignment is properly completed; make logical inference regarding additional activities that may need to be performed to produce "completed staff work."

Level 3:   Include evaluation of final work/work product in its accomplishment; make adjustments as possible to improve.

Examples of Behavioral Indicators:

- Carefully checks all aspects of work for completion and accuracy before submitting.
- Identifies errors (for example, typo's, computations, measurements, application of laws/rules/policies) and corrects them prior to submitting.
- Cross-checks work against available resources.
- Sets up a means of checks and balances to ensure work accuracy.
- Considers changes in final work product to ensure usability by recipient.
- Completes all revisions upon request.

Performance Levels:

Satisfactory	Superior
Ensures that each task accomplished represents "completed staff work." No remaining details/inconsistencies for others to address.	All aspects of each task completed are verified to be correct. Identifies any foreseeable consequences of work that may need to be addressed and does so.

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.

Level of Competency Required by Job:

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.

Examples of Behavioral Indicators:

- 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.

Performance Levels:

Satisfactory

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.

Superior

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."

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	Superior
Sufficient job knowledge to perform work correctly independently. Answers technical questions about work correctly.	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 accounting and bookkeeping practices and procedures, such as reconciling accounting documentation, differentiating payables and receivables, handling cash appropriately, and recording entries in ledgers sufficient to comply with the Office of the City Controller's requirements.

2. Knowledge of software programs used to access and record financial information, such as Financial Management System (FMS), PaySR, Oracle SAP, Microsoft Office, and/or Google Email and Drive functionalities sufficient to use the appropriate software to review financial information about appropriations, payment vouchers, vendors, and authorities, and prepare financial reports.

3. Knowledge of financial documentation, including their purpose, contents, and the proper manner in which they should be completed, such as authorities for expenditures and travel, purchase orders for commodity purchasing processes, and/or formal service contracts that require requests for proposal (RFPs) sufficient to select the appropriate documentation for particular expenditures and/or line items, and enforce spending limitations based on the agreed upon contract.

4. Knowledge of Federal, State, and Local laws as it relates to accounting standards and regulations, such as those found in the City Charter, City Administrative Code, City Clerk website, IRS website, and the Controller Manual, including expenditure requirements (Controller Manual Section 1.5), payment and journal voucher processes (Controller Manual Section 1.2.5), and invoicing (Controller Manual Section 1.9.10) sufficient to prepare, process, maintain, and/or review accounting or financial records and explain accounting rules and processes to new employees or the general public.

5. Knowledge of accounting practices such as handling accounts payable, accounts receivable, cost accounting, commodities procurement, general ledgers, purchasing cards, and petty cash sufficient to organize and maintain electronic and hard copy records and manage accounting operations.

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.

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	Superior
Behaves in a courteous, respectful, cooperative manner toward co-workers, other City employees, and members of the public.	Facilitates positive interpersonal relations within/among workgroups and toward members of the public. Adept at finding similarities and grounds for cooperation/mutual benefit.

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	Superior
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.	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 as a mentor or coach to others.