COMPETENCY MODEL FOR

PERSONNEL RECORDS SUPERVISOR

CLASS CODE 1129

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of **PERSONNEL RECORDS SUPERVISOR**.

(Numbers refer to the order of competencies in the Competency Bank.)

  1. READING COMPREHENSION
  2. MATHEMATICS
  3. JUDGMENT AND DECISION MAKING
  4. ANALYTICAL ABILITY
20. JOB KNOWLEDGE
28. SUPERVISION
42. RESOLVES CONFLICT
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:

Level 1:   Concrete specific job-related information (work orders; instruction; 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.

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

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.

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

- 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.

<u>Performance Levels</u>:

<u>Satisfactory</u>

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

<u>Superior</u>

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

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 conclusion

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 City Controller's payroll procedures sufficient to process payroll documents.

2. Knowledge of rules, policies, and procedures necessary to prepare layoff lists and displacement rights of employees.

3. Knowledge of employee benefits and services programs, including retirement.

4. Knowledge of City department structure and function.

5. Knowledge of personnel record keeping practices sufficient to effectively create and maintain a variety of confidential personnel files include the City's Record Retention Program.

6. Knowledge of data processing methods and terminology as necessary to process personnel and payroll change documents and identify sources of error.

7. Knowledge of the capabilities and uses of personal computers (PCs) sufficient to prepare spreadsheets, written reports, memos, and e-mail correspondence.

8. Knowledge of office and record keeping practices and procedures including alphabetical, numerical, chronological, and subject filing systems sufficient to effectively create and maintain a variety of confidential personnel files.

9. Knowledge of basic safety regulations and practices as necessary to identify and correct safety hazards in the office environment.

10. Knowledge of City Personnel Systems (i.e. PaySR, Neogov) sufficient to complete personnel documents and answer questions from supervisors and other employees in the areas of appointments, changes of employment status, and examination results.

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.

42. RESOLVES CONFLICT – Acknowledges and takes action to eliminate ineffective/disruptive interpersonal relationships.

Level of Competency Required by Job:

Level 1: Recognize that conflict is inappropriate in the workplace; ensure no personal involvement in conflict or promptly seek elimination if such involvement occurs. May try to avert conflict among co-workers or to eliminate it if it occurs.

Level 2: *Monitor staff for possible signs of arising conflict and, when noted, immediately intervene to reconcile. Recognize when the differing perspectives of different organizational units become disruptive and address the issue with involved parties or management, as appropriate.*

Level 3: Recognize that the purpose/objectives of certain entities are inherently at odds and approach interactions with them with sensitivity and facilitates others' doing so as well. Recognize the debilitating nature of emergent conflict among organizational segments and, when noted, immediately intervene to reconcile.

Examples of Behavioral Indicators:

- Recognizes when a conflict is emerging or has emerged.
- Mentions the need to resolve conflict to other involved party(ies).
- Brings together parties in conflict and encourages them to resolve/facilitates resolution.
- Articulates the common objectives of conflicting entities.
- Enlists the participation of conflict resolution specialists when warranted.

Performance Levels:

Satisfactory	Superior
Diffuses conflict at work. Uses other means of addressing interpersonal friction, disagreement, or competing goals. Notes and seeks resolve of conflict among others.	Recognizes interpersonal, intra-organizational, and internal-external organizational interactions with conflict potential, and seeks to avoid. When signs of emerging conflict notes, immediately takes steps to eliminate.

47. WRITTEN COMMUNICATION – Communicates effectively in writing.

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

Level 1:   Write notes/e-mails. Completes forms with some open-ended responses (sentences).

<u>Level 2:</u>   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.

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

● 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.

<u>Performance Levels</u>:

<u>Satisfactory</u>

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

<u>Superior</u>

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