

**COMPETENCY MODEL FOR
PERSONNEL RESEARCH ANALYST
CLASS CODE 1739**

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of Personnel Research Analyst.

- 4. Analytical Ability
- 7. Self-Management
- 12. Conscientiousness
- 20. Job Knowledge
- 29. Fact Finding
- 33. Interpersonal Skills
- 45. Oral Communication
- 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 and underlined*), examples of behavioral indicators, and satisfactory and superior performance level.

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.

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.

12. CONSCIENTIOUSNESS – Dependable, reliable, diligent, and attends to all aspects of assignments (the “details”).

Level of Competency Required by Job:

Level 1: Remain on-task and make every reasonable effort to complete work in time allotted. Note discrepancies and takes action or informs appropriate person when “things don’t seem right” in information or data.

Level 2: Note when own work logically relates to the work of others and coordinate with them and when additional tasks must be performed to complete an assignment and perform/assign them. Recognize when, despite best efforts, work will not be done and notifies supervision.

Level 3: Attend to each area of responsibility, and if all are not being addressed, arrange for transfer or elimination of some of them. Ensure that all aspects of programs/projects are properly addressed to ensure success.

Examples of Behavioral Indicators:

- Seeks all necessary information to do the job well.
- Learns from experience so can recognize when things are not right.
- Maintains a high level of task-related behavior.
- Continues to work diligently in the absence of supervision.
- Fully attends to seemingly minor as well as major aspects of each work assignment.

Performance Levels:

Satisfactory

Fully attends to work at hand; notes details, errors, and discrepancies and follows-up as necessary. Reliably performs and completes work. Punctual; respectful of others’ time.

Superior

Notes relationship of own work to work of others to ensure all aspects are coordinated. Performs additional tasks and otherwise follows-up to ensure thoroughness.

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

Research Methods

1. *Knowledge of research principles and methods in order to conduct and interpret a literature review sufficient to draw conclusions with respect to the proposed research topic.
2. *Knowledge of research principles and methods in order to conduct research studies including hypothesis formation, appropriate sampling, data collection, analysis, and interpretation in order to draw conclusions with respect to the proposed research topic.
3. *Knowledge of content, criterion, and construct validation approaches including the purpose and rationale for each.
4. Ability to develop, administer, analyze, and interpret survey results.

Statistics

5. *Ability to calculate and interpret descriptive statistics (means, median, mode, standard deviation).
6. *Ability to calculate and interpret basic inferential statistics (t-tests, ANOVA, multiple regression).
7. *Knowledge of interpretation and meaning of statistical concepts (normal distribution, sampling error).
8. *Ability to read, interpret, and create graphs, charts, and tables (frequency distribution, chi square).

Data Analysis

9. *Ability to make inferences and draw conclusions from quantitative and qualitative data.
10. *Ability to conduct statistical analysis using computer based statistical packages (SPSS, SAS, and Excel).

Testing Principles

11. Knowledge of uses for and issues related to testing of various abilities including cognitive, non-cognitive/personality, performance, and physical.
12. *Knowledge of job analysis objectives and principles including task and competency identification, linkages, and documentation in order to apply the City's job analysis approach.
13. *Knowledge of item analysis interpretation in order to interpret reliability, validity, and adverse impact.
14. Ability to identify and create tests including multiple-choice, essay, interview, performance, and physical that most effectively assess the competencies identified.
15. Ability to create standards to evaluate test performance for interviews, Training and Experience Questionnaires (T&Es), performance, and physical tests.
16. Knowledge of testing procedures including appropriate test order, application of weights, and cut-scores.

*Needed at job entry

29. FACT FINDING – Obtains required information through questioning, review of existing materials, or securing new materials to answer a question or address a problem.

Level of Competency Required by Job:

Level 1: Look up information available in the workplace (including use of the internet) or by asking questions of co-workers or supervisor.

Level 2: Interview individuals and/or obtain necessary information from files, the library, and/or the internet.

Level 3: Conduct in-depth interviews/interrogations or depositions. Locate obscure reference material containing germane information by correctly identifying needed information, making logical inferences regarding where it might be available, and discerning from newly acquired information relevant additional materials.

Examples of Behavioral Indicators:

- Asks a series of insightful questions in a logical order.
- Correctly identifies persons most likely to have the needed information.
- Listens carefully to responses from others to discern all relevant information stated.
- Makes logical assumptions about where certain types of information might be found; or asks others who are likely to know.
- Persists in locating relevant information until a sufficient amount is available to permit answering question or addressing the problem fully.

Performance Levels:

Satisfactory

Obtains necessary information through scrutiny of existing files and other resources, correctly identifying and obtaining other sources of information, and/or asking questions.

Superior

Exhibits great insight in identifying who would have certain information, or in what materials it might be located. Carefully crafts questions to extract needed information. Persists until sufficient information is gathered to formulate a logical conclusion.

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.

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.

