COMPETENCY MODEL FOR
HUMAN RESOURCES ASSISTANT
CLASS CODE 1742

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

1.	Reading Comprehension
3.	Judgment and Decision Making
4.	Analytical Ability
6.	Attention to Detail
20.	Job Knowledge
22.	Computer Proficiency
33.	Interpersonal Skills
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; 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	Superior
Reads instructions correctly. Learns from manual and other printed material.	Learns from manual and may answer others' questions. Explains information presented in written form to others.

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: 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: 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.

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

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

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.

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

- 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.

<u>Performance Levels</u>:

<u>Satisfactory</u>	<u>Superior</u>
Recognizes available relevant information, seeks additional information to consider, and reaches a conclusion. Provides sound, convincing justification for conclusions, citing relevant data and facts.	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.

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

Ensures that each task accomplished represents "completed staff work." No remaining details/ inconsistencies for others to address.

Superior

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.

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.

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Job Knowledge Areas

1. Knowledge of labor relations laws, policies, and procedures sufficient to advise City departments regarding employee relations issues and assist advocates who represent the department in arbitrations and/or collective bargaining negotiations.

2. Knowledge of position classification sufficient to assist with completing position and classification audits and make recommendations on personnel requests, including for position allocations and/or restorations.

3. Knowledge of selection principles, practices, and methods, including standard job analysis techniques and uses and employment testing techniques, including test uses and testing procedures, in order to complete job analyses and design and administer legally defensible selection tests.

4. Knowledge of recruitment planning, methods, and techniques, including types of recruitment sources available, sufficient to effectively develop and implement a successful recruitment plan and attract quality applicants to apply for and fill vacant positions.

5. Knowledge of laws, regulations and policies related to equal employment opportunity sufficient to serve as department coordinator regarding changes in equal employment laws and provide guidance and training on these topics to employees and/or management.

6. Knowledge of Federal, State and local laws, regulations, rules, policies, and procedures related to employee benefit programs, including workers' compensation and workplace/occupational safety, in order to provide guidance and training on topics such as benefits, requests for leave, and/or workplace injuries to employees and/or supervisors.

22. COMPUTER PROFICIENCY – Uses computer hardware and software optimally to perform job tasks efficiently and effectively.

Level of Competency Required by Job:

Level 1: Understand and use the basic function(s) of computer hardware and software to perform work.

Level 2: Advanced understanding and use of function(s) of all necessary computer hardware and software to perform work.

Level 3: Expert understanding and ability to use all necessary computer hardware and software for the full range of their functions.

Examples of Behavioral Indicators:

- Correctly uses all necessary computer hardware (for example, keyboard, mouse, external storage devices, scanner, printer).
- Correctly and efficiently uses all necessary computer software (for example, word processing, spreadsheet, and database/analysis programs and specific-purpose programs to perform work.
- Performs work with a minimal number of steps (separate computer operations).
- Uses various means of storing and backing-up work as appropriate to the access requirements (need to share) and sensitivity/security concerns

Performance Levels:

Satisfactory	Superior
Correctly uses all necessary computer hardware and software. Learns to use new hardware and software readily. Does not perform work manually when more efficient means via computer are available.	Optimally uses all required computer hardware and software. When alternatives exist, selects the best way to perform work on the computer. Coaches others (or provides formal training) in computer use to perform the job.

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.

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

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.