

**COMPETENCY MODEL FOR  
VIDEO PRODUCTION COORDINATOR  
CLASS CODE 1802**

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

- 3. Judgment and Decision Making
- 6. Attention to Detail
- 20. Job Knowledge
- 22. Computer Proficiency
- 30. Fiscal Management
- 32. Responsiveness and Follow-up
- 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.

**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.

**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.

## **Job Knowledge Areas**

1. Knowledge of principles, practices, methods, and techniques used in video production and coordination work such as those related to booking contractors, securing equipment, and selecting suitable locations for production shoots sufficient to schedule, manage, and track requests for video production resources, staff, equipment, and facilities.
2. Knowledge of video production workflow including pre-production (idea development and script writing), production (set up, lighting, sound, filming, logging shots, and recording voice-over), and post-production (editing and sound mixing), and the equipment and/or software used in each stage, such as cameras, lights, microphones, computers, and editing systems and software sufficient to manage and track the progress and resources of video productions.
3. Knowledge of municipal production, City rules, procedures, and standards governing the solicitation, evaluation, awarding, and enforcement of contract/vendor services sufficient to successfully award contracts.
4. Knowledge of established municipal access policies and operating procedures sufficient to ensure program compliance.

**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

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.

Superior

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.

## Computer Proficiency Areas

### 1. Microsoft Word

- Proofreads [printout or on screen] documents and tables
- Edits (makes changes to) documents and tables
- Stores files in various locations

Using features that include: Copy; Cut and Paste; Page Numbering; Numbering; Highlighting; Spell Check; Grammar Check; Search and Replace; Save As; Convert to pdf/other version of program; Undo/Do; Print; Margins; Tabs; Font/Font Size; Justification; Line Spacing; Columns; and Page Setup

### 2. Microsoft Excel

- Creates spreadsheets on own or for other person(s) [or uses existing spreadsheet] to enter, verify, retrieve, and/or edit data

Using features that include: Insert/Delete Rows/Columns; Format Cells; Page Layout; Print Sort; Basic Functions; Sort; and Filter

### 3. Adobe Photoshop

- Edit graphics and video

Using features that include: Crop; Lasso; Marquee; Foreground/Background Colors; Eyedropper; Brush; Erase; Dodge; and Burn

### 4. Databases

- Enters data, verifies, retrieves, and/or edits databases

### 5. Video Production Computer Software

- Edit graphics, video, and other media

Using programs such as Premier; Final Cut Pro; Avid; ScheduALL; and other related software programs associated with media and video production

**30. FISCAL MANAGEMENT** – Develops and justifies budget proposals in a way that garners support; monitors expenditures for compliance; systematically adjusts expenditures when warranted.

Level of Competency Required by Job:

Level 1: Identify equipment and services with demonstrable cost-effectiveness for improving operations and prepare detailed budget requests that provide ample justification for purchase. Ensure money is spent for intended purpose.

**Level 2: Identify staffing needs, needs for equipment and services, and other expenditures that are necessary to fulfill the mission of a function or segment of the organization. Provide ample, compelling justification. Ensures that money is spent for intended or highly related purpose.**

Level 3: Consider the mission of the entire organization and current priorities in determining which budget proposals to submit. Provide compelling arguments for the proposals submitted that include reference to proposals omitted. Use money for intended purpose unless priorities or other circumstances change.

Examples of Behavioral Indicators:

- Identifies expenditures that will be cost-effective in their contribution to accomplishing work.
- Conducts research to determine the best available option for purchase.
- Tailors justification for budget request to the specific need and current circumstances.
- Uses money for its intended purpose.
- Makes adjustments to expenditures in accordance with price increases, changing priorities, and City policy.

Performance Levels:

Satisfactory

Recognizes the critical role of the budget process in City functioning. Knows the budget cycle and makes timely submissions for all desired expenditures.

Superior

Provides convincing justifications that reflect essential organizational functions, demonstration of cost-effectiveness, and consideration of current political/economic/social climate.



**32. RESPONSIVENESS AND FOLLOW-UP** – Executes actions as requested or to which a commitment has been made; continues involvement as needed.

Level of Competency Required by Job:

Level 1: Willingly accept job assignments and, upon completion, asks whether any other actions are necessary.

Level 2: Ensure that all job responsibilities are fulfilled within their designated timeframes. Willingly accept, and may volunteer for, additional assignments, but does not overextend. Anticipate and accommodate the need for continued involvement.

**Level 3: *Ensure that staff and other resources are available (or can be made available) to reasonably allow for completion of work before making a commitment. If not, make adjustments to ensure completion of work or re-establish priorities and communicate to all involved parties. Recognize the probable need for continuation of some staff involvement beyond the designated timeframe to ensure success.***

Examples of Behavioral Indicators:

- Willingly accepts assignments and completes assigned work.
- Monitors “completed” work to determine whether additional issues to be addressed have arisen.
- Volunteers for assignments when able to assure their timely completion.
- Carefully considers available staff and resources, and competing priorities, before making commitments to complete additional work.

Performance Levels:

Satisfactory

Completes assigned work. Realistically appraises the likelihood of completing additional work before accepting or volunteering for it. Recognizes the usual need for follow-up once assignments are submitted.

Superior

Completes assigned work in an expeditious manner. Often ready to accept additional work or volunteer for it. Readjusts priorities and/or revises plans to maximize productivity. Diligently monitors the possible need for follow-up.

**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.

**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

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.

Superior

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.