

**COMPETENCY MODEL FOR
SENIOR PARK SERVICES ATTENDANT
CLASS CODE 2422**

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

- 3. Judgment and Decision Making
- 20. Job Knowledge
- 28. Supervision
- 39. Tact
- 42. Resolves Conflict
- 45. Oral Communication
- 47. Written Communication
- 52. Workforce Management

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.

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 the methods, procedures, and regulations required for the operation of parking lots, film offices, the Griffith Observatory, the Los Angeles Zoo, and other parks or facilities such as the number of people permitted in rental halls, the departments to contact for assistance during special events, and fee collection procedures sufficient to uphold related City department facility operation regulations and ensure facilities and parks are operating in an effective and efficient manner.
2. Knowledge of the standards, regulations, procedures, and policies required for commercial activities including those related to permits, ticket sales, and/or customer service as required by the Department of Recreation and Parks and the Los Angeles Zoo sufficient to ensure commercial activities throughout facilities in the City of Los Angeles adhere to applicable standards, regulations, procedures, and policies.
3. Knowledge of the supplies, materials, and equipment necessary for the operation of park and amusement services and facilities, including their use(s), such as tickets, cleaning and maintenance supplies, personal protective equipment, and/or directional signs sufficient to ensure proper usage of such supplies, materials, and equipment when overseeing facility operations.
4. Knowledge of the methods used to purchase, store keep, and control the stock of park, facility, and office supplies such as tickets, printer paper, tables, and/or chairs, including contacting and coordinating with appropriate vendors, maintaining records of stock, and organizing park and office supplies when stored sufficient to ensure an adequate, accurate, and accessible supply of essential materials for efficient and effective operations.
5. Knowledge of the methods used to investigate park and facility issues such as theft and film crew compliance to regulations, including reviewing revenue reports and conducting periodic surveillance and observation, sufficient to provide recommendations based on findings and ensure issues are handled in a timely, appropriate, and effective manner.
6. Knowledge of ticketing and/or reservation systems, such as the Galaxy system, RecTrac, and/or Keystroke, and the procedures used to make reservations, sell tickets, and/or customize ticket information sufficient to provide support and guidance to customers using the ticketing and/or reservation systems, confirm information present on tickets is accurate, and ensure tickets are reserved and/or sold in an efficient and effective manner.
7. Knowledge of the methods and techniques used to inspect parks and facilities such as observation and conducting walkthroughs sufficient to identify property damage, maintenance needs, and/or areas for improvement; coordinate the required maintenance repairs; and/or provide recommendations for park or facility enhancements and/or planning.
8. Knowledge of the procedures, regulations, and/or standards used to manage and secure cash for facility and park operations such as processing cash transactions, ensuring receipts are signed for credit card transactions, performing periodic cash audits, reviewing money orders, and collecting receipts sufficient to account for the total cash flow for a given park or facility, ensure expenditures do not exceed the budget, and identify areas to reduce costs and increase revenue.

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.

39. TACT – Considerate and pleasant in interactions with others, even in situations that involve controversy, disagreement, or represent other emotional strain.

Level of Competency Required by Job:

Level 1: Pleasant in interpersonal interactions with co-workers and/or members of the public when cooperating to accomplish a goal or to provide service.

Level 2: Courteous and considerate in interactions with a wide variety of others during times of controversy or conflict or in the face of negative reaction.

Level 3: Diplomatic when addressing sensitive matters with the media, elected/appointed officials, and/or a large public audience. Remain considerate and sensitive in times of crisis.

Examples of Behavioral Indicators:

- Listens actively; conveys understanding.
- Displays sensitivity of others' circumstances and viewpoints.
- Displays empathy by smiling, nodding, etc. when appropriate to do so.
- Recognizes others' points of view when communicating information.
- Expresses information in a manner that does not offend individuals with differing points of view.
- Conveys even a negative message with positive tone and words to the extent possible.
- Anticipates audience reaction to negative or controversial information to be provided.
- Recognizes when to defer to those of higher status or for other reason.

Performance Levels:

Satisfactory

Courteous and considerate in interactions with others. Provides information in as positive a manner as possible.

Superior

Accommodates the needs/desires of others in interactions with them to the extent possible. Maintains a positive approach in the face of adversity or criticism.

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 issues with involved parties or management, as appropriate.

Level 3: Recognize that the purposes/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

Diffuses conflict at work. Uses other means of addressing interpersonal friction, disagreement, or competing goals. Notes and seeks resolve of conflict among others.

Superior

Recognizes interpersonal, intra-organizational, and internal-external organizational interactions with conflict potential, and seeks to avoid. When signs of emerging conflict noted, immediately takes steps to eliminate.

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.

52. WORKFORCE MANAGEMENT – Structures workgroups and their interrelationships in a way that facilitates accomplishment of organizational goals; attracts talent and places individuals in positions to maximize productivity and staff development. Ensures proper training is provided.

Level of Competency Required by Job:

Level 1: Ensure various workgroups are staffed sufficient to accomplish their respective missions and with complementary skills where appropriate.

Level 2: Examine the structure of each workgroup to ensure optimal staffing, the interrelationships of workgroups to maximize coordination and efficiency, and the placement of individuals to optimally use or develop their capabilities; make adjustments as warranted.

Level 3: Ensure that structure, staffing, interrelationships, and placement of individuals for productivity/development are optimal. Identify needed competencies and ensure well-qualified candidates are recruited. Identify problems with the operation and/or staff performance and determine a solution.

Examples of Behavioral Indicators:

- Considers the workforce and its operation as a whole.
- Recognizes the need to balance optimal placement of staff for the organization with individual developmental needs.
- Recognizes the tradeoffs of bringing in new staff versus developing existing staff.
- Re-assigns staff as warranted.
- Re-structures the organization as warranted.
- Addresses problem performers.

Performance Levels:

Satisfactory

Satisfactory Ensures efficient operation of the organization and makes necessary adjustments. Balances productivity and staff development.

Superior

Redesigns organization as necessary to achieve maximum productivity and staff development. Balances bringing in new staff with developing current employees.