COMPETENCY MODEL FOR
EVENT ATTENDANT
CLASS CODE 3172

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

6. Attention to Detail
7. Self-Management
11. Initiative
33. Interpersonal Skills
37. Flexibility
43. Follow Oral Directions
44. Follow Written Directions

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.

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.

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.

11. INITIATIVE – Generates activity that facilitates accomplishment of work.

Level of Competency Required by Job:

Level 1: ***Offer to help co-workers and/or recognize things to do that facilitate work group accomplishment.***

Level 2: Identify new tasks/projects to be undertaken and assist others with accomplishment of their work.

Level 3: Determine additional work necessary to improve the function and productivity of the organization or its services to citizens or other customers.

Examples of Behavioral Indicators:

- Makes suggestions for improvement in work quality or quantity.
- Finds work to do when own work is slow rather than allow diminished personal productivity.
- Expands scope of work/responsibility in appropriate directions.
- Anticipates upcoming events in order to prepare for them.

Performance Levels:

Satisfactory

Generates goal directed activity rather than waiting to be told what to do. Anticipates what is likely to occur in order to be able to prepare; recognizes that preparation for (and clean-up after) a job is part of doing the job.

Superior

Actively pursues additional tasks/ responsibilities that will facilitate effectiveness. Makes extensive preparations for upcoming events or expected changes.

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.

37. FLEXIBILITY – Changes behavior to more effectively respond to differences or changes in situations, circumstances, objectives or people.

Level of Competency Required by Job:

Level 1: ***Modify behavior as necessary to accommodate differences/ changes.***

Level 2: Initiate changed behavior when initial approach proves ineffective.

Level 3: Perceive subtle cues/feedback to determine modifications in behavior necessary to improve effectiveness.

Examples of Behavioral Indicators:

- Adjusts speaking in terms of volume (softer/louder) and/or manner (for example, explanatory vs. directive).
- Offers a different option when the first is rejected.
- Completes work in a nonroutine manner when usual approach is inefficient or ineffective.
- Readily accepts changes in work assignments.
- Willingly works with any others as assigned or required by job duties.

Performance Levels:

Satisfactory

Changes approach or objective when directed to do so. Recognizes failure of initial approach to achieve objective and tries a different one.

Superior

Identifies opportunities to improve performance by changing the goal or personal behavior to reach the goal. Supports changes imposed by others.

43. FOLLOW ORAL DIRECTIONS – Performs work accurately as directed orally.

Level of Competency Required by Job:

Level 1: Receive specific, complete oral directions daily or by individual task assignment throughout the day.

Level 2: ***Receive general instructions orally that span across days or for entire assignments.***

Level 3: Receive general instructions/assignments orally regarding long-term objectives/responsibilities.

Examples of Behavioral Indicators:

- Does work assigned orally properly and on time.
- Asks pertinent questions for clarification of assignments.
- Performs work correctly when instructions were given orally.
- Explains assignments to others who received the same instructions.
- Performs work in accordance with general outline provided orally.
- Correctly infers details of assignments given only in general terms.

Performance Levels:

Satisfactory

Properly performs work when concrete, specific instructions are given orally. Asks pertinent questions when parts of the instructions are unclear or omitted.

Superior

Properly performs work assigned orally. Answers questions or explains work to others. Correctly infers details or portions of instructions that were omitted.

44. FOLLOW WRITTEN DIRECTIONS – Performs work accurately as directed in writing.

Level of Competency Required by Job:

Level 1: Perform tasks assigned in writing.

Level 2: ***Perform work after reading instructional manual.***

Level 3: Perform work after completion of training modules or programs presented in writing.

Examples of Behavioral Indicators:

- Correctly completes work assigned in writing.
- Answers questions and/or explains work to others who received the same instructions.
- Learns and applies information presented in writing (instruction manual; training program).
- Correctly infers details of work to be performed that were unclear or omitted as presented in writing.

Performance Levels:

Satisfactory

Correctly performs work assigned or for which training was provided in writing.

Superior

Understands instructions and training materials presented in writing to the extent that is able to answer questions or explain to others. Correctly infers unclear or omitted details as presented in writing.