

**COMPETENCY MODEL FOR  
DISTRICT SUPERVISOR ANIMAL SERVICES  
CLASS CODE 4320**

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

- 8. Safety Focus
- 28. Supervision
- 32. Responsiveness and Follow-up
- 48. Shares Knowledge and Information
- 52. Workforce Management
- 54. Champions Change
- 55. Community Relations
- 60. Vision

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.

**8. SAFETY FOCUS** – Performs work in a way that minimizes risk of injury to self or others.

Level of Competency Required by Job:

- Level 1: Maintain awareness of unsafe conditions and actions to avoid injury.
- Level 2: Follow safety rules/procedures; avoid known hazards in the work environment.
- Level 3: Carefully follow safety rules and procedures and consistently use all necessary safety equipment.**

Examples of Behavioral Indicators:

- Wears seat belt.
- Ensures safe physical work environment by taking actions such as eliminating unstable stacks of materials, closing drawers so filing cabinets will not tip over, and keeping pathways clear of tripping hazards.
- Reviews safety procedures before beginning each job with known hazards.
- Follows safety procedures while performing work even when it takes more time.
- Uses safety equipment such as goggles, gloves, and earplugs as required or warranted.
- Frequently checks safety equipment for proper condition and operation.

Performance Levels:

Satisfactory

Maintains awareness of personal safety to avoid injury or property damage during all work activities.

Superior

“Safety first.” Places avoidance of injury or property damage above all other job requirements. Mentions the need to follow safe work practices to co-workers. Actively seeks ways to avoid injury.

## **Safety Focus Knowledge Areas**

1. Knowledge of animal welfare strategic planning, emerging standards of care, and resource management principles sufficient to establish long-term organizational goals, develop comprehensive shelter policies, and evaluate overall program effectiveness and community impact.
2. Knowledge of human-wildlife interaction principles, ethical wildlife management models, and community risk assessment sufficient to develop, analyze, and implement broad-scale municipal policies that strategically balance public safety with wildlife coexistence.
3. Knowledge of the City and State legal framework governing animal control and welfare, including methods of legislative analysis, sufficient to evaluate the systemic efficacy of existing ordinances, formulate policy recommendations, and advise senior leadership on the impacts of proposed regulatory changes.
4. Knowledge of organizational risk management, systemic safety governance frameworks, and applicable regulations (such as OSHA) sufficient to develop and implement a high-level safety program, establish a division-wide culture of safety, and ensure systemic compliance across all operations.

**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.

**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.

**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.

**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

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.

**54. CHAMPIONS CHANGE** – Encourages others to identify means of improving existing processes and provides support for required changes.

Level of Competency Required by Job:

- Level 1: Listen to and consider suggestions of co-workers for improving efficiency; accepts and uses suggestions when appropriate. Support imposed changes, and encourages others to do so.
- Level 2: Solicit ideas for improvement, evaluate them, and implement those with merit. Gain support for changes by describing their benefits to all involved parties.
- Level 3: Establish continuous improvement as a job requirement of staff. Assist in securing necessary resources to make changes. Foster an environment of calculated risk taking without fear of failure to encourage radical change.**

Examples of Behavioral Indicators:

- Acknowledges and carefully considers all suggestions for improvement.
- For changes that appear promising, determines how to implement (or approves implementation).
- Encourages others to suggest changes/accept changes.
- Secures resources necessary to implement change; conducts cost-benefit analysis when possible to demonstrate return on investment.
- Presents plans for change with enthusiasm and detailed explanation as a means of promoting staff acceptance.
- Rewards staff for suggesting/implementing change that proves effective.
- Ensures there are no punitive consequences for failure of proposed changes that appeared promising and were approved.

Performance Levels:

Satisfactory

Recognizes that vigilance with respect to identifying possible opportunities for improvement is expected of self and others. Freely makes suggestions and accepts imposed changes, and encourages others to do so.

Superior

Challenges self and others to think creatively and to identify novel approaches that have improvement potential. Persuades others to accept suggestions and enthusiastically embrace their implementation. Does not fear failure of an improvement effort made in good faith.

**55. COMMUNITY RELATIONS** – Communicates/Interacts with members of the public in a way that elicits positive response and participation.

Level of Competency Required by Job:

- Level 1: Interact with members of the public, usually one-on-one, to meet their immediate need.
- Level 2: Interact with several to many members of the public at a time to present information, persuade, solicit input, and/or one-on-one in varied situations, some of which may be likely to arouse hostility.**
- Level 3: Interact with large segments of the community and/or community leaders in varied situations, some of which involve addressing sensitive issues or in which hostility may arise.

Examples of Behavioral Indicators:

- Speaks in a manner clearly understood by community members.
- Listens actively to what community representatives say and conveys understanding.
- Responds fully and accurately to questions raised.
- Effectively addresses the issues/resolves the situation at hand.
- Achieves the desired objective of the interaction.
- Obtains participation from community members.
- Elicits a favorable reaction from members of the community.

Performance Levels:

Satisfactory

Listens carefully to concerns and responds to all of them. Speaks in a manner appropriate to the audience. Maintains pleasant/positive demeanor.

Superior

Conveys information fully and responds thoroughly to all concerns. Draws community members into the interaction if needed. Receives a positive response from members of the community.

**60. VISION** – Conceptualizes and conveys an ideal future in a way that creates employee acceptance and motivates employees to achieve it.

Level of Competency Required by Job:

- Level 1: Envision a more efficient operational unit in which productivity is increased and product quality/quality of service is improved, and, at the same time, persistent problems and other frustrations for employees are eliminated to create a more pleasant work environment. Convey vision to employees and take all possible steps to make the vision a reality.
- Level 2: Envision a more efficient, better coordinated function in which organizational barriers and other factors that detract from performance are eliminated and the opportunity for gratifying individual contribution is enhanced. Convey vision to employees in a way that motivates them to support and help achieve vision.
- Level 3: Envision a more efficient and effective organization that is well recognized as an exemplary “organizational citizen” and an employer of choice. Identify strategies to achieve vision, and convey vision and strategies to staff in a way that enlists their enthusiastic support and commitment to achieving the vision.**

Examples of Behavioral Indicators:

- Identifies and articulates an ideal future state.
- Considers both organizational and staff perspectives when developing vision for the future.
- Conveys vision for future to staff in a way that provides concrete description of the ideal and makes it seem achievable.
- Presents strategies and secures resources to achieve vision or, alternatively, identifies specific steps to be taken.
- Establishes responsibility and accountability for required actions.
- Recognizes, and conveys to staff, that ultimately this is a process, (a feature of organizational functioning), not a project.

Performance Levels:

Satisfactory

Envisions future, conveys vision, and, with staff, tries to achieve it.

Superior

Articulates ideal future state, generates enthusiasm/staff desire to achieve it.