COMPETENCY MODEL FOR
ASSISTANT DIRECTOR INFORMATION SYSTEMS
CLASS CODE 9377

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

3. Judgment and Decision Making
21. Technology Application
30. Fiscal Management
39. Tact
47. Written Communication
51. Program Responsibility
52. Workforce Management
59. Strategic Planning

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.

21. TECHNOLOGY APPLICATION – Correctly applies technology as required on the job; conceptualizes improvements in work through introducing and/or enhancing use of technology.

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

Level 1: Expert in the use of technology required for own job. May identify additional applications for currently used technology to enhance own work and/or work of others.

<u>Level 2:</u> ***<u>Identify additional technology to be applied to improve own work and/or work of others and/or enhanced use of current technology to improve the operations of an entire function or department.</u>***

Level 3: Identify new technology application to improve/enhance work of an entire function, department, or organization.

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

- Demonstrates mastery of technical applications required for current work.
- Suggests additional applications of existing technology that improve productivity.
- Identifies new technology that can be applied to improve existing operations.
- Provides convincing justification for investment in new technology versus anticipated benefits.
- Presents compelling arguments to justify purchase of existing software (with or without modification) versus in-house development.

<u>Performance Levels</u>:

<u>Satisfactory</u>	<u>Superior</u>
Knows and correctly applies current technology as required on the job. Extends use of current technology to improve efficiency of accomplishing additional tasks.	Recognizes opportunities to apply technology to improve work processes in a function, department, or the entire organization. Identifies and justifies specific technology for specific uses.

Technology Application Areas

1. Knowledge of the principles and practices involved in the administration of a large, advanced technological multi-computer operations environment, such as an enterprise resource planning system sufficient to ensure department-wide integrations and operations of such systems.

2. Knowledge of information technology system operations as they relate to the activities of systems software programming, advanced network design, and/or systems analysis, design, and/or programming sufficient to recommend system solutions to a variety of technical problems.

3. Knowledge of various technologies, including data, computer hardware, software, and/or application integration and communications sufficient to provide solutions for business initiatives at the Department of Water and Power (DWP).

4. Knowledge of cyber security and data privacy principles, practices, and risks related to system-wide management information systems, such as password protection, data encryption, two-factor authentication, and intrusion detection sufficient to identify security exposures and provide mitigation controls.

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.

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

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

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.

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

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.

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

- 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.

<u>Performance Levels</u>:

<u>Satisfactory</u>

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

<u>Superior</u>

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.

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	Superior
Writes material that clearly communicates the necessary information; needs little editing.	Precisely uses words and organizes information in a way that enhances presentation of the message. Virtually no editing needed.

51. PROGRAM RESPONSIBILITY – Directs all aspects of an ongoing multi-faceted program/function to ensure resources are continually available and actions are continually taken at proper times to accomplish its objectives.

Level of Competency Required by Job:

Level 1:   Plan, coordinate, and direct the operation of a multi-faceted program/function.

Level 2:   Plan, coordinate, and direct the operation of a large-scale, multi-faceted program/function or several smaller-scale programs/functions.

Level 3:   Plan, coordinate, and direct the operation of a very large-scale, multi-faceted program/function or multiple programs/functions.

Examples of Behavioral Indicators:

- Plans and directs the day-to-day and long-range operation of the program(s)/function(s).
- Secures necessary resources for successful performance.
- Clearly designates roles/responsibilities/accountability.
- Monitors the processes and products of the operation to ensure they meet standard; makes adjustments when needed.
- Addresses failure to perform or other problems in a timely and effective manner to minimize negative impact.
- Audits the processes and products of the operation to identify opportunities for improvement.

Performance Levels:

Satisfactory

Ensures sufficient staff and resources are available to continually accomplish objectives of the program/function. Directs staff and establishes personal responsibility/accountability.

Superior

Continually seeks to improve the program/function to maximize productivity and minimize use of resources.

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	Superior
Ensures efficient operation of the organization and makes necessary adjustments. Balances productivity and staff development.	Redesigns organization as necessary to achieve maximum productivity and staff development. Balances bringing in new staff with developing current employees.

59. STRATEGIC PLANNING – Establishes plans in a way that will achieve vision for the future.

Level of Competency Required by Job:

Level 1:   Recognizes that no work organization is static, so identifies how an improved organization would function and develops plans to create such an organization.

Level 2:   Considers factors in the external environment, best practices, and internal organizational factors to develop a vision for the future; identifies feasible changes/innovations in support of the vision.

Level 3:   Considers social, economic, legal, and political trends and the "big picture" of the organization to establish a vision for its effective operation in the world of the future.

Examples of Behavioral Indicators:

- Establishes and keeps up-to-date a "strategic plan."
- Articulates how current trends and anticipated future events are expected to impact the organization.
- Identifies actions the organization can take to accommodate or leverage trends and future events.
- Recognizes that evolution/change will occur, and without an attempt to manage it, that it is unlikely to be in the best interest of the organization.
- Accepts that even when many factors are unknown or their certainty is questionable, that which is known with any degree of certainty can be effectively used to formulate plans.

Performance Levels:

Satisfactory

Considers the future when establishing current day-to-day operational practices. Envisions an improved organization and identifies specific actions to help create it.

Superior

Understands that the larger environment in which the organization exists is influenced by and influences the organization. Notwithstanding uncertainties, formulates a vision and plans to achieve it.