

**COMPETENCY MODEL FOR
ZOO CURATOR OF BIRDS
CLASS CODE 4276**

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

- 3. Judgment and Decision Making
- 13. Stress Tolerance
- 20. Job Knowledge
- 28. Supervision
- 30. Fiscal Management
- 31. Results Orientation
- 35. Team work
- 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.

13. STRESS TOLERANCE – Maintains effective performance when under pressure, confronted with opposition or criticism, and/or when the situation is dangerous.

Level of Competency Required by Job:

Level 1: Assignment may include varied or heavy workload; new tasks may need to be learned; members of the public and, at times, co-workers may be rude.

Level 2: **Insufficient staff or resources may be available to accomplish work. Priorities/objectives may be unclear and/or direction uncertain. Role ambiguity regarding responsibilities may exist. May encounter disagreement or criticism when performing job activities.**

Level 3: Presentation and defense of position in a public forum, which at times entails facing opposition, may be required. Work environment may be fast-paced and one in which urgent decisions must be made. Making life-or-death decisions may be necessary.

Examples of Behavioral Indicators:

- Remains composed and focused on the task at hand in the presence of obvious stressors.
- Understands that rudeness or opposition is not typically personal attacks.
- Continues to make good decisions under urgent circumstances or when in danger.
- Soothes others who are more adversely affected by stress.

Performance Levels:

Satisfactory

Continues to perform effectively under stressful circumstances.

Superior

Acknowledges stress, but appears to be unaffected by it. Concentrates extra effort on accomplishing the task at hand. Assists others with effective coping.

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 zoology as related to birds, including their identification, food, shelter, care, and habits, sufficient to manage the bird collection and provide information or advice on their selection, breeding and habitat requirements, and disease prevention and control.
2. Knowledge of operant conditioning and positive reinforcement techniques in order to ensure the well-being of the birds in the care of the Los Angeles Zoo.
3. Knowledge of the existing federal, state, and local regulations related to the purchase, sale, loan, donation, shipment, and quarantine of wildlife in order to ensure that all animal transactions are in compliance.
4. Knowledge of the proper and safe methods of handling animals, including shifting, crating, capturing, and restraining animals, and use of related equipment, in order to ensure the safety of both animals and zoo personnel.
5. Knowledge of crisis management operations sufficient to resolve challenges and address emergencies in zoo operations.
6. Knowledge of the proper conditions of zoo buildings, equipment, habitats, grounds, and surrounding vegetation in order to ensure that physical conditions are maintained and are safe for both people and animals.
7. Knowledge of Association of Zoo and Aquariums (AZA) standards and trends in animal husbandry and management in order to maintain excellence in animal care and welfare.

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.

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.

31. RESULTS ORIENTATION – Maintains a focus on objectives to be achieved and acts accordingly to ensure their accomplishment.

Level of Competency Required by Job:

Level 1: Remain focused on the task at hand and its purpose. May alter activities if the same result will be achieved. Does not become distracted by extraneous information, events, or details.

Level 2: Remain focused on the objectives to be achieved and take all reasonable actions necessary to achieve them. If initial activities to achieve objectives are unsuccessful, tries other approaches.

Level 3: **Remain focused on outcome and not process, when possible, in the monitoring and evaluation of staff work. Encourage staff to maintain focus on the objectives of their work and not to be overly affected by nuisances or frustration.**

Examples of Behavioral Indicators:

- Clearly understands the purpose/objectives of work assignments.
- Recognizes that there are typically many ways to achieve the same objective.
- Makes multiple attempts to achieve objectives when necessary.
- Does not become distracted by unimportant or irrelevant issues.
- Ignores distracters in order to maintain pursuit of the desired outcome.

Performance Levels:

Satisfactory

Maintains a focus on desired outcomes and makes every reasonable attempt to achieve them. Always recognizes the purpose or objective of work activities.

Superior

Maintains a clear focus on desired results, and is persistent in attempts to achieve them. Insistent that all work activities lead to goal accomplishment; expresses dissatisfaction with activities that have no apparent impact.

35. TEAMWORK – Interacts effectively with others to achieve mutual objectives; readily offers assistance to others to facilitate their goal accomplishment.

Level of Competency Required by Job:

Level 1: Work effectively as a member of a work unit or project team. Readily offer assistance to others when they have too much work or have too little.

Level 2: **Work effectively as a team member in which different people have different roles/responsibilities and perspectives. Identify points for collaboration with co-workers; readily offer and request assistance.**

Level 3: Work effectively as a part of an interdependent team (your work gets done only if the work of the whole team is done; evaluation of team performance is more relevant than individual performance).

Examples of Behavioral Indicators:

- Discusses work-related matters with co-workers.
- Offers and requests assistance readily.
- Offers and is receptive to suggestions.
- Identifies problems with workflow that will prevent team from accomplishing its goals.
- Provides constructive criticism and feedback to team members to improve overall functioning of team.
- Assigns credit to team for accomplishments.

Performance Levels:

Satisfactory

Cooperates with co-workers and fulfills responsibilities as a member of a project team. Maintains a focus on common objectives and offers and requests assistance readily.

Superior

Sees the team as a whole; acknowledges that performance of the team is what in reality is evaluated by others. If anyone fails, everyone on the team fails.

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.