

COMPETENCY MODEL FOR
EMS NURSE PRACTITIONER SUPERVISOR
CLASS CODE 2340

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of **EMS NURSE PRACTITIONER SUPERVISOR**:

- 7. Self-Management
- 12. Conscientiousness
- 13. Stress Tolerance
- 20. Job Knowledge
- 28. Supervision
- 51. Program Responsibility
- 54. Champions Change
- 55. Community Relations

On the following pages are descriptions of each competency, including a definition, the level of the competency required for the class (*italicized and underlined*), examples of behavioral indicators, and satisfactory and superior performance levels.

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.

12. CONSCIENTIOUSNESS – Dependable, reliable, diligent, and attends to all aspects of assignments (the “details”).

Level of Competency Required by Job:

- Level 1: Remain on-task and make every reasonable effort to complete work in time allotted. Note discrepancies and takes action or informs appropriate person when “things don’t seem right” in information or data.
- Level 2: Note when own work logically relates to the work of others and coordinate with them and when additional tasks must be performed to complete an assignment and perform/assign them. Recognize when, despite best efforts, work will not be done and notifies supervision.
- Level 3: *Attend to each area of responsibility, and if all are not being addressed, arrange for transfer or elimination of some of them. Ensure that all aspects of programs/projects are properly addressed to ensure success.***

Examples of Behavioral Indicators:

- Seeks all necessary information to do the job well.
- Learns from experience so can recognize when things are not right.
- Maintains a high level of task-related behavior.
- Continues to work diligently in the absence of supervision.
- Fully attends to seemingly minor as well as major aspects of each work assignment.

Performance Levels:

Satisfactory

Fully attends to work at hand; notes details, errors, and discrepancies and follows-up as necessary. Reliably performs and completes work. Punctual; respectful of others’ time.

Superior

Notes relationship of own work to work of others to ensure all aspects are coordinated. Performs additional tasks and otherwise follows-up to ensure thoroughness.

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.

EMS Nurse Practitioner Supervisor (2340)
Knowledge List

1. Knowledge of professional medical theories and practices in accordance with the Nurse Practitioner scope of practice.
2. Knowledge of medical/legal issues related to the delivery of EMS; federal, state and regional standards of care; and ethical aspects of emergency medical care.
3. Knowledge of best practices for taking medical histories and conducting physical examinations in an emergency department and/or urgent care setting.
4. Knowledge of the information and techniques needed to diagnose and treat a broad spectrum of acute and chronic illnesses and injuries.
5. Knowledge of treatment alternatives, medication properties and interactions, and preventive health-care measures.
6. Knowledge of problems, practices, and techniques in the administration of emergency medical treatment in accordance with the NP scope of practice.
7. Knowledge of safety regulations and practices necessary in a pre-hospital environment.
8. Knowledge of best practices necessary to acquire and evaluate technical medical data and make diagnostic impressions in the emergency setting.
9. Knowledge of what steps to take in order to perform necessary tasks at an expeditious pace during extremely demanding circumstances while continuing to accomplish such tasks.
10. Knowledge of how to properly adapt to different environments and situations while treating patients from a wide variety of ethnic and cultural backgrounds of all age groups (from pediatrics to geriatrics) in various locations.
11. Knowledge of pathophysiology, assessment, and management modalities of medical conditions and diseases common to adults and children; process of disease transmission and infection control; and kinematics, assessment, and management modalities of trauma in accordance within the NP scope of practice and standard of care.

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.

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.

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.