

COMPETENCY MODEL FOR GARDENER CARETAKER (3141)

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

- 7. Self Management
- 10. Physical Capability
- 20. Job Knowledge
- 23. Equipment Operation
- 34. Customer Service
- 35. Teamwork
- 43. Follow Oral Directions
- 45. Oral Communication

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.

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.

10. PHYSICAL CAPABILITY – Strength, endurance, flexibility, and/or coordination.

Level of Competency Required by Job:

Level 1: Sitting and/or standing for extended periods of time.

Level 2: Awkward body position and/or precise motions required; and/or repeated lifting, carrying, and/or manipulation of objects; and/or walking for extended periods of time.

Level 3: Continuous or extreme exertion of physical effort.

Examples of Behavioral Indicators:

- Sits and may occasionally stand or walk for entire workday (except breaks).
- Walks for the duration of the workday.
- Repetitive motion required to perform task.
- Repeatedly lifts and carries heavy objects.
- Exerts maximal effort for extended periods of time.

Performance Levels:

Satisfactory

Performs tasks requiring physical capability satisfactorily and without undue physical stress or harm.

Superior

Performs tasks requiring physical capability correctly with relative ease. May be asked to perform the most physically demanding tasks or be sought by co-workers for assistance.

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 good watering practices such as watering needs of different kinds of soils, how to test for dryness, proper amount of water to apply, and appropriate watering schedule in order to maintain proper soil moisture level to allow for healthy plant growth.
2. Knowledge of the common types of pests, weeds and diseases such as aphids, white flies, dandelions, crab grass, blind weed, root rot, powdery mildew, rust, and blight sufficient to identify and notify supervisor of the nature and severity of the problem.
3. Knowledge of the common types of plants, grasses, trees, and shrubs such as Bermuda, Bentgrass, Kochia, Kikuyu, Tall Fescue, Kentucky, St. Augustine, Coral Trees, Ficus Trees, Magnolia, Pepper Trees, and Carob Trees in order to understand their unique characteristics to provide proper care and maintenance and to determine optimal planting location and environment.
4. Knowledge of how to properly care for common types of plants, trees, lawns and shrubs such as trimming, cultivating, fertilizing and watering in order to maintain the health and natural appearance of the plants.
5. Knowledge of basic pruning methods such as knowing the proper steps to pruning, when to prune, the purpose of the plants, and the types of cut to use to prune a variety of ornamentals, shrubs, and trees sufficient to prevent damage of the trees and ensure proper plant growth.
6. Knowledge of three basic elements in fertilizer (nitrogen, phosphorus and potassium), their effect on landscape, and how and when they should be applied such as use of nitrogen for expediting greenery and promoting growth, phosphorus promoting root development and flowering, potassium for promoting overall plant health in order to ensure plants, trees, grasses and shrubs receive the proper and sufficient nutrients for proper growth and health at all times.
7. Knowledge of how to use different kinds of automatic and hand sprinklers such as regular watering stands, pop ups, and drip systems in order to ensure proper watering cycles and adequate watering coverage for trees, lawns, slopes, or hillsides.
8. Knowledge of common mulches and soil amendments such as wood bark, shredded wood, gromulch, topsoil, and how and when they should be used such as top dressing with bark/shredded wood to prevent weeds and mulching around trees sufficient to maintain proper moisture levels and prevent weeds.
9. Knowledge of the proper uses of common types of hand and power gardening tools and equipment, such as digging, pruning, edging, mowing and renovating tools and equipment in order to effectively and efficiently maintain landscape on a daily basis.

10. Knowledge of how to maintain and make minor adjustments to power equipment, such as changing oil, oil filters, spark plugs, and lowering height of power mowers in order to safely and effectively operate power equipment.
11. Knowledge of how to store tools and equipment properly and safely such as not leaving watering hoses in the sun and not leaving hand or power tools unattended in order to ensure the integrity of the tools and the safety of all those in the immediate vicinity.
12. Knowledge of steps in preparing a seed bed such as tilling, preparing proper soil composition, leveling, rolling, seeding and adding a top cover sufficient to ensure successful germination and growth of grass seeds.
13. Knowledge of the different kinds of plants such as draught tolerant plants, Manzanitas, Coyote brush, Mexican sage, French lavender, California sagebrush, and cacti which should be planted in types of climates found in the Los Angeles area in order to conserve water and ensure plant survival.
14. Knowledge of how to use basic types of cleaning agents and equipment such as powder cleansers, bleach, window cleaners, acid-based cleaners, pressure washers, squeegees, mops, should be used for common cleaning jobs in order to effectively clean and disinfect city facilities.
15. Knowledge of basic arithmetic such as simple addition, subtraction, multiplication, and division sufficient to properly dilute various cleaning solutions.

23. EQUIPMENT OPERATION – Operates specialized equipment in performance of job duties.

Level of Competency Required by Job:

Level 1: Operate equipment based on on-the-job training.

Level 2: Operate equipment based on attendance at a training program and practice.

Level 3: Operate equipment for which in-depth, complex training was required and which may require certification.

Examples of Behavioral Indicators:

- Operates equipment proficiently.
- Operates equipment with strict adherence to safety procedures.
- Understands the operation of equipment used on the job and correctly answers questions about it.
- Willingly participates in any training necessary to maintain up-to-date knowledge of equipment operation.

Performance Levels:

Satisfactory

Operates equipment safely and with a high degree of proficiency.

Superior

Operates equipment with extreme proficiency and correctly answers questions about its operation. Trains and/or coaches others in the operation of equipment.

34. CUSTOMER SERVICE – Interacts with recipients of services (internal or external customers) in a way that provides accurate, timely, and effective information and service.

Level of Competency Required by Job:

Level 1: Interact with customers in person, over the telephone, or through e-mail (and/or other electronic media) in order to provide information or assistance. Listen to customer concerns; explain/reconcile information and provide alternatives if possible; facilitate resolution by making referral and/or following-up as necessary.

Level 2: Promotes positive customer service. Serves as a model of providing exemplary customer service.

Level 3: Develop customer-oriented procedures; identifies changes in procedures to enhance customer service and ensures they are implemented.

Examples of Behavioral Indicators:

- Carefully listens to (or reads) customer statement of the issue.
- Provides direct, informative, accurate responses to customer.
- Suggests options if available.
- Maintains a positive attitude in the face of customer complaint or frustration.
- Remains focused on the issue presented by the customer and directs the customer back to the issue if necessary.
- Asks the customer if their concerns have been fully addressed.
- Ensures organizational policies and practices are customer-focused.
- Ensures all employees recognize their responsibility for customer service and are properly trained for it.

Performance Levels:

Satisfactory

Displays knowledge as well as courtesy and patience when interacting with customers. Ensures customers' issue is correctly identified and remains focused on it until it is resolved.

Superior

Seeks further information or advice to resolve difficult issues. Solicits feedback on the effectiveness of service. Makes suggestions for improving service and facilitates changes needed to implement.

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.

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.

45. ORAL COMMUNICATION – Communicates orally in a clear, concise, and effective manner.

Level of Competency Required by Job:

Level 1: Exchange specific, job-related information orally with others in the immediate work environment or via telephone and/or radio.

Level 2: Obtain/provide/present general and/or job-specific information orally to a variety of others in various situations.

Level 3: Obtain/provide/present a diverse array of information orally at varying levels of complexity to a wide range of others across many different situations and circumstances.

Examples of Behavioral Indicators:

- Audience clearly understands the intended message.
- Rarely must repeat information in response to questions.
- Refrains from use of unnecessary words, phrases, or jargon.
- Provides a level of detail appropriate to the situation (avoids too much or too little detail).
- Speaks at a level appropriate to the audience in terms of terminology, sentence structure, and simplicity/complexity of ideas expressed.
- Uses words with precision (vocabulary) to convey exact information.

Performance Levels:

Satisfactory

Speaks clearly and audibly, providing the appropriate information and level of detail. Typically conveys the message on the first attempt. Answers questions accurately and directly.

Superior

Speech is direct and to the point. Speaks convincingly and with authority when appropriate. Maintains sensitivity to the audience while providing thorough information with the appropriate level of detail through the use of precise language.