

## Competency Model for Watershed Resources Specialist

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of Watershed Resources Specialist

3. Judgment and Decision Making

4. Analytical Ability

16. Objectivity

20. Job Knowledge

21. Technology Application

29. Fact Finding

35. Teamwork

40. Credibility

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

**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.

**4. ANALYTICAL ABILITY** – Identifies, obtains, and evaluates relevant information to establish relationships or patterns, cite causes, and reach logical conclusions.

Level of Competency Required by Job:

- Level 1: Recognize similarities/differences in current situation to those previously encountered and is guided accordingly. Apply existing policies correctly. Ask pertinent questions or otherwise seek additional information to formulate appropriate response.
- Level 2: Consider multiple, varied factors when evaluating a situation or issue. Seek additional information to provide further insight. Reach conclusions that logically follow from the information obtained.**
- Level 3: Consider a multitude of diverse factors, their interrelationships, the perspectives of others, alternative courses of action and their likely ramifications when evaluating information to reach a conclusion.

Examples of Behavioral Indicators:

- Obtains the necessary amount of relevant information.
- Recognizes the impact of each type of information on conclusions.
- Evaluates the quality/source of information when considering it.
- States the shortcomings of the information and, therefore, the analysis.

Performance Levels:

Satisfactory

Recognizes available relevant information, seeks additional information to consider, and reaches a conclusion. Provides sound, convincing justification for conclusions, citing relevant data and facts.

Superior

Uses a great deal of existing and obtained information and data to develop and evaluate alternatives and arrive at a final conclusion. Provides compelling arguments in support of conclusions.

**16. OBJECTIVITY** – Demonstrates fairness and equity toward others; understands different perspectives; states sides of a conflict non-evaluatively; uses facts and logic.

Level of Competency Required by Job:

- Level 1: Respond to the situation at hand and its specific circumstances as opposed to being influenced by previous encounters, stereotypes, or biases.**
- Level 2: Appropriately aligns self/organizational interest with objectives to benefit the overall organization and/or citizenry.
- Level 3: Appropriately aligns self/organizational interest with the “common good” (citizens, other public sector agencies, elected officials).

Examples of Behavioral Indicators:

- Notes facts and circumstances specific to the situation.
- Formulates plans for action based on the totality of factual information.
- Gives full attention to each task/issue within areas of responsibility
- Clearly demonstrates the benefits of actions to the overall organization, citizens, and/or the “common good.”
- Does not take positions or promote actions/causes that reflect blatant self interest.

Performance Levels:

Satisfactory

Focuses on and reacts to all facts and information available for each situation/issue. Disregards personal preferences or biases in appraisal of situation/issue and response to it.

Superior

Strives to serve the “common good.” Responds in a manner contrary to self-interest when appropriate.

**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 acquired after hire in a brief orientation, short training program, or through on-the-job training.
- Level 2: Knowledge acquired through an apprenticeship or extensive training program, or long duration of job performance.
- Level 3: Knowledge acquired through a prolonged external course of study and/or extensive training and experience within the City.**

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.

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.

**WATERSHED RESOURCES SPECIALIST - 7862**  
**JOB KNOWLEDGE AREA LIST**

1. Knowledge of plant species, grouping and associations in areas such as, but not limited to, the Great Basin region sufficient to perform environmental analyses in order to ensure the natural resources of the Owens Valley and Mono basin watersheds are maintained and protected.
2. Knowledge of the principles and practices of watershed management such as livestock management and/or alterations in surface and groundwater resources in areas such as, but not limited, to the Great Basin region sufficient to perform environmental analyses in order to ensure the natural resources of the Owens Valley and Mono basin watersheds are maintained and protected.
3. Knowledge of groundwater and climate dynamics that effect ecosystems to better manage water resources in areas such as, but not limited, to the Great Basin region sufficient to perform environmental analyses in order to ensure the natural resources of the Owens Valley and Mono basin watersheds are maintained and protected.
4. Knowledge of management and regulations governing rare, threatened and endangered local plant and animal species sufficient to perform environmental analyses in order to ensure the natural resources of the Owens Valley and Mono basin watersheds are maintained and protected.
5. Knowledge of the accepted techniques of making biological investigations of wildlife and other natural resources such as conducting research into the potential causes of vegetation change or in the decline of a wildlife population of interest sufficient to implement habitat restoration plans.
6. Knowledge of the classification, ecology, habitats and geographic distribution of California flora and fauna sufficient to perform environmental analyses in order to ensure the natural resources of the Owens Valley and Mono basin watersheds are maintained and protected.
7. Knowledge of the principles and practices of environmental ecology research and wildlife management such as conducting research into the potential causes of vegetation change or in the decline of a wildlife population of interest sufficient to implement habitat management plans.
8. Knowledge of the forage plants and the operation of various grazing systems (e.g. high intensity short duration, dormant season) sufficient to perform environmental analyses, such as productivity analysis, to determine the effectiveness of watershed management practices.

9. Knowledge of ecosystem factors such as soils, vegetation, hydrology, and land uses as they apply to managing water resources sufficient to perform environmental analyses in order to ensure the natural resources of the Owens Valley and Mono basin watersheds are maintained and protected.
10. Knowledge of the content requirements and format for preparation of resource management plans and preparation of environmental analyses and permits (e.g. California Environmental Quality Act, National Environmental Policy Act, Clean Air Act, and Clean Water Act) sufficient to provide technical guidance and assistance to management.
11. Knowledge of the methods of statistical analysis (e.g. regression, analysis of variance, and multivariate analysis of covariance) sufficient to analyze data obtained from natural resource studies to ensure the Department of Water and power Range Management Guidelines are adhered to.
12. Knowledge of the federal, state and local laws, including the California Fish and Game Code, which apply to the management and use of range lands and water resources and the conservation and restoration of wildlife in California sufficient to provide technical guidance and assistance to management.
13. Knowledge of the information resources (e.g. scientific journals and library resources) available in the field of watershed management sufficient to perform environmental analyses in order to ensure the natural resources of the Owens Valley and Mono basin watersheds are maintained and protected.
14. Knowledge of wetland ecology and function and their role in maintaining water quality sufficient to perform environmental analyses in order to ensure the natural resources of the Owens Valley and Mono basin watersheds are maintained and protected.

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

Level of Competency Required by Job:

- 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.
- Level 2: 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.**
- Level 3: Identify new technology application to improve/enhance work of an entire function, department, or organization.

Examples of Behavioral Indicators:

- 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.

Performance Levels:

Satisfactory

Knows and correctly applies current technology as required on the job. Extends use of current technology to improve efficiency of accomplishing additional tasks.

Superior

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.

**29. FACT FINDING** – Obtains required information through questioning, review of existing materials, or securing new materials to answer a question or address a problem.

Level of Competency Required by Job:

- Level 1: Look up information available in the workplace (including use of the internet) or by asking questions of co-workers or supervisor.**
- Level 2: Interview individuals and/or obtain necessary information from files, the library, and/or the internet.
- Level 3: Conduct in-depth interviews/interrogations or depositions. Locate obscure reference material containing germane information by correctly identifying needed information, making logical inferences regarding where it might be available, and discerning from newly acquired information relevant additional materials.

Examples of Behavioral Indicators:

- Asks a series of insightful questions in a logical order.
- Correctly identifies persons most likely to have the needed information.
- Listens carefully to responses from others to discern all relevant information stated.
- Makes logical assumptions about where certain types of information might be found; or asks others who are likely to know.
- Persists in locating relevant information until a sufficient amount is available to permit answering question or addressing the problem fully.

Performance Levels:

Satisfactory

Obtains necessary information through scrutiny of existing files and other resources, correctly identifying and obtaining other sources of information, and/or asking questions.

Superior

Exhibits great insight in identifying who would have certain information, or in what materials it might be located. Carefully crafts questions to extract needed information. Persists until sufficient information is gathered to formulate a logical conclusion.

**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.

**40. CREDIBILITY** – Is truthful and sincere; objectively and clearly provides all pertinent information rather than being vague, omitting negative information or only stating what listeners “want to hear.”

Level of Competency Required by Job:

- Level 1: Freely and openly share accurate job-related information with co-workers.
- Level 2: Provide complete, accurate information to other City employees and members of the public.**
- Level 3: Represent department to the Mayors’ Office, City Council, City Commissions, and/or department heads, and/or to external organizations, professional associations, and/or the media.

Examples of Behavioral Indicators:

- Admits mistakes.
- Information provided is consistent (not contradictory or stating different things to different people).
- Answers questions directly and thoroughly.
- Shares credit for achievements.
- Acts in the best interest of the organization, not self interest.

Performance Levels:

Satisfactory

“Tells the complete story” from the onset. Is forthcoming with full information when questioned. Statements are consistent. Readily admits mistakes and gives credit to others.

Superior

Information provided is complete and accurate, and includes any negative information or information contrary to self interest. Does not attempt to be vague or put a “spin” on negative information to make it appear more positive.