

COMPETENCY MODEL FOR LANDSCAPE ARCHITECTURAL ASSOCIATE (7933)

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

- 6. Attention to Detail
- 7. Self-Management
- 20. Job Knowledge
- 21. Technology Application
- 32. Responsiveness and Follow-Up
- 35. Teamwork
- 45. Oral Communication
- 47. Written 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.

6. ATTENTION TO DETAIL – Extremely careful in addressing all aspects of each work assignment in order to produce “completed staff work” and/or avoid any negative outcomes.

Level of Competency Required by Job:

Level 1: Ensure all aspects of work assignment are completed as directed.

Level 2: Verify that each aspect of work assignment is properly completed; make logical inference regarding additional activities that may need to be performed to produce “completed staff work.”

Level 3: Include evaluation of final work/work product in its accomplishment; make adjustments as possible to improve.

Examples of Behavioral Indicators:

- Carefully checks all aspects of work for completion and accuracy before submitting.
- Identifies errors (for example, typo's, computations, measurements, application of laws/rules/policies) and corrects them prior to submitting.
- Cross-checks work against available resources.
- Sets up a means of checks and balances to ensure work accuracy.
- Considers changes in final work product to ensure usability by recipient.
- Completes all revisions upon request.

Performance Levels:

Satisfactory

Ensures that each task accomplished represents “completed staff work.” No remaining details/ inconsistencies for others to address.

Superior

All aspects of each task completed are verified to be correct. Identifies any foreseeable consequences of work that may need to be addressed and does so.

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

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 the characteristics and requirements of plants, such as plants typically grown in Southern California, the botanical and common names of plants, and the guidelines for placement of plants, for functional and aesthetic purposes in recreational and other municipally owned sites, in order to adequately prepare and revise construction drawings and ensure that plants do not interfere with other aspects of construction plans.
2. Knowledge of laws and regulations related to irrigation design and water conservation techniques, such as the Model Water Efficient Landscape Ordinance (MWELO) and CALGREEN (Title 24, Chapter 11), sufficient to review, plan, and construct irrigation systems.
3. Knowledge of guidelines and requirements related to grading, storm water management, and erosion control, such as the Low Impact Development (LID) and grading permits, and sufficient to review, plan, and construct City facilities and to achieve compliance with applicable codes and ordinances.
4. Knowledge of guidelines regarding lighting systems, such as the space allocation between lighting systems and plants, sufficient to enhance security of pathways and public areas, public safety, and aesthetics, such as types of lighting and lighting fixtures that are permitted for use.
5. Knowledge of the theory, principles, and current practices of landscape architecture as applied to the preparation of designs, plans, specifications, and cost estimates for landscape and site development.
6. Knowledge of governing codes and regulations, such as Model Water Efficient Landscape Ordinance (MWELO), Low Impact Development (LID), and the building code as it relates to landscape architecture, such as CALGREEN (Title 24, Chapter 11) and the Americans with Disabilities Act (ADA), as they relate to the development and construction of sites and facilities.
7. Knowledge of the sources of landscape architectural information, such as Landscape Architectural Magazine (LAM), in order to locate information regarding landscape architecture and perform duties at the maximum level of efficiency.
8. Knowledge of principles and practices used for cost estimation in construction, such as assessing physical site conditions, assessing ease of construction on the site, and assessing cost of materials and labor, sufficient to analyze the costs involved with different construction proposals and produce cost estimates for construction proposals.

9. Knowledge of how to prepare, analyze, and interpret sketches, renderings and a variety of documents including design and construction drawings sufficient to interpret how designs and documents intersect with landscape architectural designs.
10. Knowledge of principles and practices of architecture and engineering, such as civil engineering, environmental engineering, and building architecture, sufficient to communicate professionally with architects and engineers, in order to ensure the cohesiveness and practicality of construction designs and plans.

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.

Technology Application Areas

1. Knowledge of how to use various computer and internet based programs, such as Microsoft Office Suite and/or Google Documents, in order to prepare documentation related to reports, presentations, and project coordination.
2. Knowledge of practices and applications of AutoCAD, such as drafting for site development, sufficient to create and prepare landscape architectural drawings.
3. Knowledge of practices and applications of Adobe Photoshop and Adobe Illustrator, such as rendering black-and-white designs and editing vector lines, sufficient to create landscape architectural presentation drawings.
4. Knowledge of practices and applications of 3D-Rendering software, such as Rhino, Revit, and Sketch Up, sufficient to construct three-dimensional construction plans from two-dimensional construction plans, in order to create and prepare landscape architectural drawings.

32. RESPONSIVENESS AND FOLLOW-UP – Executes actions as requested or to which a commitment has been made; continues involvement as needed.

Level of Competency Required by Job:

Level 1: Willingly accept job assignments and, upon completion, asks whether any other actions are necessary.

Level 2: Ensure that all job responsibilities are fulfilled within their designated timeframes. Willingly accept, and may volunteer for, additional assignments, but does not overextend. Anticipate and accommodate the need for continued involvement.

Level 3: Ensure that staff and other resources are available (or can be made available) to reasonably allow for completion of work before making a commitment. If not, make adjustments to ensure completion of work or re-establish priorities and communicate to all involved parties. Recognize the probable need for continuation of some staff involvement beyond the designated timeframe to ensure success.

Examples of Behavioral Indicators:

- Willingly accepts assignments and completes assigned work.
- Monitors “completed” work to determine whether additional issues to be addressed have arisen.
- Volunteers for assignments when able to assure their timely completion.
- Carefully considers available staff and resources, and competing priorities, before making commitments to complete additional work.

Performance Levels:

Satisfactory

Completes assigned work. Realistically appraises the likelihood of completing additional work before accepting or volunteering for it. Recognizes the usual need for follow-up once assignments are submitted.

Superior

Completes assigned work in an expeditious manner. Often ready to accept additional work or volunteer for it. Readjusts priorities and/or revises plans to maximize productivity. Diligently monitors the possible need for follow-up

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

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 not 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

Writes material that clearly communicates the necessary information; needs little editing.

Superior

Precisely uses words and organizes information in a way that enhances presentation of the message. Virtually no editing needed.