

**COMPETENCY MODEL FOR  
PARK RANGER (2021)  
CLASS CODE 1966**

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

- 1. Reading Comprehension
- 3. Judgment and Decision Making
- 10. Physical Capability
- 14. Composure
- 20. Job Knowledge
- 23. Equipment Operation
- 47. Written Communication
- 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*, **bolded**, and underlined), examples of behavioral indicators, and satisfactory and superior performance levels.

**1. READING COMPREHENSION** – Comprehends and correctly applies information presented in written form. Makes correct inferences; draws accurate conclusions.

Level of Competency Required by Job:

**Level 1: Concrete, specific job-related information (work orders; instructions; material/equipment labels)**

Level 2: General information related to field of work and assignments; (articles in trade publications; technical/instructional manuals; memos; letters; e-mails; reports)

Level 3: Abstract/complex information (highly technical articles/ reports in specialized area; legal or other regulatory material)

Examples of Behavioral Indicators:

- Follows written instructions correctly.
- Learns information presented in writing.
- Identifies relevant written information.
- Interprets written legal regulatory material accurately.

Performance Levels:

Satisfactory

Reads instructions correctly. Learns from manual and other printed material.

Superior

Learns from manual and may answer others' questions. Explains information presented in written form to others.

**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.

## 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.

#### 14. COMPOSURE – Maintains composure in difficult circumstances.

##### Level of Competency Required by Job:

Level 1: Display self-confidence in interactions with others; does not undermine own efforts or immediately succumb to pressure.

Level 2: Remain self-assured and calm when challenged or subject to abuse.

**Level 3: Exude confidence in a wide variety of circumstances made difficult by many potent, diverse factors.**

##### Examples of Behavioral Indicators:

- Maintains calm, composed demeanor in all work situations.
- Restates position when appropriate.
- Asserts viewpoints when others ignore or debase them.
- Acknowledges difficulties, but is not overcome by them.

##### Performance Levels:

###### Satisfactory

Continues work in a calm, self-assured manner under difficult circumstances. Avoids being drawn in to a heated exchange.

###### Superior

Remains poised when confronted with undue complaint or criticism. Confidently defends position when challenged.

**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**

### **A. Interpretive and Environmental**

1. Knowledge of local botany, including both common and scientific names of vegetation and/or; animals and insects, including both common and scientific names of wildlife and/or; ecosystems, including mountains, flatlands, urban areas, and coastal regions and/or; history, archaeology, and anthropology sufficient to lead interpretive walks and speak to schools or other groups of individuals on subject matter.

### **B. Public Points of Interest**

2. Knowledge of rules and regulations of various City parks including areas which can be reserved for group use and where to call to make reservations sufficient to give information to patrons.
3. Knowledge of roads and locations of facilities within City parks sufficient to provide directions to people who ask (including Police or Fire units responding to emergencies) and/or to drive there quickly when necessary.

### **C. Guard and Patrol**

4. Knowledge of directing traffic in parking areas or in special cases (i.e., assisting vehicles with limited visibility to enter a public street or directing traffic around a traffic accident) to account for smooth traffic flow.
5. Knowledge of park locations and geography of individual parks sufficient to vary patrol routes for most effective coverage and to respond quickly to emergency calls.
6. Knowledge of normal conditions in the assigned area such as which gates should be locked and which open, which lights left on, which roads closed at night, or what sports activities are allowed.
7. Knowledge of techniques for dealing with uncooperative persons such as pointing out posted notices that access is restricted or using a loudspeaker to order them to leave the area.
8. Knowledge of communities in various parts of Los Angeles and of how they tend to interact with each other sufficient to evaluate situations quickly and accurately and/or to adapt personal behavior to be best accepted by park patrons.
9. Knowledge of conflict resolution techniques sufficient to reduce the potential for violence in confrontational situations and to increase effectiveness of verbal communication.

10. Knowledge of what to look for in case of accidents or unusual occurrences such as taking names, addresses, and statements of witnesses; locating means of entry; or checking for characteristics which could identify the occurrence as one of a series.

#### **D. Safety and Emergency Medical Care**

11. Knowledge of safety principles and regulations such as taking a communications device and leaving word when going into wild areas alone and watching for holes or trip hazards when crossing unpaved ground.
12. Knowledge of criteria for triage in cases where several people are injured, of medical examination techniques (such as for broken bones or neck injuries) and of first aid or emergency medical techniques (such as cardiopulmonary resuscitation, putting pressure on wounds with a bandage, and keeping victims warm) for conditions which are common results of accidents (such as shock or severe bleeding).

#### **E. Emergency**

13. Knowledge of who to notify and to ask for help in emergencies such as calling the dispatcher to send backup, the Police Department, or the Fire Department.
14. Knowledge of type of fire extinguisher to be used on different types of fires such as fires involving combustible materials such as paper or wood, fires in or near electrical wiring, and fires involving flammable liquids.
15. Knowledge of firefighting techniques sufficient to make initial attack on small brush fires and other fires which may occur in parks and park facilities using portable extinguishers and/or the Department fire apparatus.
16. Knowledge of incident command system as taught in firefighting training sufficient to use it when there are fires and to adapt it to searches for missing persons or other emergencies when activities of a number of workers must be coordinated.
17. Knowledge of organizing searches for lost persons by establishing a perimeter for the search, setting up a grid system, assigning searchers to grid areas, communicating by two-way radio, and continuing until the person is found or until all grid areas have been completely searched.
18. Knowledge of search techniques such as getting information lost person(s) from the citizen making the report, using maps showing where trails come out, or observing evidence of passage such as footprints or broken branches of brush to identify areas where there is the highest probability of finding the person.
19. Knowledge of rescue procedures including equipment such as ropes (including knots used for various purposes), rappelling equipment, and rescue baskets or stretchers.

20. Knowledge of authority of limited peace officer status including enforcement of laws such as the State Penal Code and fish and game regulations and authority to arrest persons when there is evidence indicating that they have committed crimes.
21. Knowledge of procedures for detaining persons suspected of felonies and misdemeanors and for making arrests including when to use the Miranda warning, special procedures for detaining juveniles, compliance holds, and search techniques.
22. Knowledge of procedures for safely transporting arrestees to the location where they will be booked including questions to be asked before they are put in the vehicle, use of seat belts, reporting time and mileage, and informing the dispatcher about the trip.
23. Knowledge of procedures for securing an area where there may be evidence of a crime or of the cause of an accident such as locking doors, or setting up barricades and tape to mark off an area.
24. Knowledge of procedures for getting evidence about an accident or possible crime such as getting the names of people in the area or who attempt to enter it, taking statements from witnesses, and preservation of evidence.
25. Knowledge of how to respond to a hazardous materials incident or to a bomb threat telephone call.

#### **F. Legal**

26. Knowledge of City and State laws, ordinances, codes, and regulations relating to detention and/or arrest of people suspected of violations such as trespass, disorderly conduct, vandalism, breaking and entering, or theft.
27. Knowledge of where to look up exact wording of a law or regulation such as the Municipal Code, health and safety regulations, fish and game laws, and updates from the City Attorney's office.
28. Knowledge of legal requirements for documentation of actions resulting in detention and/or arrest of persons suspected of violations such as trespass, disorderly conduct, vandalism, breaking and entering, or theft.

**G. Communication**

29. Knowledge of how to use a two-way radio (including use of proper two-way radio etiquette).
30. Knowledge of use of computer systems in dispatcher's office sufficient to receive, hold, or transfer calls and/or to get information from the computer such as telephone numbers of people to be notified of the incident or the zone an alarm is coming from.
31. Knowledge of investigative procedures while using criminal database systems [e.g., California Law Enforcement Telecommunication System (CLETS)] sufficient to retrieve the necessary information required to complete a criminal investigation.
32. Knowledge of dispatching procedures and information sources in the dispatcher's office and of integrating and transmitting information to people who need it accurately, briefly, and clearly.

**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.

### **Equipment Operation Areas**

1. Ability to monitor two-way radio while driving or talking to others sufficient to notice and respond to calls intended for the monitoring Park Ranger.
2. Ability to drive a motor vehicle on off-paved roads in severe weather conditions, and through damaged roads when necessary.
3. Ability to use a four-wheel drive vehicle, (e.g., fire apparatus and ATV) and associated equipment, (e.g., winches and emergency lights) effectively and efficiently when necessary.
4. Ability to operate pumps, hoses, nozzles, chainsaws, and other equipment on fire engines assigned to Park Rangers sufficient to safely and effectively suppress wild land fires on park property.
5. Ability to use defensive equipment, such as Oleoresin Capsicum Spray (pepper spray), batons, and restraint devices, sufficient to deter persons who are physically aggressive and immediately dangerous.
6. Ability to provide medical care using first-aid equipment, such as c-collars, bag valve masks, and splinting devices.
7. Ability to perform search and rescue activities utilizing equipment such as ropes, pulleys, rescue baskets, and carabiners.

## 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.

**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.

