

**COMPETENCY MODEL FOR
EMERGENCY MEDICAL SERVICES EDUCATOR (2019)
CLASS CODE 2322**

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

- 7. Self-Management
- 12. Conscientiousness
- 20. Job Knowledge
- 21. Technology Application
- 36. Emotional Maturity
- 40. Credibility
- 41. Impact
- 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.

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..

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.

Job Knowledge Areas

1. Knowledge of LAFD, local, and State mandated policies, protocols, practices, and techniques of pre-hospital care sufficient to develop and provide training for Department members.
2. Knowledge of technical tools and equipment (e.g., cardiac monitor, electronic patient care recording [ePCR] device) required for the performance of pre-hospital care sufficient to develop and train Department members.
3. Knowledge of classroom curriculum to design lesson plans and provide instruction sufficient to train members effectively.
4. Knowledge of trainings aids such as television/DVD combinations, overhead projectors, PowerPoint presentations or similar software, computers and the Internet, mannequins, sufficient to prepare educational materials for training.
5. Knowledge of and ability to conduct a learning needs assessment sufficient to provide members with necessary training.
6. Knowledge of computer software (e.g., Target Solutions, Excel spreadsheets, shared Google Documents) sufficient to administer, track, and maintain records of completed and future training activities.

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.

36. EMOTIONAL MATURITY – Maintains a calm and task-oriented approach to work even under circumstances of conflict or hostility.

Level of Competency Required by Job:

Level 1: Remain focused on the task at hand when interacting with unpleasant or uncooperative people, circumstances are frustrating, the workload is high, or other conditions of the work environment are less than optimal.

Level 2: Seek effective resolution to complaints/criticisms; recognize that complaints/criticisms often are not personal, but a reflection of frustration or disagreement on the part of others.

Level 3: Maintain neutrality and effective performance even in the face of unjustified challenge or direct criticism in a public forum.

Examples of Behavioral Indicators:

- Maintains a calm and focused demeanor.
- Continues to listen to others with whom conflict or disagreement has occurred.
- Does not display excessive emotionality: yell, shout, scream, cry, or use profanity.
- Does not “act out:” slam doors, throw things, threaten, or assault others.
- Does not engage in inappropriate acts such as telling off-color jokes, name-calling, horseplay, or bullying.

Performance Levels:

Satisfactory

Demonstrates emotional stability and mature behavior appropriate to the workplace even in circumstances of discord or duress.

Superior

Maintains businesslike demeanor and continues to attempt to address the issue at hand even when faced with personal attacks, unjustified accusations, or other inappropriate behavior from others.

35. 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.

41. IMPACT – Commands attention through actions, speech, and demeanor.

Level of Competency Required by Job:

Level 1: Engage the other person in one-on-one interaction; assert self to co-workers sufficient to ask questions or for assistance and to provide information and offer suggestions.

Level 2: *Maintain composure and is the focus of attention when at the center of a group interaction (making a presentation; leading the group). Assertive in presenting information and ideas.*

Level 3: Spontaneously becomes the center of attention in group settings due to authoritative speech, self-assured demeanor, and posture.

Examples of Behavioral Indicators:

- Speaks in an authoritative voice that commands respect.
- Does not fidget or display other mannerisms indicating anxiety.
- Stands/sits straight though appears relaxed.
- Makes eye contact with those in sufficient proximity to do so.
- Firm handshake or other appropriate gestures.
- Assertive or persuasive when presenting personal viewpoint.

Performance Levels:

Satisfactory

Clearly conveys personal point of view; readily asks questions/ provides responses. Asserts self when appropriate. Maintains composure; does not exhibit nervous habits.

Superior

Gives the overall impression of being a primary participant or in command of situations, through assertive speech pattern and demeanor.

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.

