

**COMPETENCY MODEL FOR  
FIRE ASSISTANT CHIEF  
CLASS CODE 2166**

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

- 3. Judgment and Decision Making
- 8. Safety Focus
- 20. Job Knowledge
- 23. Emotional Maturity
- 40. Credibility
- 45. Oral Communication
- 47. Written Communication
- 53. Leadership

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.

**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.

**8. SAFETY FOCUS** – Performs work in a way that minimizes risk of injury to self or others.

Level of Competency Required by Job:

Level 1: Maintain awareness of unsafe conditions and actions to avoid injury.

Level 2: Follow safety rules/procedures; avoid known hazards in the work environment.

**Level 3: Carefully follow safety rules and procedures and consistently use all necessary safety equipment.**

Examples of Behavioral Indicators:

- Wears seat belt.
- Ensures safe physical work environment by taking actions such as eliminating unstable stacks of materials, closing drawers so filing cabinets will not tip over, and keeping pathways clear of tripping hazards.
- Reviews safety procedures before beginning each job with known hazards.
- Follows safety procedures while performing work even when it takes more time.
- Uses safety equipment such as goggles, gloves, and earplugs as required or warranted.
- Frequently checks safety equipment for proper condition and operation.

Performance Levels:

Satisfactory

Maintains awareness of personal safety to avoid injury or property damage during all work activities.

Superior

“Safety first.” Places avoidance of injury or property damage above all other job requirements. Mentions the need to follow safe work practices to co-workers. Actively seeks ways to avoid injury.

## **Safety Focus Areas**

1. Knowledge of the National Incident Management System (NIMS), and Incident Command System (ICS), including the Fire Department's standard operating procedures, which specifies by given incidents the structure to be employed for managing and controlling emergency efforts sufficient to direct the various emergency operations within this organizational framework and to know limits of authority at emergency incidents.
2. Knowledge of the types of information related to emergency incidents, which should be communicated to Metro Fire Communications (MFC) including type, size, location, construction of building, involvement of fire, exposure of surrounding buildings, and life hazards sufficient to provide size-up for incoming companies.
3. Knowledge of hazards to Department members, citizens, and property in various emergency situations including fires, traffic accidents, medical emergencies, bombings, building collapse, hazardous materials releases, transportation accidents, and earthquakes, and during routine operations such as tripping and slipping hazards at fire stations, sufficient to ensure one's own safety and the safety of others and to minimize property damage.
4. Knowledge of the utilization of fire suppression and emergency medical services resources personnel and apparatus, including any tools and equipment, sufficient to determine those required for conducting emergency operations and to take appropriate action regarding additional resources.
5. Knowledge of operational, safety, and qualitative standards as they relate to the condition of fire facilities, apparatus, and equipment sufficient to conduct fire station inspections and note safety violations and deficiencies, review records and reports in order to identify and correct potential safety problems and to ensure the fire station's readiness to respond to an emergency.
6. Knowledge of the major target hazards within the City, such as the Port of Los Angeles and the Los Angeles International Airport (LAX), in order to manage and coordinate pre-incident planning and improve preparedness in the event of an emergency situation.

**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

### **I. TECHNICAL KNOWLEDGE RELATED TO FIRE SUPPRESSION AND EMERGENCY MEDICAL AND RESCUE OPERATIONS MANAGEMENT**

7. Knowledge of the organization including its mission, operating principles and core values, and the functions, operations, and field activities of the Fire Department in order to provide guidance, direction, and technical expertise to subordinates, superior officers, and consultants, City and other governmental officials and the public to determine and ensure the efficiency and effectiveness of the Department's operations.
8. Knowledge of Fire Department manuals, such as the Manual of Operations, Rules and Regulations, High-Rise Manual, Brush Fire Manual, Department budget procedures, the Multi-casualty Incident Manual, , Command Procedures (Book 30), Training and Department Bulletins, Mutual Aid Agreements, California Fire Assistance Agreement, National Fire Protection Association, Department of Health Services Policy, Maximum Commitment Plan, City Charter, and the Administrative Code sufficient to supervise a field or administrative assignment involved in emergency and non-emergency operations.
9. Knowledge of California Master Mutual Aid System and California Fire Assistance Agreement sufficient to supervise a field or administrative assignment involved in emergency and non-emergency operations.
10. Knowledge of the Department's driving policy and traffic accident hearing procedures sufficient to conduct traffic accident hearings involving Department personnel.

### **II. KNOWLEDGE OF RELEVANT ADMINISTRATIVE POLICIES AND PROCEDURES**

11. Knowledge of the organization, functions, and jurisdiction of the City government and of the interrelationships of the Fire Department with other City departments, governmental agencies, and the Emergency Operations Organization as it relates to communicating with the responsible agency or authority in order to handle emergency and non-emergency incidents and collaborate on mutual problems or situations.
12. Knowledge of the City and Fire Department budget rules, procedures, and process sufficient to direct, review, and provide input on the preparation of relevant sections of the Department budget and to ensure it adheres to the requirements set forth in these directives.
13. Knowledge of the financial implications of emergency operations in order to deploy Department resources effectively.
14. Knowledge of the systems related to personnel, staffing, emergency response, fire prevention, and discipline in order to deploy the resources required to

mitigate problems and issues as they arise in meeting the mission of the Department.

15. Knowledge of the City's administrative and legal provisions regarding Department members and discipline in order to ensure disciplinary procedures is followed consistently.
16. Knowledge of the City and Fire Department's personnel rules and policies related to the equitable treatment of employees and the workplace atmosphere in matters such as Equal Employment Opportunity, sexual harassment, and respect for individual differences in order to implement and/or promote the objectives stated in these precepts.
17. Knowledge of Memoranda of Understanding (MOUs) for subordinate personnel as required handling the full-range of supervisory responsibilities in a manner that meets the Department's needs and does not violate the provisions of these agreements.
18. Knowledge of interview selection techniques as they provide the ability to apply job-related criteria in order to evaluate candidates for a variety of Fire Department jobs consistent with criteria and relevant administrative policies.

**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.



**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.

**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.

### 53. LEADERSHIP – Influences others toward goal accomplishment.

#### Level of Competency Required by Job:

Level 1: Assume responsibility for operations or a situation when necessary. Direct the actions of others or otherwise ensure required actions are taken. Remain responsible until relieved or situation is resolved.

Level 2: Motivate others to continual activity focused on goal accomplishment. Provide clear objectives and articulate individual activities necessary to achieve them; ensure resources necessary to do so are available. Monitor work progress and provide feedback; assess results.

**Level 3: Articulate a vision, convey it to others, and assign responsibilities (or assure they are assigned) for achieving it. Monitor progress, make adjustments as necessary, and evaluate results.**

#### Examples of Behavioral Indicators:

- Evaluates circumstances, determining what needs to be done, and ensuring individual responsibility for performing specific actions is assigned.
- Follows-up to ensure that specific actions have been taken and overall objective has been accomplished.
- Clearly communicates objectives and responsibility/individual actions necessary to achieve them.
- Monitors work in progress, provides feedback to those involved, and makes adjustments to work plans/processes to ensure goal attainment.
- Evaluates completed work for quality, thoroughness, and effectiveness to determine whether re-work or additional work is required to meet intended objectives and to provide learning for future assignments

#### Performance Levels:

##### Satisfactory

Assumes responsibility for work of others when required or necessary. Ensures actions taken to achieve objectives, and evaluates results to determine any follow-up needed.

##### Superior

Articulates vision/states clear objectives and assigns responsibility/motivates others toward achievement. Monitors progress; gives feedback; evaluates results; ensures follow-up

