

**COMPETENCY MODEL FOR  
MARINE AQUARIUM CURATOR  
CLASS CODE 2425**

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

- 3. Judgment and Decision Making
- 13. Stress Tolerance
- 20. Job Knowledge
- 28. Supervision
- 33. Interpersonal Skills
- 35. Teamwork
- 40. Credibility
- 51. Program Responsibility

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.

**13. STRESS TOLERANCE** – Maintains effective performance when under pressure, confronted with opposition or criticism, and/or when the situation is dangerous.

Level of Competency Required by Job:

**Level 1:** ***Assignment may include varied or heavy workload; new tasks may need to be learned; members of the public and, at times, co-workers may be rude.***

Level 2: Insufficient staff or resources may be available to accomplish work. Priorities/objectives may be unclear and/or direction uncertain. Role ambiguity regarding responsibilities may exist. May encounter disagreement or criticism when performing job activities.

Level 3: Presentation and defense of position in a public forum, which at times entails facing opposition, may be required. Work environment may be fast-paced and one in which urgent decisions must be made. Making life-or-death decisions may be necessary.

Examples of Behavioral Indicators:

- Remains composed and focused on the task at hand in the presence of obvious stressors.
- Understands that rudeness or opposition is not typically personal attacks.
- Continues to make good decisions under urgent circumstances or when in danger.
- Soothes others who are more adversely affected by stress.

Performance Levels:

Satisfactory

Continues to perform effectively under stressful circumstances.

Superior

Acknowledges stress, but appears to be unaffected by it. Concentrates extra effort on accomplishing the task at hand. Assists others with effective coping.

**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 environmental issues affecting marine life such as habitat loss, overfishing, pollution, invasive species, and water quality sufficient to take corrective measures and educate the public to promote conservation of marine life.
2. Knowledge of Southern California coastal marine habitats such as tide pools, beaches, kelp forests, oceans, rocky shores, and salt marshes and the specimen that reside in those habitats including microscopic plants and animals, kelp, sea grasses, anemones, coral, sponges, marine worms, starfish, sea urchins, mussels, barnacles, squid, octopi, crabs, lobsters, turtles, sharks, fish, whales, dolphins, seals, sea lions, sea otters, and shore and sea birds sufficient to educate the public regarding the differences between each habitat and how the environment and specimen interact.
3. Knowledge of the Linnaean taxonomy used to classify specimen into groups such as kingdom, phylum, class, order, family, genus, and species sufficient to correctly identify, catalogue, prepare, display, store, and care for specimen according to professional museum and scientific standards.
4. Knowledge of laboratory equipment including microscopes, flasks, scales, and beakers used to research, educate, preserve, store, and care for living and non-living marine specimen sufficient to properly operate, calibrate, care for, and clean the equipment according to manufacturer instructions and laboratory procedures.
5. Knowledge of the methods and materials used to preserve non-living wet, dry, and hard specimen including dusting, vacuuming, cleaning with water, treating with pesticides or preservative chemicals such as formaldehyde, alcohol or other non-toxic liquid, taxidermy, coating with preservative material such as shellac, and packing with cotton or other protective material sufficient to properly prepare specimen for research or display.
6. Knowledge of the materials used to construct, install, and preserve exhibits and displays for living and non-living specimen including plexiglass, wood, and PVC pipe and the methods used to simulate these environments and habitats such as the use of sand, rocks, simulated plants, and/or painted or photomural backdrops sufficient to supervise and/or provide direction to staff constructing these displays for public education.

**28. SUPERVISION** – Ability to assume direct responsibility for all aspects of the performance of a work group, which requires knowledge and/or ability in the areas of:

- Planning and goal setting
- Creating a safe and positive work environment
- Establishing standards and training employees
- Motivating employees and teambuilding
- Performance Management (assigning, monitoring, facilitating, reviewing and evaluating work, and providing feedback)
- Supporting and developing employees through delegation and participation
- Taking disciplinary action including progressive discipline
- Provisions of employees' MOU's and handling grievances
- Legal requirements including EEO, ADA, FLSA, FMLA, and Workers' Compensation provisions
- Civil Service Commission Rules and Policies related to the management of employees
- Administrative Code provisions related to the management of employees
- Budget processes sufficient to request and justify expenditures in a correct and timely manner

Level of Competency Required by Job:

Level 1: Supervises small workgroup of employees performing the same or highly related work.

Level 2: Supervises a larger workgroup of employees performing various types of work.

**Level 3: Supervises employees including provision of coaching and advice to subordinate supervisors.**

Examples of Behavioral Indicators:

- Plans, assigns, and monitors work progress.
- Trains employees to do work.
- Evaluates work and gives positive and negative feedback.
- Displays knowledge of legal requirements including applicable Federal and State laws, Administrative Code provisions, Civil Service Commission Rules and Policies, and MOU provisions.

Performance Levels:

Satisfactory

Proficiency in supervision sufficient to supervise a workgroup in terms of task orientation, interpersonal concerns, and personnel administration.

Superior

Proficiency in supervision sufficient to serve as a resource to others and/or represent department position in a public forum.

### 33. INTERPERSONAL SKILLS – Interacts effectively and courteously with others.

#### Level of Competency Required by Job:

Level 1: Interact with members of the workgroup, supervision, and/or the public in a cordial, service-oriented manner.

**Level 2: Interact across department lines and with appointed City officials, and/or members of the public, at times under adversarial circumstances, in a cordial, respectful manner.**

Level 3: Interact with appointed and elected City officials, department heads, representatives of external organizations, and/or the media in a cordial, effective manner.

#### Examples of Behavioral Indicators:

- Works well with others toward mutual objectives.
- Does not arouse hostility in others.
- “Disagrees without being disagreeable.”
- Elicits acceptance/cooperation from others.
- Affords all individuals respect, regardless of their role or status.
- Effectively addresses concerns of politicians or others who may have their “own agenda.”

#### Performance Levels:

##### Satisfactory

Behaves in a courteous, respectful, cooperative manner toward co-workers, other City employees, and members of the public.

##### Superior

Facilitates positive interpersonal relations within/among workgroups and toward members of the public. Adept at finding similarities and grounds for cooperation/mutual benefit.

**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.

**51. PROGRAM RESPONSIBILITY** – Directs all aspects of an ongoing multi-faceted program/function to ensure resources are continually available and actions are continually taken at proper times to accomplish its objectives.

Level of Competency Required by Job:

**Level 1: Plan, coordinate, and direct the operation of a multi-faceted program/function.**

Level 2: Plan, coordinate, and direct the operation of a large-scale, multi-faceted program/function or several smaller-scale programs/functions.

Level 3: Plan, coordinate, and direct the operation of a very large-scale, multi-faceted program/function or multiple programs/functions.

Examples of Behavioral Indicators:

- Plans and directs the day-to-day and long-range operation of the program(s)/function(s)
- Secures necessary resources for successful performance.
- Clearly designates roles/responsibilities/accountability.
- Monitors the processes and products of the operation to ensure they meet standard; makes adjustments when needed.
- Addresses failure to perform or other problems in a timely and effective manner to minimize negative impact.
- Audits the processes and products of the operation to identify opportunities for improvement.

Performance Levels:

Satisfactory

Ensures sufficient staff and resources are available to continually accomplish objectives of the program/function. Directs staff and establishes personal responsibility/accountability.

Superior

Continually seeks to improve the program/function to maximize productivity and minimize use of resources.