

**COMPETENCY MODEL FOR
CONSTRUCTION INSPECTOR
CLASS CODE 7291**

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

1. Reading Comprehension
3. Judgment and Decision Making
6. Attention to Detail
8. Safety Focus
20. Job Knowledge
33. Interpersonal Skills
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.

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.

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.

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 pertinent safety principles, practices, standards, and regulations as required by the California Division of Occupational Safety and Health Administration (Cal-OSHA) when inspecting construction work in various field locations, such as public right-of-ways, treatment plants, trenches, tunnels, runways, and container terminals, including those related to trench shoring, excavation, and scaffolding and the proper use of ladders and personal protective equipment (PPE), such as hard hats, safety vests, eye protection, and work boots sufficient to ensure the safety of oneself and others.
2. Knowledge of traffic delineation procedures as outlined in the Work Area Traffic Control Handbook (WATCH), including those related to properly setting up safety equipment such as taper length, proper delineation spacing, and advance warning sufficient to comply with special traffic provisions indicated in construction project plans.

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 construction inspection standards and procedures, such as the enforcement of contract documents and specifications for concrete placement, asphalt paving, public buildings, sewer and storm drain work, and traffic signal work sufficient to properly inspect and ensure the adequate and safe completion of a wide variety of public works, public utilities, and public improvements projects.
2. Knowledge of the legal limitations and the responsibility of Construction Inspectors as outlined in the City of Los Angeles Municipal Code, Federal and State Laws, and Standard Specifications for Public Works Construction (SSPWC) sufficient to ensure compliance with applicable codes and specifications when inspecting the construction of a wide variety of public works, public improvements, or public utilities projects.
3. Knowledge of the functions, organization, and construction requirements of government agencies, utility companies, and other City Departments concerned with Public Works construction and materials sufficient to ensure compliance with applicable requirements when inspecting the construction of a wide variety of public works, public improvements, or public utilities projects.
4. Knowledge of engineering and construction terminology, such as general notes, elevation, and stationing sufficient to read and understand construction plans, specifications, and City contracts, communicate verbally and in writing with engineers and construction personnel, and accurately complete written records and reports.
5. Knowledge of the proper use and functions of a variety of construction equipment such as backhoes, loaders, scrapers, and cranes sufficient to ensure proper usage of such equipment in the field.
6. Knowledge of the testing requirements for construction materials such as concrete, asphalt and reinforcing steel, and the methods used to operate materials testing equipment sufficient to accurately interpret test results and ensure the character and suitability of all construction materials.
7. Knowledge of the principles of soil mechanics as applied to foundations, embankments, fills, and excavations such as the characteristics and behaviors of soils sufficient to evaluate and ensure that a structure has a proper foundation when inspecting construction sites.
8. Knowledge of the methods, tools, and equipment used to interpret and inspect slope markings, grade markings, grade sheets, line stakes, grade stakes, and slope stakes sufficient to ensure structures and construction projects are built at proper elevations.
9. Knowledge of industry and/or trade markings used on construction materials and labels, such as wire gauges and reinforcing steel sufficient to evaluate and ensure the proper size and grade of material is being used in construction projects.
10. Knowledge of methods and procedures for soil compaction, such as static, impact, vibrating, gyrating, rolling, and kneading sufficient to evaluate and ensure proper compaction at construction sites.

11. Knowledge of the methods used to form, place, finish, pave, and cure concrete including asphalt concrete and Portland cement concrete sufficient to evaluate and ensure suitability and conformance to specifications at construction sites.
12. Knowledge of the materials, procedures, and equipment used for paving such as base paving materials, wearing surface materials, preparing the subgrade, and checking elevations sufficient to evaluate and ensure a street or runway is properly paved.
13. Knowledge of various types of pipes used in sewers and storm drains, including their characteristics, functions, and methods for installation sufficient to evaluate and ensure proper installation and that the appropriate materials are used.
14. Knowledge of standard practices and materials used in trench and tunnel construction including shoring and tunnel safety orders sufficient to ensure a safe working environment.
15. Knowledge of the types, characteristics, uses, and methods of the placement of reinforced steel and wire, such as welding, riveting, and bolting sufficient to evaluate and ensure the appropriate materials are used and properly installed.
16. Knowledge of pile driving equipment, procedures, and standards, such as hammer size and type sufficient to evaluate and ensure the correct driving criteria.
17. Knowledge of the procedures, materials and standards used to install electrical building components sufficient to evaluate and ensure such work is completed properly and to avoid common electrical hazards.
18. Knowledge of the procedures and specifications required for the installation of street lights and traffic signals in Public Works construction, such as wiring, grounding, insulating and making circuits sufficient to evaluate and ensure the proper installation procedures are followed.
19. Knowledge of the procedures used to properly process pay requests submitted by contractors for construction work or projects sufficient to ensure that accurate and timely payment is made in accordance with the contract.

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.

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.