

**COMPETENCY MODEL FOR
SENIOR CONSTRUCTION INSPECTOR
CLASS CODE 7294**

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

- 3. Judgment and Decision Making
- 6. Attention to Detail
- 8. Safety Focus
- 20. Job Knowledge
- 33. Interpersonal Skills
- 40. Credibility
- 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.

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 regulations and procedures as required by the California Occupational Safety and Health Administration (Cal/OSHA), State Safety Orders, and the Los Angeles Municipal Code when inspecting and/or working at a construction site or in a confined space, such as the proper use of fall protection and other personal protective equipment (PPE) sufficient to ensure work is performed safely and in compliance with applicable regulations.
2. Knowledge of work area traffic control standards, regulations, and procedures such as traffic detours and lane closures sufficient to control, protect and expedite vehicular and pedestrian traffic through construction sites and ensure that work areas are safe.
3. Knowledge of common electrical hazards and the methods used to prevent, identify, and/or address them, such as improper grounding, overloaded circuits, overhead power lines, and working distances between high voltage lines sufficient to prevent injuries and ensure the safety of oneself and others.

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 standard inspection procedures for public works construction projects such as justification of payments, issuing of memorandums or notices of noncompliance, acceptance of work, and inspection recordkeeping sufficient to ensure compliance by verifying that work is in conformance with plans, specifications, and contract or permit requirements.
2. Knowledge of the function, purpose, and organization of governmental agencies, utility companies, and other City departments concerned with public works construction sufficient to ensure compliance with corresponding entities who have jurisdiction over the work being completed.
3. Knowledge of the scope of authority of parties involved in public works construction projects including the roles and responsibilities of inspectors, engineers, and contractors sufficient to ensure that authority is kept within boundaries.
4. Knowledge of basic engineering terminology such as slope, as-builts, change orders and request for information (RFI) sufficient to comprehend plans and specifications, as it relates to grade, elevation, and scope.
5. Knowledge of basic construction terminology such as water densification, asphalt concrete (AC) pavement, and shoring sufficient to comprehend engineering construction plans and specifications.
6. Knowledge of standard construction practices for various public works projects including the unique requirements of each, such as structural observation for the construction of public buildings and certified dredge records for wharf construction sufficient to comprehend construction plans.
7. Knowledge of Standard Plans such as preapproved plans for street lighting, sewers and storm drains, and underground construction sufficient to identify and interpret requirements.
8. Knowledge of equipment commonly used in construction such as excavators, cranes, compaction rollers, and paving machines sufficient to ensure the equipment is suitable for the job.
9. Knowledge of methods and procedures for testing construction materials such as testing compressive strength of concrete, the Marshall Test for asphalt, and yield and tensile strength testing for reinforcing steel sufficient to ensure design strength of material per plans and specifications.
10. Knowledge of the requirements and standard practices for sampling construction material such as sampling procedures, sample increments, the number of samples, the quantities of material in each, and the procedures for extracting sample increments sufficient to ensure compliance with authorities having jurisdiction, such as the Department of Building and Safety and CalTrans.

11. Knowledge of the characteristics and behavior of soils such as clay soil, sandy soil, and silty soil sufficient to ensure proper shoring methods, backfill requirements, and consolidation of materials.
12. Knowledge of survey terms such as stationing, cut, field, finished surface (FS), and beginning of curve return (BCR) sufficient to read or interpret grade sheets.
13. Knowledge of tools and methods for checking the grade of a construction site such as a level, banjo, string line, and a peep sight sufficient to ensure the final product is true to line and grade.
14. Knowledge of methods and procedures for soil compaction including the type of compaction equipment to be used such as rollers, jumping jacks, and vibratory plates sufficient to determine the necessary equipment to achieve compaction.
15. Knowledge of the procedures and standards for concrete construction including the construction of forms, falsework, installation of reinforcement steel, concrete placing, finishing, curing, and waterproofing methods sufficient to meet plans, specification, and building code requirements.
16. Knowledge of the procedures, materials, equipment and standards for placing gunite and shotcrete such as certification of nozzle man and shooting of a test sufficient to ensure work is completed according to plans and specifications.
17. Knowledge of paving materials such as oil content, types of oil, and gradation of aggregate and the proper placing procedures including temperature at the time of laying and rolling sufficient to ensure proper compaction and finish of paving material.
18. Knowledge of the types, characteristics, uses, and methods for installing pipe sufficient to identify material to be used for various construction projects and ensure its proper installation.
19. Knowledge of standard practices and materials in trench and tunnel construction including methods and standards for bracing excavations sufficient to ensure that construction procedures are properly followed.
20. Knowledge of pile driving equipment as it relates to the type of pile being installed such as cranes, derrick barges, diesel, hydraulic and pneumatic hammers, and pile driving leads sufficient to meet the engineer's bearing requirements.
21. Knowledge of proper painting conditions such as temperature, air moisture content, and cleanliness of the base material sufficient to ensure that proper painting procedures are followed.
22. Knowledge of landscaping procedures such as irrigation system installation sufficient to ensure landscaping work is performed according to plans.

23. Knowledge of the requirements for installing street lights and traffic signals such as depth of conduit at crossings and bonding requirements sufficient to ensure that street lights and traffic signals are installed properly.
24. Knowledge of the basic principles of electrical installation including the types, sizes and grades of electrical wiring used in various types of electrical work including street lights, traffic signals, and building construction sufficient to ensure that installation procedures are properly followed.
25. Knowledge of welding procedures, materials, equipment and standards including the installation of high-tension bolts sufficient to ensure compliance with structural requirements of the design plans and building code.
26. Knowledge of galvanizing procedures such as preparing or cleaning of bare steel, temperature and time during application, thickness of coating and the equipment and standards for protecting the galvanizing during the handling of material sufficient to ensure that the proper design requirements are met.

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.

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.

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.