

COMPETENCY MODEL FOR HAZARDOUS MATERIALS SPECIALIST (7324)

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

- 4. Analytical Ability
- 18. Developmental Orientation
- 20. Job Knowledge
- 21. Technology Application
- 35. Teamwork
- 42. Resolves Conflict
- 45. Oral Communication
- 48. Shares Knowledge and Information
- 58. Industry Knowledge

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.

4. ANALYTICAL ABILITY – Identifies, obtains, and evaluates relevant information to establish relationships or patterns, cite causes, and reach logical conclusions.

Level of Competency Required by Job:

Level 1: Recognize similarities/differences in current situation to those previously encountered and is guided accordingly. Apply existing policies correctly. Ask pertinent questions or otherwise seek additional information to formulate appropriate response.

Level 2: **Consider multiple, varied factors when evaluating a situation or issue. Seek additional information to provide further insight. Reach conclusions that logically follow from the information obtained.**

Level 3: Consider a multitude of diverse factors, their interrelationships, the perspectives of others, alternative courses of action and their likely ramifications when evaluating information to reach a conclusion.

Examples of Behavioral Indicators:

- Obtains the necessary amount of relevant information.
- Recognizes the impact of each type of information on conclusions.
- Evaluates the quality/source of information when considering it.
- States the shortcomings of the information and, therefore, the analysis.

Performance Levels:

Satisfactory

Recognizes available relevant information, seeks additional information to consider, and reaches a conclusion. Provides sound, convincing justification for conclusions, citing relevant data and facts.

Superior

Uses a great deal of existing and obtained information and data to develop and evaluate alternatives and arrive at a final conclusion. Provides compelling arguments in support of conclusions.

18. DEVELOPMENTAL ORIENTATION – Seeks out education, training and/or experience to enhance current job performance and/or promotion potential.

Level of Competency Required by Job:

Level 1: Continually seek developmental opportunities to improve performance of current job.

Level 2: ***Pursue developmental opportunities to expand performance of current job and/or improve the probability of promotion.***

Level 3: Participate in sufficient breadth and depth of developmental activities to acquire expertise in specific areas.

Examples of Behavioral Indicators:

- Identifies appropriate training opportunities.
- Requests and justifies need for training.
- Reads job-related material beyond that required for the job.
- Specifies promotional goals in order to prepare properly.
- Completes degree or certification program.
- Successfully completes college courses related to the job or promotional objective.
- Seeks assignments to develop specific competencies.

Performance Levels:

Satisfactory

Willingly participates in training; learns and applies new information. Recognizes the relationship of personal development to promotion.

Superior

Actively pursues training opportunities and other developmental activities at work and on own time. Strives for mastery of current assignment and identifies promotional options and associated developmental needs.

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.

Hazardous Materials Specialist (Class Code 7324)
Job Knowledge Areas

1. Knowledge of local, state, and federal laws and regulations related to hazardous materials, hazardous waste management, environmental health, and public health, such as the Certified Unified Program Agency (CUPA) and Unified Program compliance requirements, sufficient to interpret and apply Unified Program mandates.
2. Knowledge of principles and practices related to environmental protection, occupational health and safety, and risk assessment, including environmental response procedures and protocols, as they pertain to hazardous materials and waste management.
3. Knowledge of the nature of hazardous materials, their behavior, risks to human health and the environment sufficient to mitigate an environmental emergency or environmental harm.
4. Knowledge of field inspections procedures, collection of environmental data, and performing technical analyses sufficient to utilize environmental monitoring equipment, conduct standardized tests, and interpret scientific data to assess regulatory compliance and environmental impacts.
5. Knowledge of emergency response procedures for hazardous materials incidents, including spill or release response, containment methods, coordination with other agencies, use of personal protective equipment (PPE), and environmental response protocols sufficient to mitigate environmental harm and protect public safety.
6. Knowledge of developments in environmental regulations, advancements in hazardous materials management techniques, and emerging issues in environmental protection and public safety to ensure continual regulatory compliance.

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.

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.

42. RESOLVES CONFLICT – Acknowledges and takes action to eliminate ineffective/disruptive interpersonal relationships.

Level of Competency Required by Job:

Level 1: **Recognize that conflict is inappropriate in the workplace; ensure no personal involvement in conflict or promptly seek elimination if such involvement occurs. May try to avert conflict among co-workers or to eliminate it if it occurs.**

Level 2: Monitor staff for possible signs of arising conflict and, when noted, immediately intervene to reconcile. Recognize when the differing perspectives of different organizational units become disruptive and address the issues with involved parties or management, as appropriate.

Level 3: Recognize that the purposes/objectives of certain entities are inherently at odds and approach interactions with them with sensitivity and facilitates others' doing so as well. Recognize the debilitating nature of emergent conflict among organizational segments and, when noted, immediately intervene to reconcile.

Examples of Behavioral Indicators:

- Recognizes when a conflict is emerging or has emerged.
- Mentions the need to resolve conflict to other involved party(ies).
- Brings together parties in conflict and encourages them to resolve/ facilitates resolution.
- Articulates the common objectives of conflicting entities.
- Enlists the participation of conflict resolution specialists when warranted.

Performance Levels:

Satisfactory

Diffuses conflict at work. Uses other means of addressing interpersonal friction, disagreement, or competing goals. Notes and seeks resolve of conflict among others.

Superior

Recognizes interpersonal, intra-organizational, and internal-external organizational interactions with conflict potential, and seeks to avoid. When signs of emerging conflict noted, immediately

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.

48. SHARES KNOWLEDGE AND INFORMATION – Conveys all information relevant to each involved party in a thorough and timely manner.

Level of Competency Required by Job:

Level 1: Provide job-related information as it becomes available to others who are likely to need it or to whom it might be helpful.

Level 2: **Keep all involved parties informed of work/project progress and other new information. Tailors content, level of detail, and timing of information provided to the perspective of each recipient**

Level 3: Recognize different needs for different information and provide all affected parties with a description of the “big picture” as well as the breadth and detail of information relevant to their perspective.

Examples of Behavioral Indicators:

- Provides thorough explanations with all relevant details.
- Uses multiple means of communicating (e.g., e-mail, telephone, meetings).
- Provides status reports of work/project progress to all involved parties.
- Informs others of changes at the earliest feasible time.
- Uses multiple addressees and “copies” others so all parties see exactly the same information and know who already has been informed.
- Draws from job knowledge and work experience to provide thorough descriptions and explanations.

Performance Levels:

Satisfactory

Readily communicates new, job-related information to all employees to whom it is relevant. Provides a level of detail and explanation appropriate to the recipient.

Superior

Ensures that all involved parties are provided the maximum amount of information feasible in as timely a manner as possible to facilitate work/project status. Shares job knowledge and experience to serve as a mentor or coach to others.

58. INDUSTRY KNOWLEDGE – Knows sources of information (publications, websites, professional associations), college programs, consultants, vendors, and peers within field of endeavor; accesses them when needed.

Level of Competency Required by Job:

Level 1: Can locate job-related information from external sources when necessary.

Level 2: **Read job-related publications and know/may be a member of professional associations. Some familiarity with college programs, consultants, vendors, and/or others in the field.**

Level 3: Subscribe to job-related publications and is a member of professional association(s). Know many college programs, consultants, and vendors, and has a well-developed network of peers within the field.

Examples of Behavioral Indicators:

- Reads/subscribes to job-related publications.
- Knows consultants/vendors in the field including their products/services and reputation.
- Attends conferences or other job-related training/presentations.
- Makes presentations to professional associations.
- Has contacts on college faculties to call upon if needed.

Performance Levels:

Satisfactory

Aware of external resources available in the field. Can locate and obtain materials and/or locate and contact professional associations, consultants, vendors, or peers if necessary.

Superior

Knows many external resources in field, including publications, educational programs, consultants, and vendors. Has a well-established network of peers. Belongs to professional associations and attends conferences or other training sessions. Provides research results and/or benchmarking data to the field.