

**COMPETENCY MODEL FOR  
MAINTENANCE AND CONSTRUCTION HELPER  
CLASS CODE 3115**

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

1. Reading Comprehension
2. Mathematics
5. Learning Ability
6. Attention to Detail
8. Safety Focus
10. Physical Capability
20. Job Knowledge
33. Interpersonal Skills
35. Teamwork

On the following pages are descriptions of each competency, including a definition, the level of the competency required for the class (bolded, underlined, and italicized), 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.

**2. MATHEMATICS** – Performs arithmetic or higher-level mathematical computations accurately.

Level of Competency Required by Job:

**Level 1: Perform arithmetic computations (add, subtract, multiply, divide, ratios, percentages).**

Level 2: Use algebra (substitute numbers for letters in a formula), geometry (angles, distances, area), and/or descriptive statistics (mean/median/mode, standard deviation, range).

Level 3: Apply and interpret calculus, inferential statistics (t-tests, correlations, ANOVA, multiple regression) or other very high level mathematics.

Examples of Behavioral Indicators:

- Quickly and accurately performs arithmetic computations.
- Appropriately selects and applies formulas for stated purpose.
- Correctly identifies an appropriate analysis for a specific purpose and selects the appropriate computer program for computation.
- Accurately interprets and presents results of mathematical/statistical computations.

Performance Levels:

Satisfactory

Knows mathematical requirements of the job and performs them correctly. Verifies work to ensure accuracy.

Superior

Identifies additional opportunities for the application of mathematics in work. Answers questions/trains others to assist them in their use of mathematics.

## 5. LEARNING ABILITY – Readily acquires and applies new information.

### Level of Competency Required by Job:

**Level 1: Learn job-related information, rules, and procedures, and apply them correctly.**

Level 2: Learn and apply extensive job-related information correctly. Make reasonable inferences when specific information needed in a given instance was not presented.

Level 3: Access new job-related information via print or electronic media, in educational/training programs, and/or by speaking with others, and apply it correctly to the job.

### Examples of Behavioral Indicators:

- Recalls information presented in educational/training programs.
- Recognizes how to apply newly acquired information to the job.
- Applies new information to the job in a way that increases productivity.
- Applies “lessons learned” from prior work experiences to current work.
- Answers questions/coaches others who received the same instruction.

### Performance Levels:

#### Satisfactory

Learns new information and applies it appropriately to situations/issues.

#### Superior

Readily acquires new information, makes appropriate inferences based on it, and integrates it with prior learning and experience to maximize its use in a variety of situations or with respect to a variety of issues.

**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 safety standards, procedures, and regulations as required by the California Occupational Safety and Health Administration (Cal-OSHA) and Watch Area Traffic Control Handbook (WATCH) when performing maintenance or construction work, including those related to personal protective equipment (PPE), ladder use, proper lifting techniques, proper use of construction equipment and tools, and working in potentially dangerous environments, such as high traffic areas and with potentially hazardous substances, such as molten lead, acids, paint removers, and industrial cleansers sufficient to ensure the safety of oneself and others.
2. Knowledge of traffic regulations as required by the State of California Department of Motor Vehicles and the California Vehicle Code sufficient to ensure the safety of oneself and others when transporting materials to construction sites.
3. Knowledge of safety abbreviations, signs, labels, symbols, and terms, including hazard placards and Material Safety Data Sheets (MSDS) sufficient to ensure the safety of oneself and others when transporting, using, and/or handling various tools, materials, and equipment and completing various construction and maintenance projects.

## 10. PHYSICAL CAPABILITY – Strength, endurance, flexibility, and/or coordination.

### Level of Competency Required by Job:

Level 1: Sitting and/or standing for extended periods of time.

**Level 2: Awkward body position and/or precise motions required: and/or repeated lifting, carrying, and/or manipulation of objects: and/or walking for extended periods of time.**

Level 3: Continuous or extreme exertion of physical effort.

### Examples of Behavioral Indicators:

- Sits and may occasionally stand or walk for entire workday (except breaks).
- Walks for the duration of the workday.
- Repetitive motion required to perform task.
- Repeatedly lifts and carries heavy objects.
- Exerts maximal effort for extended periods of time.

### Performance Levels:

#### Satisfactory

Performs tasks requiring physical capability satisfactorily and without undue physical stress or harm.

#### Superior

Performs tasks requiring physical capability correctly with relative ease. May be asked to perform the most physically demanding tasks or be sought by co-workers for assistance.

**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 the proper use and identification of basic hand tools, machinery, and equipment such as hammers, screwdrivers, saws, post hole diggers, chisels, portable air compressors and pumps, skidloaders, and forklifts sufficient to select and use the appropriate tools, machinery, and/or equipment when completing various construction tasks in a safe and proper manner.
2. Knowledge of various types of plumbing fittings such as tees, elbows, gate valves, gaskets, and sleeves sufficient to ensure piping and plumbing materials are properly joined and ready for installation, repair, and/or maintenance.
3. Knowledge of the methods and materials used in building, construction, maintenance, and repair work, including lumber, sandpaper, glue, fastening devices, nails, bolts, screws, and anchors, and their use(s), including forming concrete paths and building structures sufficient to select the appropriate materials, tools, and equipment to perform installation or repair work in a correct and safe manner.
4. Knowledge of the materials used to form common mixtures in construction work such as sand, aggregate, and cement and their use(s) such as mixing concrete and/or grout sufficient to repair asphalt surfaces or any other concrete structures.
5. Knowledge of the methods used to operate concrete vibrators and tampers on freshly poured cement sufficient to ensure even distribution and that the aggregate has not settled out of the mixture after pouring the cement.
6. Knowledge of the methods used to connect different types of pipe, including flange joint, nut and bolt, push on joint, and welded joint sufficient to properly perform installations, maintenance, and/or repair on pipeline systems.
7. Knowledge of the tools and methods used to collect accurate measurements, including rulers and tape measures sufficient to locate and mark drilling and cutting locations on materials and surfaces, such as pipes, plastic, lumber, and drywall and ensure drilling and cutting is performed in the exact location necessary during construction.
8. Knowledge of the structural characteristics of various types of walls, ceilings, and floors sufficient to determine the safe and correct method for tearing them down during demolition.

**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.