

**COMPETENCY MODEL FOR
PAINTER
CLASS CODE 3423**

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

- 2. Mathematics
- 7. Self-Management
- 8. Safety Focus
- 10. Physical Capability
- 20. Job Knowledge
- 23. Equipment Operation
- 35. Teamwork
- 43. Follow Oral Directions

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.

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.

7. SELF MANAGEMENT – Organizes and plans for task accomplishment; manages time and works diligently to complete assigned work/fulfill responsibilities.

Level of Competency Required by Job:

Level 1: Order tasks for efficient performance; maintain awareness of time allotted and deadlines in order to ensure they are met.

Level 2: Plan and perform work in a way that maximizes efficient performance; establish and adjust priorities to ensure timely completion of most critical assignments.

Level 3: Allot time to responsibilities proportional to their prominence, priority, and impact.

Examples of Behavioral Indicators:

- Performs only work activities during work hours.
- Alters means of performing work when original approach proves to waste time.
- Keeps a “to do” list (with indication of priority and deadlines, if necessary).
- Requests assistance as necessary when it becomes clear that work will not be completed on time.
- Demonstrates a record of progress with respect to all assignments/responsibilities.
- Uses optimal means of communication for efficiency and effectiveness.

Performance Levels:

Satisfactory

Conducts self while at work in a manner that ensures work will be completed as scheduled, or provides explanation or secures assistance or adjustment of schedule if it will not be.

Superior

Seeks efficiencies in doing work to maximize productivity. Plans work carefully and follows the plan or makes adjustments if it is disrupted. Maintains personal responsibility for all work accomplishment.

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 procedures, regulations, and restrictions as required by the California Occupational Safety and Health Administration, South Coast Air Quality Management District, Environmental Protection Agency, and California Department of Toxic Substances Control, including procedures necessary when using paints and coatings containing volatile organic compounds, handling and disposing of hazardous or toxic wastes, and working near energized electrical equipment or with toxic and flammable materials, sufficient to safely apply paint and coatings in compliance with such regulations.
2. Knowledge of safety procedures and personal protective equipment required when preparing surfaces and applying paint, including wetting surfaces prior to sanding, and using a respirator, face shield, mask, and/or hearing protection sufficient to ensure the safety of oneself.
3. Knowledge of safety requirements that must be adhered to when using stepladders, extension ladders, and scaffolds such as height and span limits, three points of contact, and use of outriggers sufficient to safely perform painting tasks at elevated heights.
4. Knowledge of safety procedures required when using high pressure equipment for the preparation of surfaces and application of paint such as checking hoses and connections for integrity, depressurizing before disconnecting, and keeping nozzles pointed away from people or objects sufficient to ensure the safety of oneself and others when operating such equipment.
5. Knowledge of the equipment used to ventilate an area during and/or after painting such as fans, blowers, and ventilators sufficient to ensure the safety of oneself and others by reducing the concentration of volatile organic compounds in the atmosphere.

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 protective and decorative coverings, and the procedures used to mix and apply them such as latex, acrylic, and other water-based paints, oil-based paints, primers, sealers, mastics, varnishes, lacquers, catalyzed coatings, and epoxies sufficient to determine the appropriate material to apply to a surface.
2. Knowledge of the methods, tools, and materials used to prepare a wide variety of surfaces for painting, such as wiping, dusting, vacuuming, washing with detergent, acid, or other substances dissolved in water, brushing with wire or fiber brushes, scraping with scrapers or putty knives, caulking cracks and joints with latex, silicone, and/or butyl rubber, mixing and applying spackle, wood filler, putty, epoxy, or other resins, sandpapering, sandblasting, vacu-blasting, or water-blasting sufficient to properly prepare surfaces for the application of paint.
3. Knowledge of the methods, tools, and equipment used to apply paint or protective coatings to a wide variety of surfaces such as paint brushes, rollers, and paint sprayers sufficient to paint a wide variety of interior and exterior surfaces.

23. EQUIPMENT OPERATION – Operates specialized equipment in performance of job duties.

Level of Competency Required by Job:

Level 1: Operate equipment based on on-the-job training.

Level 2: **Operate equipment based on attendance at a training program and practice.**

Level 3: Operate equipment for which in-depth, complex training was required and which may require certification.

Examples of Behavioral Indicators:

- Operates equipment proficiently.
- Operates equipment with strict adherence to safety procedures.
- Understands the operation of equipment used on the job and correctly answers questions about it.
- Willingly participates in any training necessary to maintain up-to-date knowledge of equipment operation.

Performance Levels:

Satisfactory

Operates equipment safely and with a high degree of proficiency.

Superior

Operates equipment with extreme proficiency and correctly answers questions about its operation. Trains and/or coaches others in the operation of equipment.

Equipment Operation Area

1. Operation of hydraulic equipment such as paint sprayers, scissor lifts, and boom lifts sufficient to use such equipment in a safe and proper manner when applying paint to surfaces at elevated heights.

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.

43. FOLLOW ORAL DIRECTIONS – Performs work accurately as directed orally.

Level of Competency Required by Job:

Level 1: Receive specific, complete oral directions daily or by individual task assignment throughout the day.

Level 2: Receive general instructions orally that span across days or for entire assignments.

Level 3: Receive general instructions/assignments orally regarding long-term objectives/responsibilities.

Examples of Behavioral Indicators:

- Does work assigned orally properly and on time.
- Asks pertinent questions for clarification of assignments.
- Performs work correctly when instructions were given orally.
- Explains assignments to others who received the same instructions.
- Performs work in accordance with general outline provided orally.
- Correctly infers details of assignments given only in general terms.

Performance Levels:

Satisfactory

Properly performs work when concrete, specific instructions are given orally. Asks pertinent questions when parts of the instructions are unclear or omitted.

Superior

Properly performs work assigned orally. Answers questions or explains work to others. Correctly infers details or portions of instructions that were omitted.