

## COMPETENCY MODEL FOR CEMENT FINISHER (3353)

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

- 1. Reading Comprehension
- 2. Mathematics
- 6. Attention to Detail
- 8. Safety Focus
- 14. Composure
- 20. Job Knowledge
- 35. Teamwork
- 45. Oral 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.

### **Reading Comprehension Knowledge Area**

1. Knowledge of how to read construction plans and sketches for concrete work such as standard plans and engineer drawings sufficient to effectively understand and apply to various projects.

**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.

**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 Cal/OSHA regulations and safety principles and practices related to personal protective equipment (PPE) (e.g., gloves, hard hats, safety goggles, respiratory protection, and face coverings), and other safety equipment sufficient to ensure the protection of self and team members on the job.
- 2) Knowledge of traffic control procedures found in the WATCH Book (Work Area Traffic Control Handbook) such as directing traffic with signs, cones, and flagging sufficient to ensure a safe work zone.
- 3) Knowledge of proper safety and maintenance procedures regarding City equipment and vehicles, such as pre-trip and post-trip inspections and regular preventative maintenance sufficient to safely operate equipment and vehicles as required by the job.
- 4) Knowledge of reference materials such as safety datasheets and IIPP (Injury and Illness Prevention Program), and their locations sufficient to reference as needed sufficient to assist in job performance or equipment and material handling.

#### 14. COMPOSURE – Maintains composure in difficult circumstances.

##### Level of Competency Required by Job:

- Level 1: Display self-confidence in interactions with others; does not undermine own efforts or immediately succumb to pressure.
- Level 2: Remain self-assured and calm when challenged or subject to abuse.
- Level 3: Exude confidence in a wide variety of circumstances made difficult by many potent, diverse factors.**

##### Examples of Behavioral Indicators:

- Maintains calm, composed demeanor in all work situations.
- Restates position when appropriate.
- Asserts viewpoints when others ignore or debase them.
- Acknowledges difficulties, but is not overcome by them.

##### Performance Levels:

###### Satisfactory

Continues work in a calm, self-assured manner under difficult circumstances. Avoids being drawn in to a heated exchange.

###### Superior

Remains poised when confronted with undue complaint or criticism. Confidently defends position when challenged.



**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 terminology commonly used in concrete finishing, such as screeding, rodding, floating, troweling, and brooming sufficient to effectively communicate with others on the job.
2. Knowledge of basic methods of repairing concrete related to concrete construction such as patching and matching to existing concrete sufficient to effectively repair and/or match existing concrete.
3. Knowledge of techniques for mixing concrete, such as water cement ratios; rock, sand, and cement ratios; the use of additives and special agents, including calcium chloride, curing compound, retarders, accelerants, and coloring agents; and visual inspection of mix designs sufficient to produce characteristics appropriate for specific assignment in compliance with codes and standard specifications.
4. Knowledge of form setting standards and specifications related to curbs and gutters, sidewalks, Americans with Disabilities Act (ADA) access ramps, slabs, bus pads, and streets, including the types of lumber used for forms sufficient to pour concrete in accordance with the applicable standards and specifications.
5. Knowledge of appropriate methods for placing concrete such as pouring, screeding, and finishing concrete, sufficient to place concrete in accordance with the applicable standards and specifications.
6. Knowledge of appropriate methods for placing reinforced concrete such as placing rebar, tying rebar, and vibrating concrete to remove air pockets sufficient to create a strong bond between the rebar and the concrete.
7. Knowledge of tools commonly used in cement work such as saws, screeds, shovels, tamps, vibrators, bull floats, hand floats, wood floats, walking edgers, hand edgers, Fresnoes, trowels, brushes, and brooms sufficient to build forms, and prepare, pour, and finish cement.
8. Knowledge of the various costs required to complete a job such as necessary materials, equipment, labor, and time sufficient to accurately prepare cost estimates for various jobs.
9. Knowledge of various code books and their uses such as the standard specifications for Public Works construction (Green Book), the City of Los Angeles additions and amendments to the Green Book (Brown Book) sufficient to ensure compliance with current City codes and standard specifications.

**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.

**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.