

## COMPETENCY MODEL FOR

### PORT PILOT CLASS CODE 5151

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of **PORT PILOT**.

- 3. Judgment and Decision Making
- 8. Safety Focus
- 14. Composure
- 19. Job Interest
- 20. Job Knowledge
- 35. Teamwork
- 40. Credibility

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

**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.

#### 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.

**19. JOB INTEREST** – Seeks out and participates in training and other experiences relevant to performance of a specific type of work to obtain employment in that field.

Level of Competency Required by Job:

- Level 1: Knowledge of the full range of job activities and has acquired some related education, training, and/or experience.
- Level 2: Considerable relevant knowledge has been provided by a variety of education, training, and/or experience.
- Level 3: *In-depth knowledge relevant to the job and the ability to promptly assume job responsibilities have been provided by extensive education, training, and/or experience and possibly having a mentor.*

Examples of Behavioral Indicators:

- Learned about job (field of work) by talking to people in it, observation, reading, and/or internet searches.
- Successfully completed job-specific courses or certification program.
- Acquired a mentor through a formal program or informally.
- Performs volunteer work within the field of work desired.
- Completed a college degree program related to the field.

Performance Levels:

Satisfactory

Knowledgeable about the positive and negative aspects of the job. Has successfully pursued some job-related education, training, experience, and/or other activities.

Superior

Has pursued education, training, experience and/or other activities to provide preparation specific to the field of work to the greatest extent possible.

**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 local conditions and features of the San Pedro Bay and area inside harbor, including channel depths, tides, tidal currents, and location of possible hazards.
2. Knowledge of the location and depths of berths in the Port of Los Angeles/Long Beach in order to pilot ships to correct location and assure the berth is sufficient for the ship.
3. Knowledge of the laws and regulations of the Harbor Department and State and Federal Agencies governing the operation and piloting of vessels at the Port of Los Angeles such as port tariff, speed limit in Harbor, air pollution laws, and radio communications.
4. Knowledge of the methods of handling and piloting all types of vessels such as containerships, car carriers, passenger vessels, tankers, cargo ships, barges, dredges, and naval vessels, including steering, engine control, and mooring.
5. Knowledge of navigation principles necessary to pilot a vessel in to or out of Los Angeles Harbor, such as how to fix position by use of radar, compasses, or visual bearings, and of aids, such as lights and fog signals.
6. Ability to operate a Radio Telephone and portable radio in order to communicate with necessary parties such as Coast Guard, Pilot Station, San Pedro Vessel Traffic Service, and tugboat crew when piloting ship in Harbor.
7. Ability to operate radar equipment in order to assist other pilots in to navigate and dock at times of low visibility as certified by Coast Guard.
8. Knowledge of emergency maneuvers, such as dropping anchor, changing engine use or changing tug positioning sufficient to pilot during emergencies such as, steering gear failures, engine failures, line breaks, or rudder breaks.
9. Knowledge of maritime laws as related to the pilot/master relationship.
10. Knowledge of pilot working rules such as, beam limitations, size of ship per size of dock, and depth of water under keel, which change periodically.
11. Ability to direct the use of tugs to maximize assistance when berthing/unberthing, entering dry dock, piloting through channel, and handling flat tow (ships unable to maneuver or ships which have no propulsion) including positioning, speed, and direction.

**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.

**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.