

COMPETENCY MODEL FOR SENIOR PAINTER (3424)

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

- 1. Reading Comprehension
- 3. Judgement and Decision Making
- 8. Safety Focus
- 20. Job Knowledge
- 23. Equipment Operation
- 28. Supervision
- 45. Oral Communication
- 47. Written 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.

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.

Safety Focus Areas

1. Knowledge of safety principles, procedures, and regulations as required by the California Occupational Safety and Health Administration (Cal-OSHA) when performing painting related duties such as those related to working with toxic or flammable materials, near energized electrical equipment, proper ladder and scaffold use, first aid procedures, and maintaining a clean workspace sufficient to promote the safety of oneself and others.
2. Knowledge of appropriate personal protective equipment (PPE) required when preparing surfaces and applying paint such as respirators, face shields, gloves, boots, hard hats, and hearing protection sufficient to ensure crew members are properly using such equipment to prevent injury to oneself and others.
3. Knowledge of safety hazards encountered at various job sites and the methods used to identify, prevent, and/or address them such as potential explosions, shock hazards from electrostatic equipment, static electricity, and/or those encountered when working near energized electrical equipment sufficient to prevent injury to oneself and others.
4. Knowledge of traffic control and safety standards, rules, regulations, and procedures as required by the Work Area Traffic Control Handbook (WATCH) such as traffic delineation and proper signage sufficient to ensure pedestrian, vehicular, and work crew safety.
5. Knowledge of safety procedures and requirements related to the proper handling, disposal, storage, and/or use of toxic and/or hazardous materials and waste such as referencing Safety Data Sheets (SDS), and wearing gloves, goggles, respirators, or a Self-Contained Breathing Apparatus (SCBA) sufficient to ensure crew members are complying with such regulations to prevent injury to oneself and others.
6. Knowledge of various types of fire extinguishers and their uses, including diffusing fires involving paper, wood, electrical wiring, or combustible liquids sufficient to select the appropriate fire extinguisher based on the materials around the fire and effectively and efficiently put out fires in emergency situations.

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 various types of protective and decorative coverings, coatings, and solvents including latex, acrylic, and other water thinned paints (flat, semi-gloss, and gloss); oil based paints (flat, semi-gloss, and gloss); thinners; primers and sealers; varnishes; urethane; lacquers; mastics; catalyzed coatings and epoxies; and their composition, conditions for use, advantages and disadvantages, and proper mixing and/or application procedures sufficient to ensure that crew members select and correctly use the appropriate coating system based on the substrates which the coating is being applied.
2. Knowledge of the methods, techniques, and tools used to prepare various types of surfaces for painting or coating including wiping, dusting, vacuum cleaning, dislodging material with air or hydraulic pressure (sandblasting or water blasting), using a "heat gun" to loosen or burn off the old coating, washing with detergent or biodegradable organic solvents, applying acid, using chemical strippers, brushing with wire or fiber brushes, scraping with scrapers or putty knives, needle scaling, and sandpapering, and the advantages and disadvantages of each sufficient to ensure that crew members select the appropriate tools and methods for the job and properly prepare new or previously coated material for painting.
3. Knowledge of the proper use and maintenance requirements of tools, equipment, and materials used when applying paint, including drop cloths, masking tape, spray booths, containment nets, rollers, natural bristle brushes, polyester, nylon, or other synthetic bristle brushes, conventional spray equipment (standard and high volume-low pressure equipment), electrostatic spray equipment, airless and air-assisted spray equipment, and cap stray equipment sufficient to ensure crew members select the appropriate tools, equipment, and materials, and properly use and care for them when completing various job assignments.
4. Knowledge of characteristics and preparation requirements for various substrates including wood, ferrous and non-ferrous metal, plaster, wallboard, drywall, particle board, masonite, acoustic tile, concrete or cinder blocks, fiberglass, and plastic sufficient to ensure crew members are properly preparing new or previously coated material for painting.
5. Knowledge of various patching materials including plaster, spackle, wood filler, putty, and/or epoxy sufficient to ensure crew members are selecting the appropriate materials required for the job, correctly mixing and applying them, and that there is proper adhesion between the substrate and coating that will be applied over the patching material.
6. Knowledge of coating and paint defects and their causes including holidays, running, cracking, peeling, blistering, alligatoring, bleeding, and discoloration sufficient to ensure that crew members are trained to identify, prevent, and/or correct such defects on finished coatings.
7. Knowledge of environmental regulations and agencies such as the South Coast Air

Quality Management District, Environmental Protection Act, and California Air Resources Board (CARB) regulations including those related to the restrictions for use of paints and coatings containing volatile organic compounds, types of application methods, and abrasive blasting sufficient to ensure regulatory compliance and minimize environmental impacts throughout the City of Los Angeles.

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 Areas

1. Operation of hydraulic lifts and equipment such as bucket trucks including the proper use of safety harnesses and lanyards sufficient to oversee a crew using such equipment when completing various job assignments at varying heights.
2. Operation of high-pressure equipment and their maintenance requirements including inspecting hoses, connections, and whip checks, depressurizing hoses before disconnecting, and keeping nozzles pointed away from people or objects sufficient to ensure that crew members are properly using and caring for such equipment.
3. Operation of air sampling devices and ventilating equipment such as fans, blowers, and ventilators sufficient to ensure crew members are properly using such equipment when working in confined spaces and around unpleasant and/or poisonous fumes and materials.

28. SUPERVISION – Ability to assume direct responsibility for all aspects of the performance of a work group, which requires knowledge and/or ability in the areas of:

- Planning and goal setting
- Creating a safe and positive work environment
- Establishing standards and training employees
- Motivating employees and teambuilding
- Performance Management (assigning, monitoring, facilitating, reviewing and evaluating work, and providing feedback)
- Supporting and developing employees through delegation and participation
- Taking disciplinary action including progressive discipline
- Provisions of employees' MOU's and handling grievances
- Legal requirements including EEO, ADA, FLSA, FMLA, and Workers' Compensation provisions
- Civil Service Commission Rules and Policies related to the management of employees
- Administrative Code provisions related to the management of employees
- Budget processes sufficient to request and justify expenditures in a correct and timely manner

Level of Competency Required by Job:

Level 1: Supervises small workgroup of employees performing the same or highly related work.

Level 2: Supervises a larger workgroup of employees performing various types of work.

Level 3: Supervises employees including provision of coaching and advice to subordinate supervisors.

Examples of Behavioral Indicators:

- Plans, assigns, and monitors work progress.
- Trains employees to do work.
- Evaluates work and gives positive and negative feedback.
- Displays knowledge of legal requirements including applicable Federal and State laws, Administrative Code provisions, Civil Service Commission Rules and Policies, and MOU provisions.

Performance Levels:

Satisfactory

Proficiency in supervision sufficient to supervise a workgroup in terms of task orientation, interpersonal concerns, and personnel administration.

Superior

Proficiency in supervision sufficient to serve as a resource to others and/or represent department position in a public forum.

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

47. WRITTEN COMMUNICATION – Communicates effectively in writing.

Level of Competency Required by Job:

Level 1: Write notes/e-mails. Completes forms with some open-ended responses (sentences).

Level 2: Write letters, articles/reports, and/or detailed descriptions of activities/occurrences.

Level 3: Write lengthy reports, instruction manuals, in-depth analyses/reviews of complex issues and/or articles for publication. Reviews the written work of others.

Examples of Behavioral Indicators:

- Writing includes the necessary information to convey the intended message.
- Sufficiently few errors in spelling, punctuation, grammar to not interfere with the intended message or distract the reader.
- Little editing or re-writing needed to produce a final product.
- Composes materials efficiently.
- Information is presented in a well organized manner.
- Tone and degree of formality are appropriate to the purpose and audience.

Performance Levels:

Satisfactory

Writes material that clearly communicates the necessary information; needs little editing.

Superior

Precisely uses words and organizes information in a way that enhances presentation of the message. Virtually no editing needed.