

## **COMPETENCY MODEL FOR ELEVATOR MECHANIC HELPER (3860)**

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

- 6. Attention to Detail
- 8. Safety Focus
- 20. Job Knowledge
- 24. Mechanic Aptitude
- 26. Electrical Understanding
- 35. Teamwork
- 45. Oral Communication
- 46. Listening

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.

**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 potential safety hazards while working in the field, such as cables or other components when equipment is in motion, moving machine parts in confined spaces, exposed areas, and elevated heights when working around elevators, escalators, and moving sidewalks, sufficient to perform maintenance and repair work in a safe manner.
2. Knowledge of Cal/OSHA regulations regarding the use of personal protective equipment (PPE), including proper work clothing, hard hats, gloves, harnesses, boots, eye protection, and ear protection, sufficient to adhere to Federal, State, and City safety practices and procedures and ensure safe working conditions.

**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 passenger accessible and override elevator controls, such as the stop, door open, and door close buttons, sufficient to activate or stop equipment when necessary.
2. Knowledge of the mechanical, hydraulic, and electrical components of elevators, escalators, and moving sidewalks, such as chain sprockets, sheaves, electric relays, and hydraulic pistons, sufficient to verify that everything in the elevator, escalator, and moving sidewalk is operating correctly.
3. Knowledge of the terminology used in the repair and maintenance of elevators, escalators, and moving sidewalks, such as sheaves, relays, comb teeth, handrail, handrail brushes, and deck plates, sufficient to understand and use the correct terms when working on this type of equipment, and relay information to and take instructions from Elevator Mechanics.
4. Knowledge of the tools and equipment used to maintain and repair elevators, escalators, and moving sidewalks, such as such as screwdrivers, wrenches, fuse testers, socket ratchet sets, and pliers, sufficient to remove and replace necessary components and keep equipment and areas clean and free of debris and trash.

**24. MECHANICAL APTITUDE** – Accurately predicts the impact of forces on objects and assesses the behavior of other physical phenomena (e.g., volume, weight, velocity). Readily learns work involving the application of mechanical principles.

Level of Competency Required by Job:

- Level 1: **Maintain a safe work environment by ensuring objects in it are stable, tools and equipment are properly used.**
- Level 2: Know the physical properties of objects in the work environment and correctly anticipate the action of forces upon them; performs work accordingly (correctly and safely).
- Level 3: In-depth understanding of mechanical and physical phenomena sufficient to design and/or oversee the construction of systems.

Examples of Behavioral Indicators:

- Recognizes the impact of an earthquake on objects in the work environment and re-arranges them as possible to avoid possible damage or destruction and potential to cause injury.
- Uses tools properly to accomplish work correctly and safely.
- Recognizes the effects of various actions on objects and performs only those actions that will accomplish intended result and will not cause property damage or injury.
- Systems designed and/or for which construction is overseen operate as intended upon completion.

Performance Levels:

Satisfactory

Recognizes the operation of mechanical/physical phenomena sufficient to readily learn and perform work of a mechanical nature.

Superior

Displays exceptional insight into the operation of mechanical phenomena, and makes correct inferences regarding it. Promptly and accurately troubleshoots problems.

**26. ELECTRICAL UNDERSTANDING** – Comprehends the concept and the operation of flow of electrical current.

Level of Competency Required by Job:

- Level 1: **Know the properties of electricity relevant to the work environment and work to be performed in order to correctly perform work and recognize hazards that will be created by the failure to do so.**
- Level 2: Sufficient understanding of electricity to recognize problems and determine repair needed to prevent disaster/restore operation.
- Level 3: In-depth understanding of electrical principles and phenomena sufficient to design and/or oversee the installation of complex electrical systems.

Examples of Behavioral Indicators:

- Ensures safe physical work environment by taking actions such as eliminating exposed electrical wire, faulty connections, empty sockets, and overloaded circuits.
- Recognizes the danger of fire from faulty electrical installations.
- Uses tools, equipment, and instruments properly to accomplish electrical work correctly and safely.
- Systems designed and/or for which installation is overseen perform as intended upon completion.

Performance Levels:

Satisfactory

Understands the operation of electricity sufficient to readily learn and perform electrical work.

Superior

Displays exceptional insight into the operation of electrical systems, and makes correct inferences regarding them. Promptly and accurately troubleshoots problem.

## **Electrical Understanding Areas**

1. Knowledge of methods and tools used to identify electrical issues, such as verifying if a circuit is open or closed, detecting blown fuses and shorts, and using tools such as an ohm meter, sufficient to identify electrical malfunctions in elevator, escalator, or moving sidewalk equipment.
2. Knowledge of electric motors and their components, such as the alternating current and direct current controls, sufficient to locate and identify the source and nature of an issue and determine if maintenance and/or repairs are needed.

**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.

## 46. LISTENING – Hears and acknowledges what others say.

### Level of Competency Required by Job:

- Level 1: Attentive to others speaking in interpersonal interactions.
- Level 2: **Comprehend information from others one-on-one, in group settings, and from oral presentations.**
- Level 3: Comprehend information provided/questions asked by others in public forums or other stressful circumstances.

### Examples of Behavioral Indicators:

- Demonstrates correct understanding of issue as expressed by customer.
- Recalls details of information provided by a speaker.
- Expresses subtleties/nuances in information conveyed by others.
- “Answers the question asked.”
- Conveys correct information based on information obtained from a speaker.

### Performance Levels:

#### Satisfactory

Comprehends the message conveyed by the speaker. Rephrases information clearly and accurately; recalls information and details, and answers questions about the information correctly.

#### Superior

Recalls specific terminology used by a speaker when important. Accurately understands subtleties and nuances in spoken language. Answers questions completely, demonstrating clear and complete comprehension of the questioners' full inquiry.

