

**COMPETENCY MODEL FOR
MAINTENANCE CONSTRUCTION AND HELPER
CLASS CODE 3115**

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of **MAINTENANCE AND CONSTRUCTION HELPER**.

1. Reading Comprehension
2. Mathematics
6. Attention to Detail
8. Safety Focus
10. Physical Capability
20. Job Knowledge
33. Interpersonal Skills
35. Teamwork

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

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

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.

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 basic protective devices and personal protective equipment such as hard hats, safety belts, safety vests, safety glasses, and gloves sufficient to ensure safety of oneself and others when performing construction activities.
2. Knowledge of basic safe lifting techniques, such as using legs instead of one's back, in order to be able to lift heavy objects manually in a safe manner.
3. Knowledge of Cal-OSHA safety rules and regulations as they relate to the use of ladders, various types of construction equipment and tools, and potentially dangerous substances such as molten lead, acids, paint removers, and industrial cleansers to perform construction activities safely.

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 the proper use of basic hand tools and small power tools, such as hammers, screwdrivers, saws, chisels, rotary and saber saws, drills, and routers to safely use in the completion of construction tasks.
2. Knowledge of the operating characteristics and minor maintenance requirements for small gasoline engines and various types of small power equipment, such as compactor, trencher, and post hole digger sufficient to know when they are not operating properly or safely.
3. Knowledge of various plumbing fittings such as tee's, elbows, detector check meters, exposed or double flange adaptors, gate valves, bell flange adaptors, gaskets, and sleeves to utilize the correct fittings while performing installations, repairs, or maintenance on plumbing systems.
4. Knowledge of various construction materials and their uses such as caulking compounds, window glass, lumber grades and sizes, grades of sandpaper, and types of glue, fastening devices, including, nails, bolts, screws, and anchors to utilize the correct materials while installing or repairing windows in various City buildings.
5. Knowledge of methods utilized in loading, hoisting, and rigging heavy materials such as using basic hand signals for communication with coworkers out of earshot and utilizing rope knots in the rigging process such as, clove hitch and bowline knots, to safely lift and hoist heavy materials.
6. Knowledge of common mixtures of material, such as sand, aggregate, and cement used to mix concrete, grout, or mortar in order to repair asphalt surfaces or any other concrete structures.
7. Knowledge of how to use vibrators and tampers properly on freshly poured concrete to ensure concrete is evenly distributed and to ensure that the aggregate has not settled out of the mixture after pouring the concrete.
8. Knowledge of the methods used, such as flange joint, nut and bolt, push on joint, and welded joint to connect different types of pipe, such as transite, plastic, steel, and galvanized pipes, to properly perform pipeline installations, maintenance or repair.

9. Knowledge of how to measure accurately with rulers and tape measures to locate and mark drilling and cutting locations on materials and surfaces, such as pipes, plastic, lumber, drywall to ensure drilling and cutting is performed in the exact location necessary during construction.
10. Knowledge of the structural characteristics of various types of walls, ceilings, and floors to determine safe and correct methods of tearing them down during demolition.
11. Knowledge of motor vehicle code and State rules and regulations of the road related to driving passenger cars and light trucks in order to safely and lawfully transport self, others, and materials to construction sites.
12. Knowledge of abbreviations, safety signs, labels, symbols, and terms, such as, hazard placards, safety labels, and the safety data sheet (SDS) used on prints, drawings, and sketches of construction jobs to follow the construction plans accurately.
13. Knowledge of how to complete standard work forms such as, work orders or memos by entering legible notes identifying defective equipment, recording data from measurements taken at job sites, documenting the amount of materials to be used on a job site in the appropriate spaces provided in the form to ensure the information is relayed to supervisors accurately and to ensure the form is completed correctly.

33. INTERPERSONAL SKILLS – Interacts effectively and courteously with others.

Level of Competency Required by Job:

Level 1: ***Interact with members of the workgroup, supervision, and/or the public in a cordial, service-oriented manner.***

Level 2: Interact across department lines and with appointed City officials, and/or members of the public, at times under adversarial circumstances, in a cordial, respectful manner.

Level 3: Interact with appointed and elected City officials, department heads, representatives of external organizations, and/or the media in a cordial, effective manner.

Examples of Behavioral Indicators:

- Works well with others toward mutual objectives.
- Does not arouse hostility in others.
- “Disagrees without being disagreeable.”
- Elicits acceptance/cooperation from others.
- Affords all individuals respect, regardless of their role or status.
- Effectively addresses concerns of politicians or others who may have their “own agenda.”

Performance Levels:

Satisfactory

Behaves in a courteous, respectful, cooperative manner toward co-workers, other City employees, and members of the public.

Superior

Facilitates positive interpersonal relations within/among workgroups and toward members of the public. Adept at finding similarities and grounds for cooperation/mutual benefit.

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. Answers questions accurately and directly.

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.