

**COMPETENCY MODEL FOR
EQUIPMENT OPERATOR (2020)
CLASS CODE 3525**

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

- 3. Judgment and Decision Making
- 8. Safety Focus
- 20. Job Knowledge
- 23. Equipment Operation
- 31. Results Orientation
- 33. Interpersonal Skills
- 35. Teamwork
- 43. Follow Oral Directions

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 level.

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 California Vehicle Code, Title 13 regulations related to transporting equipment, such as proper cargo inspection, appropriate cargo weight and balance, and cargo securing procedures, sufficient to ensure the safe transport of equipment and materials to and from work sites on local city streets and state highways.
2. Knowledge of department, Cal/OSHA, and federal rules and regulations related to safety equipment and materials, such as flags, cones, Rollover Protection Systems (ROPS), and personal protective equipment (PPE) as they apply to construction equipment operations and work, in order to comply with safety rules and regulations and to prevent injury to oneself and others.
3. Knowledge of demolition procedures, such as review of job assessment plans, dig alerts, and establishment of safe work distances, sufficient to ensure safe removal of structures and trees.
4. Knowledge of hand signals as used in construction and equipment operations sufficient to give and receive directions.
5. Knowledge of rigging and hoisting practices and procedures, such as identifying weight capacities, establishing proper balances of loads, and use of proper hardware, sufficient to safely lift loads and to set pipes in place.
6. Knowledge of potential hazards to be mindful of when operating equipment, such as underground and overhead utilities and moving vehicles and equipment, sufficient to manage proper clearance distances and ensure work is performed safely.
7. Knowledge of department and Cal/OSHA safety protocols and procedures related to equipment operations, such as vehicle and equipment inspections and identification of equipment limitations and work site job hazards, sufficient to ensure the safety of oneself and others.

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 preventive maintenance requirements, such as lubricating, cleaning and replacing filters, and making adjustments to the heavy-wheeled and track-laying equipment and their attachments, sufficient to ensure their proper, safe, and efficient operating condition with a minimal amount of downtime.
2. Knowledge of grading methods, such as excavating, cutting, filling, sloping, and benching, sufficient to establish the required finish grade or elevation.
3. Knowledge of construction site plans, such as blue prints and grade stakes, sufficient to interpret and complete equipment operation jobs safely and accurately.
4. Knowledge of backfilling methods, such as slurry, aggregate base, native-soil, sand, and asphalt sufficient to fill work site excavations.
5. Knowledge of compaction procedures for materials, such as soil, blacktop (asphalt), and compost, as required to ensure proper settlement of materials sufficient to meet job specifications.
6. Knowledge of density and moisture-content levels of various work site materials, such as soil, rocks, and debris, sufficient to ensure the selection of appropriate equipment and attachments for a job.
7. Knowledge of rolling procedures, such as breakdown, intermittent, and finish, sufficient to ensure a quality finish.
8. Knowledge of proper techniques of loading and unloading trucks and trailers, such as loading at the proper angle and ensuring appropriate weight distribution, sufficient to comply with applicable laws and to ensure safe operation of the equipment.
9. Knowledge of soil classifications and types sufficient to differentiate and identify soil stability.
10. Knowledge of the proper procedures for reporting damages caused to and/or by equipment operations to City equipment and private property, sufficient to comply with applicable department and City policies.

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. Knowledge of heavy-wheeled and track-type equipment, such as rubber-tired front-loaders (tractors), track-type front-loaders, track-type bulldozers, motor graders, rubber-tired scrapers, belt loaders, rubber-tired or track-type profilers, steel-wheeled, vibratory, tandem, or rubber-tired rollers, rubber-tired or track-type paving machines, 15-ton maximum capacity cranes, hoists, water tankers, pavement breakers, loader backhoe diggers, mobile waterblasting systems, mini excavators, and skid steer loaders, and their functions, capabilities, and limitations such as load capacity, turning radius, bucket heights, boom extensions, maximum speeds, and tractions, sufficient to select the appropriate equipment for particular types of jobs and perform construction and maintenance work in a safe and efficient manner.
2. Knowledge of attachments for heavy-wheeled and track-type equipment, such as broom sweepers, mowers, rippers, 4-in-1 and brush buckets, and pavement breakers, sufficient to quickly install, remove, and use the appropriate attachment to complete jobs in different locations and under varying conditions.
3. Knowledge of equipment maneuvering techniques when working in various conditions, such as operating on slopes, in areas with limited heights and spaces, working around high voltage, in inclement weather, around overhead and underground obstructions and clearances, with other moving vehicles and equipment, and maintaining in-sync control of attachments sufficient to safely and efficiently complete operations.
4. Knowledge of proper use of power and hand tools, such as screwdrivers, pliers, hammers, and hand-held powered drills, sufficient to perform minor maintenance, adjustments, and repairs on equipment.

31. RESULTS ORIENTATION – Maintains a focus on objectives to be achieved and acts accordingly to ensure their accomplishment.

Level of Competency Required by Job:

Level 1: Remain focused on the task at hand and its purpose. May alter activities if the same result will be achieved. Does not become distracted by extraneous information, events, or details.

Level 2: Remain focused on the objectives to be achieved and take all reasonable actions necessary to achieve them. If initial activities to achieve objectives are unsuccessful, tries other approaches.

Level 3: Remain focused on outcome and not process, when possible, in the monitoring and evaluation of staff work. Encourage staff to maintain focus on the objectives of their work and not to be overly affected by nuisances or frustration.

Examples of Behavioral Indicators:

- Performs work correctly/avoids technical (job content related) errors.
- Clearly understands the purpose/objectives of work assignments.
- Recognizes that there are typically many ways to achieve the same objective.
- Makes multiple attempts to achieve objectives when necessary.
- Does not become distracted by unimportant or irrelevant issues.
- Ignores distracters in order to maintain pursuit of the desired outcome.

Performance Levels:

Satisfactory

Maintains a focus on desired outcomes and makes every reasonable attempt to achieve them. Always recognizes the purpose or objective of work activities.

Superior

Maintains a clear focus on desired results, and is persistent in attempts to achieve them. Insistent that all work activities lead to goal accomplishment; expresses dissatisfaction with activities that have no apparent impact.

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:

- Audience clearly understands the intended message.
- 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.

43. FOLLOW ORAL DIRECTIONS – Performs work accurately as directed orally.

Level of Competency Required by Job:

Level 1: Receive specific, complete oral directions daily or by individual task assignment throughout the day.

Level 2: Receive general instructions orally that span across days or for entire assignments.

Level 3: Receive general instructions/assignments orally regarding longterm objectives/responsibilities.

Examples of Behavioral Indicators:

- Does work assigned orally properly and on time.
- Asks pertinent questions for clarification of assignments.
- Performs work correctly when instructions were given orally.
- Explains assignments to others who received the same instructions.
- Performs work in accordance with general outline provided orally.
- Correctly infers details of assignments given only in general terms.

Performance Levels:

Satisfactory

Properly performs work when concrete, specific instructions are given orally. Asks pertinent questions when parts of the instructions are unclear or omitted.

Superior

Properly performs work assigned orally. Answers questions or explains work to others. Correctly infers details or portions of instructions that were omitted.