

**COMPETENCY MODEL FOR
LIGHT EQUIPMENT OPERATOR
CLASS CODE 3523**

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

- 3. Judgement and Decision Making
- 7. Self Management
- 8. Safety Focus
- 20. Job Knowledge
- 23. Equipment Operation
- 35. Teamwork
- 44. Follow Written Directions
- 45. Oral 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.

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.

7. SELF MANAGEMENT – Organizes and plans for task accomplishment; manages time and works diligently to complete assigned work/fulfill responsibilities.

Level of Competency Required by Job:

- Level 1: Order tasks for efficient performance; maintain awareness of time allotted and deadlines in order to ensure they are met.
- Level 2: **Plan and perform work in a way that maximizes efficient performance; establish and adjust priorities to ensure timely completion of most critical assignments.**
- Level 3: Allot time to responsibilities proportional to their prominence, priority, and impact.

Examples of Behavioral Indicators:

- Performs only work activities during work hours.
- Alters means of performing work when original approach proves to waste time.
- Keeps a “to do” list (with indication of priority and deadlines, if necessary).
- Requests assistance as necessary when it becomes clear that work will not be completed on time.
- Demonstrates a record of progress with respect to all assignments/responsibilities.
- Uses optimal means of communication for efficiency and effectiveness.

Performance Levels:

Satisfactory

Conducts self while at work in a manner that ensures work will be completed as scheduled, or provides explanation or secures assistance or adjustment of schedule if it will not be.

Superior

Seeks efficiencies in doing work to maximize productivity. Plans work carefully and follows the plan or makes adjustments if it is disrupted. Maintains personal responsibility for all work accomplishment.

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.

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 proper maintenance, adjustment, and removal of gang units from tractors and mowers, such as large turf rotary mowers and hydrostatic mowers, in order to operate the equipment properly and safely and to ensure separated gang units are properly maintained.
2. Knowledge of the proper procedures for attaching, securing, and removing an equipment trailer from a light truck and/or equipment to/from a trailer, using tools such as straps and chain binders, in order to transport equipment, such as trencher backhoes and skid steers, to and from City facilities and/or ensure that equipment is properly secured and removed.
3. Knowledge of the proper procedure for attaching, using, and adjusting attachments, such as gang mowers, hammer knives, discs, rakes, drags, augers, aerifiers, carry-alls, scrubbers, brushes, turbines, side brooms and solution and recovery tanks to a Tractor-C in order to use the appropriate equipment for tasks, such as mowing, cutting, raking, digging, turf management, landscaping, scrubbing, and dragging baseball diamonds.
4. Knowledge of the proper and correct maintenance (e.g. cleaning and lubricating) of Tractor-C equipment, such as tractors, mowers, and/or moving parts for front and rear attachments, using tools such as grease guns and high pressure nozzles, to ensure that equipment is properly maintained and adjusted.
5. Knowledge of procedures for performing routine maintenance, adjustments and/or minor repairs, such as changing knives and/or scraper blades, changing scarifying teeth, tightening nuts, bolts, and pulleys, lubricating fittings, changing oil filters, checking oil, water, and fuel levels, and changing air conditioner filters on equipment such as hydrostatic and/or rotary mowers in order to ensure equipment is maintained in proper operating condition.

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:

Superior

Operates equipment with extreme proficiency and correctly answers questions about its operation. Trains and/or coaches others in the operation of equipment.

Satisfactory

Operates equipment safely and with a high degree of proficiency.

Equipment Operation Areas

1. Operation of a tractor, equipped with a rear-attached gang unit, large turn rotary mowers, and/or hydrostatic mowers in order to perform mowing and/or weed abatement for maintenance of City parks, golf courses, and vacant lots.
2. Operation of a Tractor-C using a variety of rear-attached equipment, such as gang mowers, hammer knives, discs, rakes, drags, augers, aerifiers, and carry-alls, and front-end attachments, such as scrubbers, squeegees, and solution and recovery tanks, in order to perform maintenance work, which may include but is not limited to mowing, cutting, raking, digging, landscaping, turf management, dragging baseball diamonds, and scrubbing and cleaning large areas, such as concrete floors and jogging paths.
3. Operation of a utility truck, with a small riding backhoe trencher attached, in order to dig trenches for City street repairs and/ or repair water mainline breaks.
4. Operation of a skip loader and its attachments, such as, the front bucket and/or rear attached gannon by using proper methods (e.g. attaching a gannon and/or box-drag to the rear) in order to perform tasks such as digging, grading, loading, landscaping, leveling, smoothing road surfaces, rough and finish grading, and cutting and scraping baseball diamonds.
5. Operation of a small motor sweeper in order to clean surface areas, such as City service yards, parking lots, bicycle lanes, and/or sidewalks.
6. Operation of a light truck (less than 28,000 lbs rated gross vehicle weight), which may have an equipment trailer attached, in order to transport equipment and tools, such as backhoe trenchers and skid steers, to City facilities.
7. Operation of power and hand tools and equipment, such as shovels, hammers, saws, screwdrivers, rakes, picks, pressure washers, sod cutters, and walk-behind aerifiers in order to ensure work is completed.
8. Operation of a “push-pull” measuring tape or measuring wheel in order to take measurements and dimensions of work sites which may include but is not limited to, streets and/or trenches, sufficient to provide accurate numerical information.
9. Operation of a walk behind trencher to dig trench lines up to four feet in depth, in order to assist in irrigation installations and/or repair a water mainline break.

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.

44. FOLLOW WRITTEN DIRECTIONS – Performs work accurately as directed in writing.

Level of Competency Required by Job:

Level 1: *Perform tasks assigned in writing.*

Level 2: Perform work after reading instructional manual.

Level 3: Perform work after completion of training modules or programs presented in writing.

Examples of Behavioral Indicators:

- Correctly completes work assigned in writing.
- Answers questions and/or explains work to others who received the same instructions.
- Learns and applies information presented in writing (instruction manual; training program).
- Correctly infers details of work to be performed that were unclear or omitted as presented in writing.

Performance Levels:

Satisfactory

Correctly performs work assigned or for which training was provided in writing.

Superior

Understands instructions and training materials presented in writing to the extent that is able to answer questions or explain to others. Correctly infers unclear or omitted details as presented in writing.

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.

