

## COMPETENCY MODEL FOR PILE DRIVER WORKER (3553)

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

- 3. Judgment and Decision Making
- 8. Safety Focus
- 9. Sensory Perception
- 10. Physical Capability
- 20. Job Knowledge
- 27. Personal Risk
- 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 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.

**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 the City of Los Angeles Fire Department safety standards related to pile driving work, such as hot work permit procedures and proper use of fire extinguisher, in order to safely carry out a task that requires the use of open flame when burning or cutting.
2. Knowledge of the safety standards stipulated by the California Occupational Safety and Health Administration (Cal/OSHA) related to section 1926.106 working over or near water safety, such as wearing and inspecting a life jacket or buoyant work vest, sufficient to ensure safety of oneself and others when working near or over the water.
3. Knowledge of safety practices when working with treated lumber, such as safety data sheets for the material, and appropriate use of personal protective equipment when handling, cutting, and drilling the treated lumber, in order to minimize the exposure and work safely with the material.

**9. SENSORY PERCEPTION** – Performs work activities requiring sight, hearing, taste, touch, and/or smell.

Level of Competency Required by Job:

**Level 1:     *Some component of the job requires exceptional sensory perception.***

Level 2:       Multiple components of the job require exceptional perception of one or more senses.

Level 3:       Most critical components of the job require exceptional perception of one or more senses.

Examples of Behavioral Indicators:

- Performs work accurately that requires use of sense(s).
- Discerns noise or images that others cannot.
- Correctly identifies and discriminates different colors.
- Correctly localizes sounds.
- Accurately perceives distances.

Performance Levels:

Satisfactory

Accurately perceives through the senses the necessary information to perform job tasks accurately.

Superior

Extraordinary capability to distinguish gradations in similar stimuli perceived through the senses.

**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 techniques to attach piles to wharf structures, such as utilizing tools and hardware which can include, proper use of pneumatic drill, straps, nuts and bolts, in order to properly fasten the wharf structure components.
2. Knowledge of crane hand signals approved by the California Division of Industrial Relations, such as stop signal, hoist up/down, boom up/down, and right/left swing, in order to communicate with the crane operator and provide load handling instructions.
3. Knowledge of typical repair procedures for docks which can include broken piles, rusted out hardware, deteriorated wharf structure, and damaged fender systems, in order to make the appropriate repairs to the docks.
4. Knowledge of maintenance procedures for typically used pile driving tools used such as, chainsaws, pneumatic tools, and miscellaneous hand tools, in order to properly maintain the tools in good working conditions.
5. Knowledge of rigging procedures used in pile driving operations, such as appropriate methods to securely pick up loads, identify the rigging components including shackles, slings, and chains, in order to appropriately handle a load.
6. Knowledge of boats and barge terminology, such as bow, stern, starboard, and port side, in order to effectively communicate with the pile driver supervisor, pile driver workers, and boat crews.
7. Knowledge of mooring techniques, such as the securing of boats and floating barges and proper use of rope and knots, in order to prevent the boat or barge from becoming unmoored.
8. Knowledge of tide chart and the influences of tides on pile driving operations, such as under dock work and vessel access, in order to properly carry out the pile driving work according to the tide conditions.
9. Knowledge of deck winches and their use on a pile driving barge, such as anchoring and maneuvering the barge with the use of spools and lines, in order to safely carry out pile driving operations.

**27. PERSONAL RISK** – Continues to perform job activities despite possibility of harm to self.

Level of Competency Required by Job:

Level 1: Risk encountered in unforeseen emergency circumstances. Realistically evaluate chance of success and own capabilities prior to engaging in dangerous activities.

**Level 2: Hazards of the job are known and training is provided on actions necessary in case of an emergency. Continued preparedness and willingness to perform actions necessary for the job.**

Level 3: Personal risk and danger are well known, defining characteristics of the job; the purpose for which the job exists requires courage and risk to personal safety.

Examples of Behavioral Indicators:

- Performs CPR on or administers other first aid to co-worker.
- Calmly responds to a member of the public who is voicing threats.
- Rescues unconscious co-worker by moving him/her to a safe place before calling 911.
- Enters area well know for illegal activity to enlist the support of community members.
- Enters a burning building to rescue a trapped victim.
- Responds to co-worker's call for assistance in dangerous situations.

Performance Levels:

Satisfactory

Accepts personal risk to the extent it is a job requirement, and performs necessary job duties despite threat to personal safety.

Superior

Displays courage in fulfilling dangerous job responsibilities. May exhibit heroism by taking actions indicating that the safety of co-workers or members of the public was placed before personal safety.

**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.

**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 long-term 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.

