

**COMPETENCY MODEL FOR
TRUCK OPERATOR
CLASS CODE 3583**

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

- 3. Judgement and Decision Making
- 8. Safety Focus
- 20. Job Knowledge
- 23. Equipment Operation
- 34. Customer Service
- 35. Teamwork
- 43. Follow Oral Directions
- 44. Follow Written Directions

On the following pages are descriptions of each competency, including a definition, the level of the competency required for the class (**bolded, italicized, 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 purpose and use of personal protective equipment (PPE) as required by the California Occupational Health and Safety Administration (Cal-OSHA), such as hard hats, safety belts, red vests, safety glasses, and gloves sufficient to ensure safety of oneself when performing various construction tasks, such as cement filling or patching holes in City streets.
2. Knowledge of abbreviations for various safety terms, safety signs, safety labels, symbols, and terms used on various commercial trucks and vehicles, such as hazard placards, high voltage signs, and flammable liquid symbols sufficient to understand information related to the safe operation of the truck or vehicle.
3. Knowledge of safety equipment required by the California Occupational Health and Safety Administration (Cal-OSHA) to be carried on trucks, such as fire extinguishers, first aid kits, reflectors, red flags when carrying wide or long loads, and glare lights sufficient to properly use the equipment and ensure the truck is properly equipped.
4. Knowledge of various types of control devices for vehicle and pedestrian traffic such as safety cones, barricades, channelizer drums, and warning sign stands used when parking a truck that blocks the roadway/walkway or when working on City streets sufficient to properly use the devices in the appropriate situation to ensure the safety of oneself, other crewmembers, the truck, and the public.

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 traffic laws found in the California Vehicle Code specific to commercial Class A and B vehicles, and defensive driving techniques, such as looking far ahead down the road, planning for the unexpected, and preparing to react to others sufficient to properly and safely drive trucks, such as dump, stake body, flat bed, van or pickup trucks to transport materials and supplies, such as lumber, steel, and pipes to and from various work sites, such as construction yards and warehouses.
2. Knowledge of methods and procedures used for inspecting trucks and other vehicles to determine if basic maintenance is necessary, such as using a tire tread gauge to check the condition of the tires, turning on/off headlights, completing an air brake inspection test to ensure PSI levels are between 90 to 100, checking the condition of the wiper blades, and the oil, water and fuel levels sufficient to ensure the truck is safe to operate or to report to the supervisor if the truck needs to be repaired.
3. Knowledge of various forms and reports used by Truck Operators, such as a vehicle accident report, vehicle inspection report, standard driver's trouble report, and safety checklists sufficient to fill out the correct form, ensure that it is completed accurately, to request repairs, and document issues.
4. Knowledge of how to read maps using addresses and coordinates to identify locations, such as construction yards, collection routes, City Streets, and warehouses and the directions needed to transport equipment, materials, and supplies to/from worksites or to follow the refuse collection route.
5. Knowledge of the methods used for preserving vehicle power take-off (PTO) equipment, such as cleaning off debris, dirt, mud, or leaves, checking cables for excessive fraying or spliced wires, and inspecting batteries or any other electrical wirings for damage sufficient to ensure the equipment is working properly and to report to the supervisor if the equipment needs to be repaired.
6. Knowledge of materials, equipment, and techniques used to secure, load, hoist, and rig heavy materials, such as proper use of cables, ropes, chains and binders, ratchet straps, trucker's knots, and bander knots sufficient to know which material, equipment, and technique is appropriate to use for the right purpose.
7. Knowledge of methods used to ensure proper working condition of specialized equipment, such as a brush chipper, cement mixer, pavement breaker, chain saw, compressor, generator, power jack, fork lift and specialized attachments, such as a water tank truck apparatus, mechanical catch basin cleaning apparatus, and crack sealing air and emulsion apparatus by visually inspecting the equipment and attachments for obvious signs of damage or lubricating and cleaning the equipment when necessary sufficient to ensure the equipment and attachments are safe to operate and to prolong the life of the equipment.

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. Operates specialized equipment, such as a brush chipper, cement mixer, pavement breaker, chain saw, compressor, generator, power jack, fork lift and specialized attachments, such as a water tank truck apparatus, mechanical catch basin cleaning apparatus, and crack sealing air and emulsion apparatus in a safe and proper manner sufficient to complete work assignments, such as patching holes in concrete streets, trimming and watering trees, and transporting equipment and materials.
2. Operates cranes and vehicle power take-off equipment, such as winches, booms, hoists, rear lift gates, and overhead loading scoops in a safe and proper manner sufficient to load or unload equipment and materials onto/off of dump, stake body, flat bed, van or pickup trucks and move or transport heavy equipment from one location to another, such as lumber, steel, and pipes.
3. Operates trucks with diesel powered engines, gasoline powered engines, and air, mechanical, and hydraulic brake systems in a safe and proper manner sufficient to safely transport equipment, materials, and personnel to work sites or construction yards.

34. CUSTOMER SERVICE – Interacts with recipients of services (internal or external customers) in a way that provides accurate, timely, and effective information and service.

Level of Competency Required by Job:

Level 1: Interact with customers in person, over the telephone, or through e-mail (and/or other electronic media) in order to provide information or assistance. Listen to customer concerns; explain/reconcile information and provide alternatives if possible; facilitate resolution by making referral and/or following-up as necessary.

Level 2: Promotes positive customer service. Serves as a model of providing exemplary customer service.

Level 3: Develop customer-oriented procedures; identifies changes in procedures to enhance customer service and ensures they are implemented.

Examples of Behavioral Indicators:

- Carefully listens to (or reads) customer statement of the issue.
- Provides direct, informative, accurate responses to customer.
- Suggests options if available.
- Maintains a positive attitude in the face of customer complaint or frustration.
- Remains focused on the issue presented by the customer and directs the customer back to the issue if necessary.
- Asks the customer if their concerns have been fully addressed.
- Ensures organizational policies and practices are customer-focused.
- Ensures all employees recognize their responsibility for customer service and are properly trained for it.

Performance Levels:

Satisfactory

Displays knowledge as well as courtesy and patience when interacting with customers. Ensures customers' issue is correctly identified and remains focused on it until it is resolved.

Superior

Seeks further information or advice to resolve difficult issues. Solicits feedback on the effectiveness of service. Makes suggestions for improving service and facilitates changes needed to implement.

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.

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.