

COMPETENCY MODEL FOR SENIOR CARPENTER (3345)

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

1. Reading Comprehension
8. Safety Focus
20. Job Knowledge
29. Fact Finding
42. Resolves Conflict
48. Shares Knowledge and Information
53. Leadership
54. Champions Change

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.

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.

READING COMPREHENSION AREA

1. Knowledge of construction plans, blueprints, and sketches, including symbols and terminology, sufficient to correctly apply and interpret the information.
2. Knowledge of department rules and regulations, Injury and Illness Prevention Plans, and Memorandums of Understanding sufficient to correctly interpret and apply the information.

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 Cal/OSHA safety regulations related to work on a construction site such as shoring and scaffolding in order to ensure work is performed safely and in compliance with Cal/OSHA regulations.
2. Knowledge of Cal/OSHA safety regulations related to personal protective equipment, including hard hats, safety vests, fall protection, and eye protection, in order to ensure work is performed safely and in compliance with Cal/OSHA regulations.
3. Knowledge of the safe operation and maintenance of tools and equipment in order to ensure that proper safety procedures are followed and ensure a safe working environment for oneself and others.
4. Knowledge of the proper safety techniques related to the abatement and disposal of asbestos and/or lead contaminated materials, such as acoustic ceilings, pipe insulation, and small floor tiles, sufficient to ensure work is performed safely and in compliance with Building and Housing standards.

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 sequences of construction work, such as layout, excavation, foundation, footing concrete, column casting, and construction of walls, sufficient to plan assignments and oversee others in carpentry activities.
2. Knowledge of the methods for determining grade elevation, such as level, banjo, string line, and a peep sight sufficient to instruct others in identifying exact grade elevation.
3. Knowledge of Building Code as it applies to rough framing and stair construction sufficient to estimate costs and ensure structural integrity of the installation and compliance with codes and standards.
4. Knowledge of tools and equipment used in the carpentry field including hand tools, glazing tools, portable power tools, stationary power tools, and specialized equipment such as framing square, chisels, hand saws, hammers, bevels, files, planers, grinders, sanders, drill press, table saw, backhoes, bulldozers, hoists, crane-operated drills, heavy augers, and skip loaders, sufficient to estimate requirements for an assignment, select the appropriate tools and equipment, and ensure that the tools and equipment are used properly by staff.
5. Knowledge of construction and carpentry materials and uses, including types of wood as used locally in rough and finish carpentry, types of wood parts, types of glues and adhesives, types and grades of sheetrock, plywood, composition board, particle board, various roofing materials, and various types of glass, sufficient to estimate requirements and select the appropriate materials for assignments.
6. Knowledge of design and fabrication of wood parts and special shop cuts, such as doors, cabinets, moldings, sidings, dovetailing, and mortising, sufficient to assign, instruct, and oversee others in the design and fabrication of wood parts.
7. Knowledge of the methods and procedures for construction and installation of doors and windows, including hardware (locks, closing devices, and emergency exits) and interior/exterior trim (thresholds, moldings, and sash) sufficient to assign, instruct, and oversee others in the construction and installation of doors and windows.
8. Knowledge of the methods and procedures for lay out and construction of walls, including metal studding system, sluff walls, retaining walls, and timber retaining walls, sufficient to assign, instruct, and oversee others in the lay out and construction of walls.
9. Knowledge of the methods and procedures for lay out and construction of stairs using wood and concrete, including installing wood or metal forms, sufficient to assign, instruct, and oversee others in the lay out and construction of stairs.

10. Knowledge of the methods and procedures for lay out and installation of ceiling structures and coverings, such as metal joists, "I" beam bulk heads, lathing, plaster, dry wall, acoustic ceilings, and suspended ceilings, sufficient to assign, instruct, and oversee others in the lay out and installation of ceilings.
11. Knowledge of the methods and procedures for lay out, repair, and installation of fences, such as wood and chain link, sufficient to assign, instruct, and oversee others in the lay out and installation of fences.
12. Knowledge of the methods and procedures for the use of wood and metal forms and reinforcing steel placement for concrete work, including laying out, constructing, striping, and cleaning the forms, sufficient to assign, instruct, and oversee others in the use of forms and reinforcing steel placements.
13. Knowledge of the methods and procedures for repair and installation of interior woodwork, such as cabinets, benches, shelving, bookcases, and furniture, sufficient to assign, instruct, and oversee others in the repair and installation of interior woodwork.
14. Knowledge of methods for lay out, preparation, and installation of floor coverings, such as carpet, carpet tiles, and tiling, including use of mastics and adhesives sufficient to assign, instruct, and oversee others in the layout, preparation, and installation of floor coverings.

29. FACT FINDING – Obtains required information through questioning, review of existing materials, or securing new materials to answer a question or address a problem.

Level of Competency Required by Job:

- Level 1: **Look up information available in the workplace (including use of the internet) or by asking questions of co-workers or supervisor.**
- Level 2: Interview individuals and/or obtain necessary information from files, the library, and/or the internet.
- Level 3: Conduct in-depth interviews/interrogations or depositions. Locate obscure reference material containing germane information by correctly identifying needed information, making logical inferences regarding where it might be available, and discerning from newly acquired information relevant additional materials.

Examples of Behavioral Indicators:

- Asks a series of insightful questions in a logical order.
- Correctly identifies persons most likely to have the needed information.
- Listens carefully to responses from others to discern all relevant information stated.
- Makes logical assumptions about where certain types of information might be found; or asks others who are likely to know.
- Persists in locating relevant information until a sufficient amount is available to permit answering question or addressing the problem fully.

Performance Levels:

Satisfactory

Obtains necessary information through scrutiny of existing files and other resources, correctly identifying and obtaining other sources of information, and/or asking questions.

Superior

Exhibits great insight in identifying who would have certain information, or in what materials it might be located. Carefully crafts questions to extract needed information. Persists until sufficient information is gathered to formulate a logical conclusion.

42. RESOLVES CONFLICT – Acknowledges and takes action to eliminate ineffective/disruptive interpersonal relationships.

Level of Competency Required by Job:

- Level 1: Recognize that conflict is inappropriate in the workplace; ensure no personal involvement in conflict or promptly seek elimination if such involvement occurs. May try to avert conflict among co-workers or to eliminate it if it occurs.
- Level 2: **Monitor staff for possible signs of arising conflict and, when noted, immediately intervene to reconcile. Recognize when the differing perspectives of different organizational units become disruptive and address the issues with involved parties or management, as appropriate.**
- Level 3: Recognize that the purposes/objectives of certain entities are inherently at odds and approach interactions with them with sensitivity and facilitates others' doing so as well. Recognize the debilitating nature of emergent conflict among organizational segments and, when noted, immediately intervene to reconcile.

Examples of Behavioral Indicators:

- Recognizes when a conflict is emerging or has emerged.
- Mentions the need to resolve conflict to other involved party(ies).
- Brings together parties in conflict and encourages them to resolve/ facilitates resolution.
- Articulates the common objectives of conflicting entities.
- Enlists the participation of conflict resolution specialists when warranted.

Performance Levels:

Satisfactory

Diffuses conflict at work. Uses other means of addressing interpersonal friction, disagreement, or competing goals. Notes and seeks resolve of conflict among others.

Superior

Recognizes interpersonal, intra-organizational, and internal-external organizational interactions with conflict potential, and seeks to avoid. When signs of emerging conflict noted, immediately takes steps to eliminate.

48. SHARES KNOWLEDGE AND INFORMATION – Conveys all information relevant to each involved party in a thorough and timely manner.

Level of Competency Required by Job:

- Level 1: Provide job-related information as it becomes available to others who are likely to need it or to whom it might be helpful.
- Level 2: **Keep all involved parties informed of work/project progress and other new information. Tailors content, level of detail, and timing of information provided to the perspective of each recipient**
- Level 3: Recognize different needs for different information and provide all affected parties with a description of the “big picture” as well as the breadth and detail of information relevant to their perspective.

Examples of Behavioral Indicators:

- Provides thorough explanations with all relevant details.
- Uses multiple means of communicating (e.g., e-mail, telephone, meetings).
- Provides status reports of work/project progress to all involved parties.
- Informs others of changes at the earliest feasible time.
- Uses multiple addressees and “copies” others so all parties see exactly the same information and know who already has been informed.
- Draws from job knowledge and work experience to provide thorough descriptions and explanations.

Performance Levels:

Satisfactory

Readily communicates new, job-related information to all employees to whom it is relevant. Provides a level of detail and explanation appropriate to the recipient.

Superior

Ensures that all involved parties are provided the maximum amount of information feasible in as timely a manner as possible to facilitate work/project status. Shares job knowledge and experience to serve as a mentor or coach to others.

53. LEADERSHIP – Influences others toward goal accomplishment.

Level of Competency Required by Job:

- Level 1: Assume responsibility for operations or a situation when necessary. Direct the actions of others or otherwise ensure required actions are taken. Remain responsible until relieved or situation is resolved.
- Level 2: **Motivate others to continual activity focused on goal accomplishment. Provide clear objectives and articulate individual activities necessary to achieve them; ensure resources necessary to do so are available. Monitor work progress and provide feedback; assess results.**
- Level 3: Articulate a vision, convey it to others, and assign responsibilities (or assure they are assigned) for achieving it. Monitor progress, make adjustments as necessary, and evaluate results.

Examples of Behavioral Indicators:

- Evaluates circumstances, determining what needs to be done, and ensuring individual responsibility for performing specific actions is assigned.
- Follows-up to ensure that specific actions have been taken and overall objective has been accomplished.
- Clearly communicates objectives and responsibility/individual actions necessary to achieve them.
- Monitors work in progress, provides feedback to those involved, and makes adjustments to work plans/processes to ensure goal attainment.
- Evaluates completed work for quality, thoroughness, and effectiveness to determine whether re-work or additional work is required to meet intended objectives and to provide learning for future assignments

Performance Levels:

Satisfactory

Assumes responsibility for work of others when required or necessary. Ensures actions taken to achieve objectives, and evaluates results to determine any follow-up needed.

Superior

Articulates vision/states clear objectives and assigns responsibility/motivates others toward achievement. Monitors progress; gives feedback; evaluates results; ensures follow-up.

54. CHAMPIONS CHANGE – Encourages others to identify means of improving existing processes and provides support for required changes.

Level of Competency Required by Job:

- Level 1: ***Listen to and consider suggestions of co-workers for improving efficiency; accepts and uses suggestions when appropriate. Support imposed changes, and encourages others to do so.***
- Level 2: Solicit ideas for improvement, evaluate them, and implement those with merit. Gain support for changes by describing their benefits to all involved parties.
- Level 3: Establish continuous improvement as a job requirement of staff. Assist in securing necessary resources to make changes. Foster an environment of calculated risk taking without fear of failure to encourage radical change.

Examples of Behavioral Indicators:

- Acknowledges and carefully considers all suggestions for improvement.
- For changes that appear promising, determines how to implement (or approves implementation).
- Encourages others to suggest changes/accept changes.
- Secures resources necessary to implement change; conducts cost-benefit analysis when possible to demonstrate return on investment.
- Presents plans for change with enthusiasm and detailed explanation as a means of promoting staff acceptance.
- Rewards staff for suggesting/implementing change that proves effective.
- Ensures there are no punitive consequences for failure of proposed changes that appeared promising and were approved.

Performance Levels:

Satisfactory

Recognizes that vigilance with respect to identifying possible opportunities for improvement is expected of self and others. Freely makes suggestions and accepts imposed changes, and encourages others to do so.

Superior

Challenges self and others to think creatively and to identify novel approaches that have improvement potential. Persuades others to accept suggestions and enthusiastically embrace their implementation. Does not fear failure of an improvement effort made in good faith.