

**COMPETENCY MODEL FOR
UTILITY LINE CLEARANCE TREE TRIMMER
CLASS CODE 3105**

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

- 3. Judgment and Decision Making
- 7. Self-Management
- 8. Safety Focus
- 10. Physical Capability
- 20. Job Knowledge
- 23. Equipment Operation
- 33. Interpersonal Skills
- 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:

- a. Wears seat belt.
- b. 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.
- c. Reviews safety procedures before beginning each job with known hazards.
- d. Follows safety procedures while performing work even when it takes more time.
- e. Uses safety equipment such as goggles, gloves, and earplugs as required or warranted.
- f. 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 Personal Protective Equipment (PPE) used in line clearance tree trimming and removal, such as Arc Rated (AR) clothing, rubber gloves, leg protection, gloves, shoes, hard hats, eye and ear protection sufficient to protect oneself from injury.
2. Knowledge of the proper safety techniques and tools to use when tree trimming on energized conductors including insulated tools, such as pruners, pole saws, hand saw, looper, chain saw, and hooks in order to meet the minimum working distance to maintain from energized conductors.
3. Knowledge of local, State, Federal, and industry standards and regulations, including Cal/OSHA, International Society of Arboriculture Best Practices, and American National Standards Institute (ANSI) safety policies and procedures that apply to tree work activities such as traffic control, ladder use, work near energized lines, and proper clearances, in order to comply with safety rules and regulations and to minimize injury to oneself and others.
4. Knowledge of tree activities that are hazardous, critical, or complicated, such as tree contact with energized lines, tree growth over buildings, working in heavy traffic areas, working in inclement weather conditions, and other potentially hazardous, critical or complicated situations sufficient to maintain a safe environment for workers, the public, buildings (private and public), and vehicles.
5. Knowledge of the dangers associated with overhead energized power lines and service wires such as 34.5 KV, 4800 KV, or secondary as they relate to tree trimming and removal in order to identify proper working clearances sufficient to ensure a safe working environment and reduce safety hazards.

23. 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 tree pruning procedures such as directional pruning, natural target pruning, side pruning, limb removal, drop crotching, channeling/tunneling, and overhang removal sufficient to oversee and follow the guidelines of the International Society of Arboriculture Best Management Practices in order to ensure reliable, safe, and sustainable power.
2. Knowledge of tree removal procedures, such as the removal of scaffolding, branches, palm removal, and the main stem of trees sufficient to follow the guidelines of the International Society of Arboriculture Best Management Practices.
3. Knowledge of operating equipment such as aerial lifts, chippers, pick-up trucks, dump trucks and their operation and proper use including placement of vehicle, using safety belts, use of wheel chocks, and weight limitations in order to perform tree work duties.
4. Knowledge of the work practices and tools used when completing tree work, such as removing debris from work site, sweeping/raking area, securing gates, and replacing items which need to be moved when performing tree work (planters, clothes lines, or furniture).
5. Knowledge of observing a tree in order to determine and use the appropriate method of climbing a tree, including by rope, i.e. body thrust or footlock method, ladder, aerial lift, or spurs, based upon the type of tree and the work to be performed.
6. Knowledge of rigging equipment and procedures used in pruning and removal such as leverages, pulleys, lowering devices, snatch blocks point of attachment, knots, rope strengths, sizes/diameters of ropes and types of rope (nylon and other synthetics) sufficient to ensure proper use and safe pruning and removal of trees, and enforce all safety protocols.
7. Knowledge of tools and personal protective equipment (PPE) used in tree pruning and removal, such as handsaws, chainsaws, pole pruners/saws, safety harnesses, climbing saddles, climbing ropes, and safety lanyards, sufficient to direct tree crews, ensure proper usage, storage, and maintenance of equipment, and enforce safety protocols as given by a supervisor.
8. Knowledge of tree species, including their characteristics, growth patterns, durability, and resistance to disease and pests, as well as their optimal pruning seasons, in order to develop and implement strategic plans for preserving and maintaining the urban forest, mentor crews performing tree maintenance, and mitigate the impact of trees on utility infrastructure.
9. Knowledge of City Ordinances related to protected trees and tree maintenance procedures involving nesting birds sufficient to ensure compliance and to maintain the urban forest.
10. Knowledge of Federal Energy Regulatory Commission (FERC) FAC-003, North American Electric Corporation (NERC) Reliability Standard, and California Public Utilities Commission (CPUC) General Order (GO) 95 which regulates the design, construction, and maintenance of all overhead power lines.
11. Knowledge of tying knots and hitches, such as blake hitch, inline-taut line hitch, bowline, running bowline, clove hitch, half hitch, timber hitch, square knot, and friction devices in order to safely climb a tree and perform tree related duties.

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.

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.

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.