

## **COMPETENCY MODEL FOR CEMENT FINISHER WORKER (3351)**

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

- 2. Mathematics**
- 3. Judgment & Decision Making**
- 7. Self-Management**
- 8. Safety Focus**
- 10. Physical Capability**
- 20. Job Knowledge**
- 35. Teamwork**
- 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 (*italicized*, **bolded**, and underlined), examples of behavioral indicators, and satisfactory and superior performance levels.

**2. MATHEMATICS** – Performs arithmetic or higher-level mathematical computations accurately.

Level of Competency Required by Job:

**Level 1: Perform arithmetic computations (add, subtract, multiply, divide, ratios, percentages).**

Level 2: Use algebra (substitute numbers for letters in a formula), geometry (angles, distances, area), and/or descriptive statistics (mean/median/mode, standard deviation, range).

Level 3: Apply and interpret calculus, inferential statistics (t-tests, correlations, ANOVA, multiple regression) or other very high level mathematics.

Examples of Behavioral Indicators:

- Quickly and accurately performs arithmetic computations.
- Appropriately selects and applies formulas for stated purpose.
- Correctly identifies an appropriate analysis for a specific purpose and selects the appropriate computer program for computation.
- Accurately interprets and presents results of mathematical/statistical computations.

Performance Levels:

Satisfactory

Knows mathematical requirements of the job and performs them correctly. Verifies work to ensure accuracy.

Superior

Identifies additional opportunities for the application of mathematics in work. Answers questions/trains others to assist them in their use of mathematics.

**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.

## **Safety Focus Areas**

1. Knowledge of safety standards, procedures, and policies as required by the California Occupational Safety and Health Administration (Cal-OSHA) and the California Department of Motor Vehicles (DMV) when working at construction sites and operating a motor vehicle such as job site safety requirements, safe driving rules, regulations, and requirements, and the proper use of personal protective equipment (PPE) including masks, gloves, safety vests, hardhats, safety glasses, and boots sufficient to ensure the safety of oneself and others.
2. Knowledge of potential safety hazards at construction sites and the methods used to prevent, identify and/or address them, such as the presence of heavy equipment, high elevations, and overhead construction sufficient to prevent injury of oneself and others at construction sites throughout the City of Los Angeles.
3. Knowledge of City vehicle inspection techniques and procedures sufficient to inspect vehicles for safety prior to taking vehicle out of the yard, including checking fuel level, brake operation, and lights.
4. Knowledge of safety equipment, emergency equipment, and first aid supplies such as first aid kits to be carried on trucks going to fieldwork sites in order to ensure preparation in the event of an emergency while out in the field.

**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 terminology commonly used in construction, especially concrete work including methods of cement placement such as edging, floating, screeding, brooming and types of cement finishes such as stamped, broomed, rotor, and exposed aggregate in order to interpret and complete cement assignment in sidewalks, curbs, gutters, ADA ramps, and City facilities.
2. Knowledge of the types, uses, and characteristics of basic concrete mixes and aggregates such as 520-c-2500 that is commonly used for sidewalks, 560-c-3250 commonly used for footings in various structures (e.g., catch basins) in order to produce concrete mixes appropriate for a variety of mix designs.
3. Knowledge of the types and uses of additives such as accelerators, retarders, curing compound and coloring agents in order to appropriately work with mixes.
4. Knowledge of the proper mixture and uses of the 3-2-1 concrete mix such as the amount of aggregates used and appropriate setting in order to achieve the proper mix design for the specific job types.
5. Knowledge of the various types of tools and materials used for stripping forms such as digging bars, claw hammers, picks, crowbars, and nail pullers in order to reuse forms and prevent damage to concrete.
6. Knowledge of common practices used for forms construction such as leveling the stakes to the height of the form boards and amount of fall for various job types, in order to set grades and slope to desired standards.
7. Knowledge of the commonly used tools for the removal of concrete and simple excavation such as jackhammers, saw cutting machines, digging bars, and double jack sledgehammer in order to repair or change existing work.
8. Knowledge of soil-moisture requirements when concrete is laid on ground such as watering the subgrade prior to laying concrete to prevent dehydration and cracking of the concrete.
9. Knowledge of methods of imparting a particular finish to concrete such as the use of brushes, brooms, floats and steel trowels in order to match existing finishes.
10. Knowledge of methods for rerouting traffic safely such as setting up cones and delineations per the W.A.T.C.H Manual in order to safely redirect the flow of traffic away from construction sites or away from any potential hazards caused by construction work.
11. Knowledge of cleaning requirements for finishing tools such as rinsing off tools with water and a brush and spraying with lubricant in order to maintain tools and equipment in serviceable condition.

12. Knowledge of gas, oil, and other simple maintenance requirements such as the types of fuel used for an air cooled engine on a mixer truck, all-purpose saw, and portable mixer in order to properly maintain and operate power equipment.
13. Knowledge of the types and characteristics of prepared materials such as mortar mix and concrete mix in order to touch up concrete repair work.

**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

