

**COMPETENCY MODEL FOR  
COMMUNICATIONS ELECTRICIAN SUPERVISOR  
CLASS CODE 3689**

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

- 1. Reading Comprehension
- 4. Analytical Ability
- 8. Safety Focus
- 20. Job Knowledge
- 21. Technology Application
- 28. Supervision
- 45. Oral Communication
- 47. Written 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.

**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.

**4. ANALYTICAL ABILITY** – Identifies, obtains, and evaluates relevant information to establish relationships or patterns, cite causes, and reach logical conclusions.

Level of Competency Required by Job:

**Level 1: Recognize similarities/differences in current situation to those previously encountered and is guided accordingly. Apply existing policies correctly. Ask pertinent questions or otherwise seek additional information to formulate appropriate response.**

Level 2: Consider multiple, varied factors when evaluating a situation or issue. Seek additional information to provide further insight. Reach conclusions that logically follow from the information obtained.

Level 3: Consider a multitude of diverse factors, their interrelationships, the perspectives of others, alternative courses of action and their likely ramifications when evaluating information to reach a conclusion.

Examples of Behavioral Indicators:

- Obtains the necessary amount of relevant information.
- Recognizes the impact of each type of information on conclusions.
- Evaluates the quality/source of information when considering it.
- States the shortcomings of the information and, therefore, the analysis.

Performance Levels:

Satisfactory

Recognizes available relevant information, seeks additional information to consider, and reaches a conclusion. Provides sound, convincing justification for conclusions, citing relevant data and facts.

Superior

Uses a great deal of existing and obtained information and data to develop and evaluate alternatives and arrive at a final conclusion. Provides compelling arguments in support of conclusions.

**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 hazards and safety precautions in work activities including those related to working on or installing energized lines and equipment, using test equipment and tools, and in operating other electrical and mechanical equipment.
2. Knowledge of the principles and practices of first aid pertaining to injuries which would result from the use of test equipment, tools, and electrical and mechanical devices and from working on or installing energized lines and equipment.

**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**

### **I. ELECTRONIC COMMUNICATIONS TECHNOLOGY, THEORY & PRACTICE**

1. Knowledge of common sources of trouble in various types of electronic systems including control, signal, public address, telemetering, telephone, communications carrier, noise monitoring, electronic test equipment, microwave, fiber optics, data networks, radar, radio, video, avionics and paramedic, computers, VoIP, power sources and chargers, systems and related equipment.
2. Knowledge of common sources of trouble in various types of electronic systems including control, signal, public address, telemetering, telephone, communications carrier, noise monitoring, electronic test equipment, microwave, fiber optics, data networks, radar, radio, video, avionics and paramedic, computers, VoIP, power sources and chargers, systems and related equipment.
3. Knowledge of the methods of servicing and repairing various types of electronic systems including control, signal, public address, power sources and chargers, telemetering, telephone, communications carrier, noise monitoring, and data display equipment, VoIP, electronic test equipment, computer microwave, fiber optic, data networks, radar, radio, video, avionics, paramedic, and related equipment.
4. Knowledge of the uses of materials, test equipment and tools employed in the construction, servicing, installation and repair of a variety of monitoring, control and communications facilities.
5. Knowledge of Federal Communications Commission regulations pertaining to the operation and maintenance of various communications systems, including public safety and industrial radio services, avionics and maritime.

### **II. DIAGRAMS, DRAWINGS, SCHEMATICS**

6. The ability to read and interpret a variety of diagrams and sketches pertaining to work activities, including communications plans, schematic diagrams, wiring diagrams, circuit drawings and blueprints.
7. The ability to prepare a variety of diagrams and sketches pertaining to work activities, including communication plans, schematic diagrams, wiring diagrams, circuit diagrams and blueprints.

### **III. SUPERVISORY PRACTICES AND PRINCIPLES**

8. Knowledge of laws, regulations and City policies relating to equal employment opportunity.

9. Knowledge of the principles and practices of employee supervision including the direction of employees, training and development, motivation, control and discipline.
10. Knowledge of memoranda of understanding as they apply to subordinate personnel.
11. Knowledge of the City of Los Angeles Civil Service Commission rules (discipline).
12. Knowledge of vehicle accident reporting and worker's compensation reporting.



**21. TECHNOLOGY APPLICATION** – Correctly applies technology as required on the job; conceptualizes improvements in work through introducing and/or enhancing use of technology.

Level of Competency Required by Job:

Level 1: Expert in the use of technology required for own job. May identify additional applications for currently used technology to enhance own work and/or work of others.

**Level 2: Identify additional technology to be applied to improve own work and/or work of others and/or enhanced use of current technology to improve the operations of an entire function or department.**

Level 3: Identify new technology application to improve/enhance work of an entire function, department, or organization.

Examples of Behavioral Indicators:

- Demonstrates mastery of technical applications required for current work.
- Suggests additional applications of existing technology that improve productivity.
- Identifies new technology that can be applied to improve existing operations.
- Provides convincing justification for investment in new technology versus anticipated benefits.
- Presents compelling arguments to justify purchase of existing software (with or without modification) versus in-house development.

Performance Levels:

Satisfactory

Knows and correctly applies current technology as required on the job. Extends use of current technology to improve efficiency of accomplishing additional tasks.

Superior

Recognizes opportunities to apply technology to improve work processes in a function, department, or the entire organization. Identifies and justifies specific technology for specific uses.

## **Technology Application Areas**

1. Knowledge of the methods used for maintaining, repairing and calibrating test equipment and tools employed in the construction, servicing, installation and repair of a variety of monitoring, control and communications facilities.
2. The ability to troubleshoot issues in various types of electronic systems including control, signal, public address, radio, video, telephone, communications carrier, microwave, electronic monitoring, and data display equipment, telemetering, data networks, fiber optics, radar avionics, paramedic equipment, electronic test equipment and related equipment.
3. The ability to effectively use electronic test equipment, tools and materials in constructing, servicing, installing, repairing and operating a variety of monitoring, control and communications facilities.

**28. SUPERVISION** – Ability to assume direct responsibility for all aspects of the performance of a work group, which requires knowledge and/or ability in the areas of:

- Planning and goal setting
- Creating a safe and positive work environment
- Establishing standards and training employees
- Motivating employees and teambuilding
- Performance Management (assigning, monitoring, facilitating, reviewing and evaluating work, and providing feedback)
- Supporting and developing employees through delegation and participation
- Taking disciplinary action including progressive discipline
- Provisions of employees' MOU's and handling grievances
- Legal requirements including EEO, ADA, FLSA, FMLA, and Workers'
- Compensation provisions
- Civil Service Commission Rules and Policies related to the management of employees
- Administrative Code provisions related to the management of employees
- Budget processes sufficient to request and justify expenditures in a correct and timely manner

Level of Competency Required by Job:

**Level 1:      *Supervises small workgroup of employees performing the same or highly related work.***

Level 2:      Supervises a larger workgroup of employees performing various types of work.

Level 3:      Supervises employees including provision of coaching and advice to subordinate supervisors.

Examples of Behavioral Indicators:

- Plans, assigns, and monitors work progress.
- Trains employees to do work.
- Evaluates work and gives positive and negative feedback.
- Displays knowledge of legal requirements including applicable Federal and State laws, Administrative Code provisions, Civil Service Commission Rules and Policies, and MOU provisions.

Performance Levels:

Satisfactory

Behaves Proficiency in supervision sufficient to supervise a workgroup in terms of task orientation, interpersonal concerns, and personnel administration.

Superior

Proficiency in supervision sufficient to serve as a resource to others and/or represent department position in a public forum.

**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:

- Discusses 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.

## 47. WRITTEN COMMUNICATION – Communicates effectively in writing.

### Level of Competency Required by Job:

Level 1: Write notes/e-mails. Completes forms with some open-ended responses (sentences).

**Level 2: Write letters, articles/reports, and/or detailed descriptions of activities/occurrences.**

Level 3: Write lengthy reports, instruction manuals, in-depth analyses/reviews of complex issues and/or articles for publication. Reviews the written work of others.

### Examples of Behavioral Indicators:

- Writing includes the necessary information to convey the intended message.
- Sufficiently few errors in spelling, punctuation, grammar to not interfere with the intended message or distract the reader.
- Little editing or re-writing needed to produce a final product.
- Composes materials efficiently.
- Information is presented in a well organized manner.
- Tone and degree of formality are appropriate to the purpose and audience.

### Performance Levels:

#### Satisfactory

Writes material that clearly communicates the necessary information; needs little editing.

#### Superior

Precisely uses words and organizes information in a way that enhances presentation of the message. Virtually no editing needed.