

**COMPETENCY MODEL FOR
AUTOMOTIVE SUPERVISOR (2019)
CLASS CODE 3714**

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

- 3. Judgment and Decision Making
- 8. Safety Focus
- 12. Conscientiousness
- 16. Objectivity
- 20. Job Knowledge
- 28. Supervision
- 35. Teamwork
- 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 level.

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 procedures for handling, storing, and disposing of hazardous waste and materials, such as batteries, used oil, fuels and coolant, sufficient to comply with State environmental regulations.
2. Knowledge of Cal/OSHA rules and general safety standards relating to tools, such as ladders and grinders, and equipment, such as arc welding machines, used in automotive shop areas, sufficient to maintain a safe working environment for oneself and others.
3. Knowledge of hazards encountered while working in equipment inspection and repair shop areas, such as slips, trips and falls from fluids or improperly placed objects, head injuries from overhead equipment, or eye injuries from debris, chemicals or objects, and the procedures to minimize or prevent injury from the hazards including the use of Personal Protective Equipment (PPE), such as gloves and helmets and adherence to rules and general safety standards, sufficient to protect oneself from injury.
4. Knowledge of hazards encountered while working on alternative fuel vehicles, including high voltage electrical wiring, and the procedures and precautions used to prevent injury from electric shock, such as the use of proper PPE, grounding, and ventilation, sufficient to ensure one's own safety and the safety of others.

12. CONSCIENTIOUSNESS – Dependable, reliable, diligent, and attends to all aspects of assignments (the “details”).

Level of Competency Required by Job:

Level 1: Remain on-task and make every reasonable effort to complete work in time allotted. Note discrepancies and takes action or informs appropriate person when “things don’t seem right” in information or data.

Level 2: Note when own work logically relates to the work of others and coordinate with them and when additional tasks must be performed to complete an assignment and perform/assign them. Recognize when, despite best efforts, work will not be done and notifies supervision.

Level 3: Attend to each area of responsibility, and if all are not being addressed, arrange for transfer or elimination of some of them. Ensure that all aspects of programs/projects are properly addressed to ensure success.

Examples of Behavioral Indicators:

- Seeks all necessary information to do the job well.
- Learns from experience so can recognize when things are not right.
- Maintains a high level of task-related behavior.
- Continues to work diligently in the absence of supervision.
- Fully attends to seemingly minor as well as major aspects of each work assignment.

Performance Levels:

Satisfactory

Fully attends to work at hand; notes details, errors, and discrepancies and follows-up as necessary. Reliably performs and completes work. Punctual; respectful of others’ time.

Superior

Notes relationship of own work to work of others to ensure all aspects are coordinated. Performs additional tasks and otherwise follows-up to ensure thoroughness.

16. OBJECTIVITY – Demonstrates fairness and equity toward others; understands different perspectives; states sides of a conflict non-evaluatively; uses facts and logic.

Level of Competency Required by Job:

Level 1: Respond to the situation at hand and its specific circumstances as opposed to being influenced by previous encounters, stereotypes, or biases.

Level 2: *Appropriately aligns self/organizational interest with objectives to benefit the overall organization and/or citizenry.*

Level 3: Appropriately aligns self/organizational interest with the “common good” (citizens, other public sector agencies, elected officials).

Examples of Behavioral Indicators:

- Notes facts and circumstances specific to the situation.
- Formulates plans for action based on the totality of factual information.
- Gives full attention to each task/issue within areas of responsibility
- Clearly demonstrates the benefits of actions to the overall organization, citizens, and/or the “common good.”
- Does not take positions or promote actions/causes that reflect blatant self interest.

Performance Levels:

Satisfactory

Focuses on and reacts to all facts and information available for each situation/issue. Disregards personal preferences or biases in appraisal of situation/issue and response to it.

Superior

Strives to serve the “common good.” Responds in a manner contrary to self interest when appropriate.

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 mechanical principles of internal combustion engines, such as how pistons, valves and lifters work together to allow the engine to operate properly, sufficient to diagnose and repair equipment.
2. Knowledge of electrical systems and components as they relate to vehicle and equipment repair such as starters, generators, alternators and distributors, sufficient to inspect, diagnose and repair equipment.
3. Knowledge of the operation of brake systems, such as hydraulic, air and mechanical, sufficient to inspect, diagnose, and repair equipment.
4. Knowledge of the operation of gasoline, diesel, LNG (Liquid Natural Gas), CNG (Compressed Natural Gas), and propane fuel systems and components, such as carburetors, pumps, filters, fuel injectors, and other related components, sufficient to inspect, diagnose, and repair equipment.
5. Knowledge of the operation of clutch assemblies, such as manual, hydraulic, cable and electric, sufficient to inspect, diagnose and repair equipment.
6. Knowledge of the operation of transmissions, such as manual and automatic, and electric and transmission driven PTO's (Power Take Off), sufficient to inspect, diagnose, and repair equipment.
7. Knowledge of the operation of drive shaft, chain, gears and sprockets, and rear axle assemblies on equipment such as trucks, cars, motorcycles, bicycles and off-road equipment sufficient to inspect, diagnose, and repair equipment.
8. Knowledge of the operation of motorcycle front fork assemblies sufficient to inspect, diagnose, and repair equipment.
9. Knowledge of hydraulic systems such as lift gates and other specialized equipment, such as construction, turf and refuse sufficient to inspect, diagnose and repair equipment.
10. Knowledge of the proper procedures for testing and repair of exhaust and emission control components, such as smog and opacity inspections sufficient to ensure compliance with California Air Resources Board (CARB) and Bureau of Automotive Repair (BAR) regulations.
11. Knowledge of the operation and servicing of automotive air conditioning systems and components, such as compressors, condensers, evaporators, dryers and controls sufficient to inspect, diagnose and repair equipment.
12. Knowledge of the function of cooling and heating systems and components, such as water pumps, fan clutches, radiators, thermostats, and controls sufficient to inspect, diagnose and repair equipment.

13. Knowledge of the operation of manual and power steering systems and hydraulic and electric components sufficient to inspect, diagnose, and repair equipment.
14. Knowledge of automotive suspension systems, such as control arms, springs, and ball-joints, sufficient to inspect, diagnose and repair equipment.
15. Knowledge of tire repair methods and materials, such as solvents, patches, recaps and section repairs, sufficient to ensure the safe operation of equipment.
16. Knowledge of tire wear patterns, such as improper wear, balding, cracking and separated runflats, sufficient to diagnose and repair alignment, balance, and air pressure problems on equipment.
17. Knowledge of diagnostic tools for vehicle and equipment repair such as OEM (original equipment manufacturer) software, laptops and DVOMs (digital volt ohm meter), sufficient to inspect, diagnose and repair equipment.
18. Knowledge of the operation of specialized towing equipment, such as conventional, flat-bed, motorcycle and heavy duty sufficient to ensure the safe towing of City equipment.
19. Knowledge of the State of California motor vehicle codes pertaining to vehicle operation and mechanical maintenance, sufficient to comply with State regulations.
20. Knowledge of CARB and BAR diesel engine emission treatment devices, such as particulate traps and diesel exhaust fluid (DEF), sufficient to comply with State regulations.

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

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.

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

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.

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.