

**COMPETENCY MODEL FOR  
TIRE REPAIRER  
CLASS CODE 3727**

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

1. Reading Comprehension
7. Self-Management
8. Safety Focus
10. Physical Capability
20. Job Knowledge
23. Equipment Operation
35. Teamwork
43. Follow Oral 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.

**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.

**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 Federal, State, and local laws, regulations, and requirements related to the safe removal, repair, and/or installation of tires and wheel assemblies, including those required by the Department of Transportation, such as required mounts for different types of wheels and tires, inflation limits for tubes and tires, and load limits, sufficient to ensure the safe operation of the vehicle or equipment and compliance with such laws, regulations, and requirements.
2. Knowledge of safety hazards encountered while performing tire repair work in the shop and in the field, such as pinch points, tire explosions, and burns, and the methods used to prevent, identify, and/or address them sufficient to ensure the safety of oneself and others.

**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 the various types of tires used on vehicles and equipment, including the distinguishing characteristics of each type, such as tread types, tire size, appropriate road and/or working conditions, and the proper application, sufficient to ensure the appropriate tires are installed and to maximize efficient performance of the vehicle.
2. Knowledge of defects in tires, such as impact breaks, separation, irregular tire wear, cuts, unbalanced conditions, alignment conditions, damaged beads, weather checking, tread lamination, compression breaks, radial and circumferential cracks, exposed cords, improper tread depths, and air leaks, sufficient to inspect tire conditions and determine the appropriate course of action for repairing or replacing it.
3. Knowledge of inflation pressures for different types of tube and tubeless tires used on vehicles and equipment, such as cars, trucks, graders, or motor sweepers, sufficient to apply the correct inflation to the tire.
4. Knowledge of load ranges in relation to tire carrying capacity, including locating and applying speed index ratings, sufficient to determine the appropriate tire to be used for the vehicle and equipment.
5. Knowledge of load capacities and its application to vehicle or equipment specifications regarding loads per axle and/or gross vehicle weights, sufficient to determine the appropriate tire to install on the vehicle or equipment.
6. Knowledge of defects in tubes, such as splices, bent or broken valves, improper patching, folds, improper flat conditions, and defects resulting from improper use, sufficient to identify such defects and make the necessary repairs or replacement of the tubes.
7. Knowledge of the various types of wheels used on vehicles and equipment, including the distinct characteristics of wheels, such as wheel size, load weight capacities and appropriate road and/or working conditions for each type, sufficient to determine which wheel to install based on the type of vehicle or equipment.
8. Knowledge of defects in wheels, such as cracked and bent rims and hubs, improper lockrings and siderings, elongated bolt or stud holes, improper inner and outer cap nuts, improper nut toppers, improper bore, improper bolt circles, improper offset, improper rim width, wheels not welded on, corrosion, or unsafe gutter, sufficient to identify unsafe wheel conditions and salvage or replace wheels when necessary.
9. Knowledge of proper wheel assembly and mounting procedures and techniques, such as the use of tires and wheels with the same pressure capacity, proper combinations of tires, tubes and flaps, using correct lockrings for wheels, and matching the height of tires on the same axle of a vehicle, sufficient to comply with



the California Biennial Inspection of Terminals (BIT) and ensure the safe operation of the vehicle.

10. Knowledge of wheel balancing, including the selection, placement, and attachments of weights and use of bubble, spin, and static balancers, sufficient to ensure safe operations of the vehicle or equipment and enhance road handling.
11. Knowledge of tire repair methods, such as chemical and heat vulcanization processes, skiving, buffing, cementing, and stitching sufficient to make appropriate repairs to the tire.
12. Knowledge of materials used in tire repair, including types of patches, rubber, synthetic materials, cements, and solvents, sufficient to use the appropriate materials to repair the tires.
13. Knowledge of the criteria used to determine when it is appropriate to repair a tire during a service call, such as only punctures less than 1/8th of an inch to the tire can be safely repaired in the field, sufficient to ensure work is performed safely and properly.
14. Knowledge of the function and operation of tire pressure monitoring systems and their components, sufficient to perform diagnostics, including resetting or replacing the sensors, and maintain safe vehicle operations.

**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.

## **Equipment Operation Area**

1. Operation of various tools and equipment used for tire repair work, such as heavy duty air compressors, impact wrenches, tire spreaders, buffers, hand tools, rubber extruders, grooving irons, valve converting tools, static, dynamic, and kinetic wheel balancers, jacks and jack stands, bead seaters, tire branders, gauges, safety cages and bars, air spotters, manual and power cranes and hoists, fork lifts, tire irons, hammers, changers, and valve tools, sufficient to operate such tools and equipment in a safe and proper manner when removing, repairing and/or installing tires and wheel assemblies.

**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.

**43. FOLLOW ORAL DIRECTIONS** – Performs work accurately as directed orally.

Level of Competency Required by Job:

Level 1: Receive specific, complete oral directions daily or by individual task assignment throughout the day.

**Level 2: Receive general instructions orally that span across days or for entire assignments.**

Level 3: Receive general instructions/assignments orally regarding long-term objectives/responsibilities.

Examples of Behavioral Indicators:

- Does work assigned orally properly and on time.
- Asks pertinent questions for clarification of assignments.
- Performs work correctly when instructions were given orally.
- Explains assignments to others who received the same instructions.
- Performs work in accordance with general outline provided orally.
- Correctly infers details of assignments given only in general terms.

Performance Levels:

Satisfactory

Properly performs work when concrete, specific instructions are given orally. Asks pertinent questions when parts of the instructions are unclear or omitted.

Superior

Properly performs work assigned orally. Answers questions or explains work to others. Correctly infers details or portions of instructions that were omitted.