

## **COMPETENCY MODEL FOR SENIOR HEAVY DUTY EQUIPMENT MECHANIC (3745)**

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

- 1. Reading Comprehension
- 3. Judgment and Decision Making
- 8. Safety Focus
- 20. Job Knowledge
- 28. Supervision
- 31. Results Orientation
- 33. Interpersonal Skills
- 42. Resolves Conflict
- 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.

**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.

**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 tire safety and inspection practices, such as checking for proper tire inflation, periodic inspection of tire date codes, and evaluation of tire wear, sufficient to determine if tires need to be replaced.
2. Knowledge of the United States Department of Transportation (DOT) criteria for brake servicing and adjustment, including its application to City policies, rules, and regulations related to periodic inspections and proper use of City equipment and vehicles, sufficient to diagnose and repair core components of equipment in accordance with department policies and procedures and ensure compliance with the specifications set forth by the United States DOT.
3. Knowledge of the maintenance, inspection, and safe operation of shop equipment, including but not limited to hoists, cranes, drill press, grinders, jacks, lathes, or stands, sufficient to ensure compliance with department policies and safety regulations, including the Division of Occupational Safety and Health of California (Cal/OSHA) requirements.
4. Knowledge of local, state, and federal safety regulations and requirements, including confined spaces, requirements for an effective Injury and Illness Prevention Program (IIPP), and requirements related to the use and maintenance of equipment, such as fall protection and the use of personal protective equipment (PPE), sufficient to ensure work is performed safely and in compliance with safety regulations and requirements, such as Cal/OSHA and Title 8 of the California Code of Regulations.
5. Knowledge of the hazards and unsafe conditions commonly encountered when performing repairs in the field or at alternate work locations, such as vehicles on the side of a road or on a construction site, including inclement weather conditions, traffic dangers, or potential exposures to hazardous material, sufficient to anticipate potential hazards or unsafe conditions and implement appropriate measures to ensure the safety of City employees and the public.

**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:

Superior

Satisfactory

Sufficient job knowledge to perform work correctly independently. Answers technical questions about work correctly.

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 basic mechanical principles of the internal combustion engine, such as spark and compression ignition types, sufficient to diagnose and repair core components of the equipment, such as adjusting valves and oil pumps.
2. Knowledge of the principles and operational characteristics of hydraulic, air, and mechanical brake systems and their components, such as brake pads, master cylinders, quick release valves, and slack adjusters, sufficient to diagnose and repair related components of the equipment.
3. Knowledge of the principles and operational characteristics of gasoline, diesel, and alternative fuel systems and their components, such as electronic control modules (ECM), exhaust and emission control systems, sensors, particulate filter devices, and control devices, sufficient to diagnose and repair core components of the equipment.
4. Knowledge of the principles and operational characteristics of drive train, including but not limited to drive shafts, final drive assemblies, clutch assemblies, various types of manual transmissions, auxiliary transmissions, automatic transmissions, and power-take off (PTO)-driven auxiliary equipment, sufficient to diagnose and repair core components of the equipment, such as valve bodies, clutch packs, and electronic controls.
5. Knowledge of the principles and operational characteristics of hydraulic systems, such as pumps, direction control valves, cylinders, motors, and hydraulic schematics, sufficient to diagnose and repair core components of the equipment.
6. Knowledge of the principles and operational characteristics of air conditioning system components and controls, such as compressors, recovery systems, condensers, and evaporators, sufficient to diagnose and repair the different types of refrigerant systems, including electric vehicles.
7. Knowledge of the principles and operational characteristics of cooling and heating systems and their components and controls, such as thermostats, radiators, exchangers, and water pumps, sufficient to diagnose and repair core components of the equipment.
8. Knowledge of the principles and operational characteristics of manual, electronic, and power steering systems, such as gear boxes, pumps, rack and pinion, and linkages, sufficient to diagnose and repair core components of the equipment.
9. Knowledge of the principles and operational characteristics of suspension systems on automotive and heavy-duty equipment and their components, such as leaf springs, airbags, control arms, and bushings, sufficient to diagnose and repair core components of the equipment.

10. Knowledge of wearing characteristics of tracks and their components, such as links, pins, grousers, idlers, pads, or gears, sufficient to diagnose and repair core components of construction equipment being serviced.
11. Knowledge of the functions and operation of charging and starting systems and their components, such as alternators, starters, air starters, batteries, or battery isolators, sufficient to diagnose and repair core components of the equipment.
12. Knowledge of the principles and operation of hybrid and electric vehicles, and safe handling of high voltage systems to ensure safe and proper operation of systems.



**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.

**31. RESULTS ORIENTATION** – Maintains a focus on objectives to be achieved and acts accordingly to ensure their accomplishment.

Level of Competency Required by Job:

Level 1: Remain focused on the task at hand and its purpose. May alter activities if the same result will be achieved. Does not become distracted by extraneous information, events, or details.

**Level 2:** **Remain focused on the objectives to be achieved and take all reasonable actions necessary to achieve them. If initial activities to achieve objectives are unsuccessful, tries other approaches.**

Level 3: Remain focused on outcome and not process, when possible, in the monitoring and evaluation of staff work. Encourage staff to maintain focus on the objectives of their work and not to be overly affected by nuisances or frustration.

Examples of Behavioral Indicators:

- Clearly understands the purpose/objectives of work assignments.
- Recognizes that there are typically many ways to achieve the same objective.
- Makes multiple attempts to achieve objectives when necessary.
- Does not become distracted by unimportant or irrelevant issues.
- Ignores distracters in order to maintain pursuit of the desired outcome.

Performance Levels:

Satisfactory

Maintains a focus on desired outcomes and makes every reasonable attempt to achieve them. Always recognizes the purpose or objective of work activities.

Superior

Maintains a clear focus on desired results, and is persistent in attempts to achieve them. Insistent that all work activities lead to goal accomplishment; expresses dissatisfaction with activities that have no apparent impact.

**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.

**42. RESOLVES CONFLICT** – Acknowledges and takes action to eliminate ineffective/disruptive interpersonal relationships.

Level of Competency Required by Job:

Level 1: Recognize that conflict is inappropriate in the workplace; ensure no personal involvement in conflict or promptly seek elimination if such involvement occurs. May try to avert conflict among co-workers or to eliminate it if it occurs.

**Level 2: *Monitor staff for possible signs of arising conflict and, when noted, immediately intervene to reconcile. Recognize when the differing perspectives of different organizational units become disruptive and address the issues with involved parties or management, as appropriate.***

Level 3: Recognize that the purposes/objectives of certain entities are inherently at odds and approach interactions with them with sensitivity and facilitates others' doing so as well. Recognize the debilitating nature of emergent conflict among organizational segments and, when noted, immediately intervene to reconcile.

Examples of Behavioral Indicators:

- Recognizes when a conflict is emerging or has emerged.
- Mentions the need to resolve conflict to other involved party(ies).
- Brings together parties in conflict and encourages them to resolve/ facilitates resolution.
- Articulates the common objectives of conflicting entities.
- Enlists the participation of conflict resolution specialists when warranted.

Performance Levels:

Satisfactory

Diffuses conflict at work. Uses other means of addressing interpersonal friction, disagreement, or competing goals. Notes and seeks resolve of conflict among others.

Superior

Recognizes interpersonal, intra-organizational, and internal-external organizational interactions with conflict potential, and seeks to avoid. When signs of emerging conflict noted, immediately takes steps to eliminate.

**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.