

**COMPETENCY MODEL FOR
SENIOR COMMUNICATIONS CABLE WORKER
CLASS CODE 3801**

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

- 3. Judgment And Decision Making
- 8. Safety Focus
- 20. Job Knowledge
- 33. Interpersonal Skills
- 45. Oral Communication
- 47. Written Communication
- 53. Leadership

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.

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 work area traffic control requirements for safe work in streets, state highways, or substructures.
2. Knowledge of procedures for getting and removing OKs TO (found in DWP Operating Orders) sufficient to ensure safe working conditions for crews working near power lines.
3. Knowledge of safe working procedures, for working on overhead communication cables and underground communications lines, such as using safety belts and safety lines, testing for asbestos or for toxic or asphyxiating gasses before going into manholes, wearing hard hats, orange vests, rubber gloves, shoes with non-skid soles, and other protective clothing when needed, maintaining a safe distance from energized power lines, and designating an observer when required sufficient to provide a safe work environment.
4. Knowledge of regulations regarding friable asbestos, including precautions to be taken where it is present or suspected to be present and of requirements for reporting suspected presence of friable asbestos sufficient to maintain a safe work environment.
5. Knowledge of hazards to health from fragments of optic fibers, such as possible penetration of skin into the bloodstream, or eye injury and methods of safe disposal.
6. Knowledge of safety equipment, emergency equipment, and first aid supplies to be carried on trucks going to field work sites sufficient to mitigate hazards and take immediate action to prevent further harm in case of injuries.
7. Knowledge of CPR and first aid sufficient to begin resuscitation in case of electric shock or to take immediate action to prevent further harm in case of other injury.

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 comprehending and using job orders, circuit books, circuit maps, cable prints, splice details and/or jumper memos as required to identify circuits and locations pertaining to job orders.
2. Knowledge of rigging techniques, including ropes and knots and their applications used in setting up equipment, such as pulleys, chain hoists, and block and tackle, pulling cable, and providing temporary support of heavy loads.
3. Knowledge of hand and buzzer signals used to direct operation of heavy equipment.
4. Knowledge of hand and power tools, such as drill motors, saws, hammers, and wrenches sufficient to properly use them.
5. Knowledge of General Order 95 related to standards for line and underground construction, including heights of crossarms, cables, and call boxes, depth of gains and poles, clearances between cables and/or conductors, and location of ground rods and anchors sufficient to eliminate damage or hazards to equipment and personnel.
6. Knowledge of the method of pulling cable through underground conduits or overhead cable installation (gradually increasing size of lure, for example from string to rope to cable), and equipment used, such as dollies, winches, and pulleys sufficient to eliminate damage or hazards to equipment and personnel.
7. Knowledge of the color code used in the communications industry in order to identify wire pairs.
8. Knowledge of the types of communication cables, such as lead/paper, lead/plastic, non-color coded, figure eight, direct burial, self-supported, fiber optics, category 5 (data twist cable), and open wires sufficient to treat (install, maintain, or repair) each type appropriately.
9. Knowledge of repair techniques used on copper and fiber optic cables, open wires, and guy wires, such as splicing/soldering and various splice enclosures, which depends on types of damage, such as burns, breaks, fatigue, moisture, and types of cable sufficient to make circuits complete, repair cables, or install various equipment.
10. Knowledge of the methods and materials used to terminate cable, including the mounting of terminal blocks and the running of jumpers.

11. Knowledge of using a line mechanic's belt and gaffs sufficient to climb ladders, towers, and stepped poles in order to reach the working area safely.
12. Knowledge of the installation and maintenance methods for open wire circuits, including transposition, use of pins and insulators, and slicing method.
13. Knowledge of building conduit risers sufficient to protect cable as it ascends pole.
14. Knowledge of the uses of pumps, blowers, and motor generators sufficient to operate when necessary.
15. Knowledge of symbols used in the communications industry to identify sizes, fiber-optic cables, connectors, and other equipment used with fiber-optic cables.
16. Knowledge of techniques for pulling fiber optic cables or innerduct in conduits sufficient to use correct pulling connectors, bending radius, lubricant, tension, and testing and monitoring equipment sufficient to maintain integrity of communication fiber optic cable.
17. Knowledge of techniques for fusion splicing fiber-optic cable, types of fiber optic connectors, testing splices and terminations sufficient to minimize signal loss.
18. Knowledge of types of mechanical connectors used with fiber-optic cable and methods of attaching them to fibers.
19. Knowledge of methods of testing fiber-optic cable for breaks, damage, and ability to transmit signals at required decibel level sufficient to restore the integrity of fiber-optic cable path.
20. Knowledge of the installation and maintenance methods used for gas filled cable, including the use of contactors and adapters, pressure testing, and damming.
21. Knowledge of pertinent City and Personnel Department rules, policies, and procedures, such as working rules, sexual harassment guidelines, and Equal Employment Opportunity (EEO) policies sufficient to act as a lead worker.

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.

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:

- 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.

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.

53. LEADERSHIP – Influences others toward goal accomplishment.

Level of Competency Required by Job:

Level 1: Assume responsibility for operations or a situation when necessary. Direct the actions of others or otherwise ensure required actions are taken. Remain responsible until relieved or situation is resolved.

Level 2: Motivate others to continual activity focused on goal accomplishment. Provide clear objectives and articulate individual activities necessary to achieve them; ensure resources necessary to do so are available. Monitor work progress and provide feedback; assess results.

Level 3: Articulate a vision, convey it to others, and assign responsibilities (or assure they are assigned) for achieving it. Monitor progress, make adjustments as necessary, and evaluate results.

Examples of Behavioral Indicators:

- Evaluates circumstances, determining what needs to be done, and ensuring individual responsibility for performing specific actions is assigned.
- Follows-up to ensure that specific actions have been taken and overall objective has been accomplished.
- Clearly communicates objectives and responsibility/individual actions necessary to achieve them.
- Monitors work in progress, provides feedback to those involved, and makes adjustments to work plans/processes to ensure goal attainment.
- Evaluates completed work for quality, thoroughness, and effectiveness to determine whether re-work or additional work is required to meet intended objectives and to provide learning for future assignments

Performance Levels:

Satisfactory

Assumes responsibility for work of others when required or necessary. Ensures actions taken to achieve objectives, and evaluates results to determine any follow-up needed.

Superior

Articulates vision/states clear objectives and assigns responsibility/motivates others toward achievement. Monitors progress; gives feedback; evaluates results; ensures follow-up.