

**COMPETENCY MODEL FOR
PORT PILOT
CLASS CODE 5151**

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

- 3. Judgment and Decision Making
- 8. Safety Focus
- 14. Composure
- 19. Job Interest
- 20. Job Knowledge
- 35. Teamwork
- 40. Credibility
- 45. Oral Communication

On the following pages are descriptions of each competency, including a definition, the level of the competency required for the class (**bolded**, *italicized*, 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 navigation principles necessary to pilot a vessel in to or out of the Port of Los Angeles, such as how to fix position by use of radar, compasses, and use of visual bearings or aids, such as lights and fog signals, sufficient to ensure that the vessel is maneuvered safely and appropriately.
2. Knowledge of emergency maneuvers when piloting a vessel, such as dropping anchor, changing engine use, or changing tug positioning, sufficient to pilot during emergencies, such as steering gear failures, engine failures, line breaks, or rudder failure.

14. COMPOSURE – Maintains composure in difficult circumstances.

Level of Competency Required by Job:

- Level 1: Display self-confidence in interactions with others; does not undermine own efforts or immediately succumb to pressure.
- Level 2: Remain self-assured and calm when challenged or subject to abuse.
- Level 3: **Exude confidence in a wide variety of circumstances made difficult by many potent, diverse factors.**

Examples of Behavioral Indicators:

- Maintains calm, composed demeanor in all work situations.
- Restates position when appropriate.
- Asserts viewpoints when others ignore or debase them.
- Acknowledges difficulties, but is not overcome by them.

Performance Levels:

Satisfactory

Continues work in a calm, self-assured manner under difficult circumstances. Avoids being drawn in to a heated exchange.

Superior

Remains poised when confronted with undue complaint or criticism. Confidently defends position when challenged.

19. JOB INTEREST – Seeks out and participates in training and other experiences relevant to performance of a specific type of work to obtain employment in that field.

Level of Competency Required by Job:

- Level 1: Knowledge of the full range of job activities and has acquired some related education, training, and/or experience.
- Level 2: Considerable relevant knowledge has been provided by a variety of education, training, and/or experience.
- Level 3: **In-depth knowledge relevant to the job and the ability to promptly assume job responsibilities have been provided by extensive education, training, and/or experience and possibly having a mentor.**

Examples of Behavioral Indicators:

- Learned about job (field of work) by talking to people in it, observation, reading, and/or internet searches.
- Successfully completed job-specific courses or certification program.
- Acquired a mentor through a formal program or informally.
- Performs volunteer work within the field of work desired.
- Completed a college degree program related to the field.

Performance Levels:

Satisfactory

Knowledgeable about the positive and negative aspects of the job. Has successfully pursued some job-related education, training, experience, and/or other activities.

Superior

Has pursued education, training, experience and/or other activities to provide preparation specific to the field of work to the greatest extent possible.

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 local conditions and features of the San Pedro Bay and area inside the harbor, including weather, channel depths, tides, tidal currents, and location of possible hazards, sufficient to safely navigate vessel through the harbor and to or from the port.
2. Knowledge of the location and depths of berths in the Port of Los Angeles and Long Beach, sufficient to pilot vessels to correct location and assure the berth is sufficient for the ship.
3. Knowledge of the Federal, State, and Departmental laws, rules, and regulations governing the operation and piloting of vessels in the Port of Los Angeles, such as port tariffs, speed limit in harbor, air pollution laws, pilot station regulations, and radio communication procedures, such as utilizing Vehicle Traffic Information Systems (VTIS) for reported harbor traffic, sufficient to ensure compliance with laws while piloting vessels.
4. Knowledge of the methods of handling and piloting various types of vessels, such as containerships, car carriers, passenger vessels, tankers, cargo ships, barges, dredges, and naval vessels, including steering, engine control, and mooring, sufficient to safely and efficiently steer, speed, and maneuver the appropriate vessel for the assignment.
5. Knowledge of necessary communication equipment for use while piloting a vessel, such as radio telephones and/or portable radios, sufficient to communicate with necessary parties, such as the Coast Guard, Pilot Station, San Pedro Vessel Traffic Service, and tugboat crew when piloting ship in harbor, and send or receive information regarding vessel movement, harbor conditions and alerts of occurrences in the harbor.
6. Knowledge of radar equipment and electronic navigation devices and their use, such as reading radar overlays and interpreting information in the Electronic Chart Display and Information System (ECDIS), sufficient to assist other pilots in navigating and docking at times of low visibility as certified by the Coast Guard.
7. Knowledge of maritime laws pertaining to the pilot-master relationship, including their duties and responsibilities when piloting the vessel, sufficient to pilot the vessel within the harbor safely, effectively, and efficiently.
8. Knowledge of Port of Los Angeles pilot working rules, such as beam limitations, size of ship per size of dock, and depth of water under keel, sufficient to safely maneuver vessel into or out of berths.
9. Knowledge of the best use of tugs, considering factors such as positioning and the capabilities of the tug, sufficient to maximize assistance when berthing/un-berthing, entering dry docks, piloting through channels, and handling flat tows.

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.

40. CREDIBILITY – Is truthful and sincere; objectively and clearly provides all pertinent information rather than being vague, omitting negative information or only stating what listeners “want to hear.”

Level of Competency Required by Job:

- Level 1: **Freely and openly share accurate job-related information with co-workers.**
- Level 2: Provide complete, accurate information to other City employees and members of the public.
- Level 3: Represent department to the Mayors’ Office, City Council, City Commissions, and/or department heads, and/or to external organizations, professional associations, and/or the media.

Examples of Behavioral Indicators:

- Admits mistakes.
- Information provided is consistent (not contradictory or stating different things to different people).
- Answers questions directly and thoroughly.
- Shares credit for achievements.
- Acts in the best interest of the organization, not self interest.

Performance Levels:

Satisfactory

“Tells the complete story” from the onset. Is forthcoming with full information when questioned. Statements are consistent. Readily admits mistakes and gives credit to others.

Superior

Information provided is complete and accurate, and includes any negative information or information contrary to self interest. Does not attempt to be vague or put a “spin” on negative information to make it appear more positive.

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.