

**COMPETENCY MODEL FOR
ASSISTANT COMMUNICATIONS CABLE WORKER
CLASS CODE 3808**

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

- 8. Safety Focus
- 10. Physical Capability
- 20. Job Knowledge
- 24. Mechanical Aptitude
- 26. Electrical Understanding
- 35. Teamwork
- 43. Follows Oral Directions
- 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.

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 safety procedures required when installing, repairing, and removing overhead and underground cables connected to telephone and teletype, alarm, signal, and communications and controls systems, including setting up traffic and pedestrian control, testing confined spaces to determine if there are safe oxygen levels, and observing work area for possible hazards such as exposed or live wires sufficient to ensure safety of oneself and others.
2. Knowledge of the purpose and use of personal protective equipment such as hard hats, safety belts, safety glasses, and gloves sufficient to ensure safety of oneself when repairing and/or installing wires, cables, and/or communications equipment.
3. Knowledge of first aid procedures specific to assist a crewmember who has fallen from a ladder or telephone pole or is electrocuted while installing, repairing, and removing overhead and underground communication cables, such as assessing the situation, calling 911, immobilizing the injured individual, determining if it is safe or possible to remove the individual from the energized circuit using a non-conductive object, or waiting until the power is turned off before taking any further action sufficient to assist the injured individual while also ensuring safety of oneself.

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 electrical principles such as conductivity, inductance, and capacitance as they relate to the operation of communication and control facilities sufficient to assist journey-level workers engaged in the construction, installation, maintenance and repair of communications and control cables.
2. Knowledge of techniques used to repair copper and fiber optic cables, open wires, and guy wires such as splicing and soldering sufficient to determine the appropriate method to use based on the type of cable and type of damage to the cable such as burns, breaks, fatigue, or moisture.
3. Knowledge of hand and power tools such as screwdrivers, wrenches, drills, knives, wire strippers, and hammers sufficient to use them in a safe and proper manner while constructing or repairing communication networks.
4. Knowledge of the wiring color code used when working with communications equipment sufficient to identify wire pairs when cutting and splicing wires for both copper and fiber cable installations and repairs.
5. Knowledge of the equipment that should be used when working in confined spaces such as centrifugal pumps and air blowers sufficient to either remove water or ventilate the area to ensure appropriate oxygen levels.
6. Knowledge of test equipment such as optical power meters, optical loss test kits, optical time domain reflectometers, and reference test cables sufficient to use the equipment to determine signal power, splice loss, length, and faults of fiber optic cables.
7. Knowledge of the distinguishing features of multi and single mode fiber cables including the number of strands and diametric core size sufficient to correctly identify the necessary cable when installing or repairing power lines, guy lines, and cables connected to communication lines.
8. Knowledge of sources commonly associated with causing disruption and/or degradation to telephone lines and communication and control cables such as shorted wire pairs, open conductors, and conductivity as a result of wires touching sufficient to locate and determine the cause of the issue and assist journey-level works with any necessary repairs.
9. Knowledge of General Order 95 and General Order 128 as prescribed by the Public Utilities Commission of the State of California sufficient to correctly construct, install, maintain, and repair communication and control cables.
10. Knowledge of materials used to install and repair overhead and underground communication cabling such as carriage bolts, washers, nuts, cross arm braces, lag bolts, 3-bolt clamps, and v-braces sufficient to correctly identify and use the materials when instructed by journey-level workers.

11. Knowledge of the methods used for pulling cable through underground conduits or for overhead cable installation such as gradually increasing the size of lure from string to rope to cable with equipment such as dollies, winches, and pulleys sufficient to assist in the installation, maintenance, and repair of communications equipment.
12. Knowledge of the methods and materials used to terminate cables including mounting the terminal blocks, terminating the cables and running the jumpers sufficient to start or end the cable.
13. Knowledge of fiber optic bend radiuses sufficient to ensure that the cable will not be kinked, damaged, or have its life shortened when installing, maintaining, or repairing communication systems.

24. MECHANICAL APTITUDE – Accurately predicts the impact of forces on objects and assesses the behavior of other physical phenomena (e.g., volume, weight, velocity). Readily learns work involving the application of mechanical principles.

Level of Competency Required by Job:

Level 1: Maintain a safe work environment by ensuring objects in it are stable, tools and equipment are properly used.

Level 2: Know the physical properties of objects in the work environment and correctly anticipate the action of forces upon them; performs work accordingly (correctly and safely).

Level 3: In-depth understanding of mechanical and physical phenomena sufficient to design and/or oversee the construction of systems.

Examples of Behavioral Indicators:

- Recognizes the impact of an earthquake on objects in the work environment and re-arranges them as possible to avoid possible damage or destruction and potential to cause injury.
- Uses tools properly to accomplish work correctly and safely.
- Recognizes the effects of various actions on objects and performs only those actions that will accomplish intended result and will not cause property damage or injury.
- Systems designed and/or for which construction is overseen operate as intended upon completion.

Performance Levels:

Satisfactory

Recognizes the operation of mechanical/physical phenomena sufficient to readily learn and perform work of a mechanical nature.

Superior

Displays exceptional insight into the operation of mechanical phenomena, and makes correct inferences regarding it. Promptly and accurately troubleshoots problems.

26. ELECTRICAL UNDERSTANDING – Comprehends the concept and the operation of flow of electrical current.

Level of Competency Required by Job:

Level 1: **Know the properties of electricity relevant to the work environment and work to be performed in order to correctly perform work and recognize hazards that will be created by the failure to do so.**

Level 2: Sufficient understanding of electricity to recognize problems and determine repair needed to prevent disaster/restore operation.

Level 3: In-depth understanding of electrical principles and phenomena sufficient to design and/or oversee the installation of complex electrical systems.

Examples of Behavioral Indicators:

- Ensures safe physical work environment by taking actions such as eliminating exposed electrical wire, faulty connections, empty sockets, and overloaded circuits.
- Recognizes the danger of fire from faulty electrical installations.
- Uses tools, equipment, and instruments properly to accomplish electrical work correctly and safely.
- Systems designed and/or for which installation is overseen perform as intended upon completion.

Performance Levels:

Satisfactory

Understands the operation of electricity sufficient to readily learn and perform electrical work.

Superior

Displays exceptional insight into the operation of electrical systems, and makes correct inferences regarding them. Promptly and accurately troubleshoots problem.

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.

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.

