

## **Competency Model for Communications Cable Supervisor (2019)**

### **Class Code 3800**

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of Communications Cable Supervisor.

- 3. Judgment and Decision Making
- 4. Analytical Ability
- 8. Safety Focus
- 20. Job Knowledge
- 28. Supervision
- 33. Interpersonal Skills
- 35. Teamwork
- 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 level.

**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.

**4. ANALYTICAL ABILITY** – Identifies, obtains, and evaluates relevant information to establish relationships or patterns, cite causes, and reach logical conclusions.

Level of Competency Required by Job:

- Level 1: Recognize similarities/differences in current situation to those previously encountered and is guided accordingly. Apply existing policies correctly. Ask pertinent questions or otherwise seek additional information to formulate appropriate response.
- Level 2: Consider multiple, varied factors when evaluating a situation or issue. Seek additional information to provide further insight. Reach conclusions that logically follow from the information obtained.
- Level 3: **Consider a multitude of diverse factors, their interrelationships, the perspectives of others, alternative courses of action and their likely ramifications when evaluating information to reach a conclusion.**

Examples of Behavioral Indicators:

- Obtains the necessary amount of relevant information.
- Recognizes the impact of each type of information on conclusions.
- Evaluates the quality/source of information when considering it.
- States the shortcomings of the information and, therefore, the analysis.

Performance Levels:

Satisfactory

Recognizes available relevant information, seeks additional information to consider, and reaches a conclusion. Provides sound, convincing justification for conclusions, citing relevant data and facts.

Superior

Uses a great deal of existing and obtained information and data to develop and evaluate alternatives and arrive at a final conclusion. Provides compelling arguments in support of conclusions.

**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.

**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 acquired after hire in a brief orientation, short training program, or through on-the-job training.
- Level 2: Knowledge acquired through an apprenticeship or extensive training program, or long duration of job performance.
- Level 3: **Knowledge acquired through a prolonged external course of study and/or extensive training and experience within the City.**

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.

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

### Technical Competencies

1. Knowledge of the following types of communications circuits and associated equipment, including open wire, multi-pair cable, gas-filled multi-pair cable, fiberoptic, terminal blocks, insulators, ground rods and lines, conduit, poles, crossarms, and other parts of overhead support for communications lines and power transmission lines sufficient to inspect them for safe operation and for conformance with applicable City and State laws, ordinances, codes, and regulations.
2. Knowledge of dangerous conditions requiring special testing and precautions in substructures such as ventilation, presence of friable asbestos, or condition of power cable splices.
3. Knowledge of test instruments such as multi-meters and pulse code modulation test equipment used in locating trouble and in installing and repairing communications lines sufficient to detect faulty practices which may be used by Communications Cable Workers and to interpret readings or signals.
4. Knowledge of color codes and other standard symbols and alpha numeric codes used to identify and give information about cable pairs, resistor sizes, cable sizes and types, and other materials used in communications lines and associated equipment.
5. Knowledge of common types of issues with communications lines such as crossed pairs, shorts, grounds, and inductive effects.
6. Knowledge of hand tools and portable power tools such as pliers, screw drivers, strippers, wire cutters, splicing tools, hammers, and saws used for installing and repairing communications lines sufficient to detect faulty or unsafe practices.
7. Knowledge of heavy equipment such as trucks, hoists, and compressors used for installing and repairing communications lines sufficient to detect faulty or unsafe practices.
8. Knowledge of procedures for handling cable reels and feeding cable sufficient to ensure that cable does not have kinks, abrasion, or other damage.
9. Knowledge of procedures for pulling cable in overhead runs sufficient to detect faulty or unsafe practices.
10. Knowledge of procedures for pulling cable in underground lines sufficient to detect faulty or unsafe practices.
11. Knowledge of procedures for splicing cable including matching correct pairs, soldering, and insulating and encasing the splices sufficient to detect faulty or unsafe practices.
12. Knowledge of operation of bucket trucks, both as driver and as passenger, sufficient to detect faulty or unsafe practices.

13. Knowledge of hand and buzzer signals used to direct operation of heavy equipment.
14. Knowledge of testing equipment and special equipment such as splicers and connectors used and of correct procedures for installing and repairing fiberoptic communications lines sufficient to detect faulty or unsafe practices.
15. Knowledge of testing equipment and special equipment such as dehydrators/compressors, epoxy damming materials, mainforms, and valves used by Communications Cable Workers.
16. Knowledge of arithmetic and algebra sufficient to calculate length of cable needed for a job, quantities of materials, and estimates of time required for jobs.
17. Knowledge of electrical theory sufficient to handle and to connect electrical equipment such as testing meters, switches, amplifiers, and protective devices correctly including understanding of Ohm's law, resistance, impedance, inductance, and capacitance.

### **Safety**

18. Knowledge of work area traffic control requirements for safe work in streets or state highways.
19. Knowledge of safe procedures for working on overhead lines such as use of safety belts and lines; climbing techniques; wearing hard hats, orange vests, rubber gloves, and other protective clothing when needed; and maintaining a safe distance from energized power lines.
20. Knowledge of safe procedures for obtaining and removing CLEARNCES AND OK TO'S (found in the Department of Water and Power Operating Orders and GO95) sufficient to ensure safe working conditions for crews working near power lines.
21. Knowledge of safe procedures for working on underground lines such as testing for toxic and asphyxiating gasses before going into manholes; wearing hard hats, orange vests, shoes with non-skid soles, and other protective clothing when needed; maintaining a safe distance from energized power lines; and looking out for water in vaults or changes in air quality.
22. Knowledge of safety equipment, emergency equipment, and first aid supplies to be carried on trucks going to field work sites.
23. 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.

### **Supervision**

24. Knowledge of fundamental principles and practices of supervision, including directing, assigning, motivating, training, counseling, disciplining, commending, and evaluating the work of subordinates.

25. Knowledge of pertinent City and Personnel Department rules, policies and procedures, including Equal Employment Opportunity responsibilities in order to assure department objectives in these areas are carried out.
26. Knowledge of MOU provisions as they relate to subordinate personnel sufficient to obtain and provide information to subordinates on such matters as overtime work, grievance procedures, and salary.

**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.

### 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.

**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.

**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.