

## Competency Model for Garage Attendant

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

7. Self-Management

8. Safety Focus

10. Physical Capability

20. Job Knowledge

33. Interpersonal Skills

35. Teamwork

44. Follow Written 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 (**bolded**), examples of behavioral indicators, and satisfactory and superior performance level.

**7. SELF MANAGEMENT** – Organizes and plans for task accomplishment; manages time and works diligently to complete assigned work/fulfill responsibilities.

Level of Competency Required by Job:

- Level 1: Order tasks for efficient performance; maintain awareness of time allotted and deadlines in order to ensure they are met.**
- Level 2: Plan and perform work in a way that maximizes efficient performance; establish and adjust priorities to ensure timely completion of most critical assignments.
- Level 3: Allot time to responsibilities proportional to their prominence, priority, and impact.

Examples of Behavioral Indicators:

- Performs only work activities during work hours.
- Alters means of performing work when original approach proves to waste time.
- Keeps a “to do” list (with indication of priority and deadlines, if necessary).
- Requests assistance as necessary when it becomes clear that work will not be completed on time.
- Demonstrates a record of progress with respect to all assignments/responsibilities.
- Uses optimal means of communication for efficiency and effectiveness.

Performance Levels:

Satisfactory

Conducts self while at work in a manner that ensures work will be completed as scheduled, or provides explanation or secures assistance or adjustment of schedule if it will not be.

Superior

Seeks efficiencies in doing work to maximize productivity. Plans work carefully and follows the plan or makes adjustments if it is disrupted. Maintains personal responsibility for all work accomplishment.

**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.

## 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 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.

## GARAGE ATTENDANT (3531) Job Knowledge Areas

1. Knowledge of various hand and air tools (such as pliers, wrenches, sockets sets, grease guns, impact wrench, and air tire changer) used in performing routine vehicle maintenance.
2. Knowledge of various types of lubricants, oils and greases used in performing routine vehicle maintenance.
3. Knowledge of various operating systems (such as the cooling system, brakes, power steering, window washer, motor oil, transmission, and differential) in order to refill to the proper levels when necessary during routine maintenance.
4. Knowledge of basic engine components and accessories on vehicles (such as the engine, transmission, transaxle, brakes, power steering, master cylinder, cooling system, dipsticks, air and oil filters, and battery) for preventative maintenance purposes in order to maintain vehicle functionality.
5. Knowledge of tire care and applications such as tread depth, size of vehicle, size of rim and whether to use radial or non-radial tires for safe operation on a variety of vehicles.
6. Knowledge of the safe operation of lifting equipment/devices, such as hoists, floor jacks, and safety stands, as used in performing tire changing or routine vehicle maintenance.
7. Knowledge of the safe and proper use of tire repair tools and supplies such as a drill, buffer, tire probe, valve stem installer, plugs, patches and glues used to repair punctures or damaged tires.
8. Knowledge of the tire procedures used in repairing punctured or damaged tires such as visually inspecting tires for nails, holes, or other damage; testing tire in water for leaks; cleaning and preparing the punctured or damaged area; applying adhesives, plugs or patches; and inflating repaired tire to check for proper repair to tire.
9. Knowledge of basic battery maintenance such as cleaning and/or repairing posts and cables, replacing missing or cracked caps, checking and filling battery water, and replacing battery when necessary.
10. Knowledge of safe charging or jump starting procedures such as locating positive/negative terminals, connecting cables to proper terminals, proper grounding to chassis for jump starting, and correct startup of battery charger depending on type of charger.

11. Knowledge of routine cleaning procedures of vehicles such as washing, waxing, vacuuming, and using cleaning supplies such as soap, rags, sponges, water hoses, and/or vacuum cleaner in order to maintain the general appearance and finish of vehicles.
12. Knowledge of maps and written directional instructions sufficient to locate and transport passengers and/or supplies to and from various locations in the greater Los Angeles area.
13. Knowledge of the operation of a steam cleaner, including properly lighting/igniting the cleaner, mixing the appropriate cleaning solution for the job, wearing proper clothing and gear, and operating the equipment in a safe location.
14. Knowledge of routine shop or garage maintenance such as proper use and storage of cleaning solvents, general shop clean up and proper storage of tools and equipment.

### 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.

**44. FOLLOW WRITTEN DIRECTIONS** – Performs work accurately as directed in writing.

Level of Competency Required by Job:

- Level 1: Perform tasks assigned in writing.**
- Level 2: Perform work after reading instructional manual.
- Level 3: Perform work after completion of training modules or programs presented in writing.

Examples of Behavioral Indicators:

- Correctly completes work assigned in writing.
- Answers questions and/or explains work to others who received the same instructions.
- Learns and applies information presented in writing (instruction manual; training program).
- Correctly infers details of work to be performed that were unclear or omitted as presented in writing.

Performance Levels:

Satisfactory

Correctly performs work assigned or for which training was provided in writing.

Superior

Understands instructions and training materials presented in writing to the extent that is able to answer questions or explain to others. Correctly infers unclear or omitted details as presented in writing.

**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.