

**COMPETENCY MODEL FOR
MANAGING WATER UTILITY ENGINEER
CLASS CODE 9406**

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

- 42. Resolves Conflict
- 45. Oral Communication
- 47. Written Communication
- 51. Program Responsibility
- 52. Workforce Management
- 53. Leadership
- 59. Strategic Planning
- 60. Vision

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.

42. RESOLVES CONFLICT – Acknowledges and takes action to eliminate ineffective/disruptive interpersonal relationships.

Level of Competency Required by Job:

Level 1: Recognize that conflict is inappropriate in the workplace; ensure no personal involvement in conflict or promptly seek elimination if such involvement occurs. May try to avert conflict among co-workers or to eliminate it if it occurs.

Level 2: Monitor staff for possible signs of arising conflict and, when noted, immediately intervene to reconcile. Recognize when the differing perspectives of different organizational units become disruptive and address the issues with involved parties or management, as appropriate.

Level 3: Recognize that the purposes/objectives of certain entities are inherently at odds and approach interactions with them with sensitivity and facilitates others' doing so as well. Recognize the debilitating nature of emergent conflict among organizational segments and, when noted, immediately intervene to reconcile.

Examples of Behavioral Indicators:

- Recognizes when a conflict is emerging or has emerged.
- Mentions the need to resolve conflict to other involved party(ies).
- Brings together parties in conflict and encourages them to resolve/ facilitates resolution.
- Articulates the common objectives of conflicting entities.
- Enlists the participation of conflict resolution specialists when warranted.

Performance Levels:

Satisfactory

Diffuses conflict at work. Uses other means of addressing interpersonal friction, disagreement, or competing goals. Notes and seeks resolve of conflict among others.

Superior

Recognizes interpersonal, intra-organizational, and internal-external organizational interactions with conflict potential, and seeks to avoid. When signs of emerging conflict noted, immediately takes steps to eliminate.

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.

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.

51. PROGRAM RESPONSIBILITY – Directs all aspects of an ongoing multi-faceted program/function to ensure resources are continually available and actions are continually taken at proper times to accomplish its objectives.

Level of Competency Required by Job:

Level 1: *Plan, coordinate, and direct the operation of a multi-faceted program/function.*

Level 2: Plan, coordinate, and direct the operation of a large-scale, multi-faceted program/function or several smaller-scale programs/functions.

Level 3: Plan, coordinate, and direct the operation of a very large-scale, multi-faceted program/function or multiple programs/functions.

Examples of Behavioral Indicators:

- Plans and directs the day-to-day and long-range operation of the program(s)/function(s).
- Secures necessary resources for successful performance.
- Clearly designates roles/responsibilities/accountability.
- Monitors the processes and products of the operation to ensure they meet standard; makes adjustments when needed.
- Addresses failure to perform or other problems in a timely and effective manner to minimize negative impact.
- Audits the processes and products of the operation to identify opportunities for improvement.

Performance Levels:

Satisfactory

Ensures sufficient staff and resources are available to continually accomplish objectives of the program/function. Directs staff and establishes personal responsibility/accountability.

Superior

Continually seeks to improve the program/function to maximize productivity and minimize use of resources.

52. WORKFORCE MANAGEMENT – Structures workgroups and their interrelationships in a way that facilitates accomplishment of organizational goals; attracts talent and places individuals in positions to maximize productivity and staff development. Ensures proper training is provided.

Level of Competency Required by Job:

Level 1: Ensure various workgroups are staffed sufficient to accomplish their respective missions and with complementary skills where appropriate.

Level 2: Examine the structure of each workgroup to ensure optimal staffing, the interrelationships of workgroups to maximize coordination and efficiency, and the placement of individuals to optimally use or develop their capabilities; make adjustments as warranted.

Level 3: Ensure that structure, staffing, interrelationships, and placement of individuals for productivity/development are optimal. Identify needed competencies and ensure well-qualified candidates are recruited. Identify problems with the operation and/or staff performance and determine a solution.

Examples of Behavioral Indicators:

- Considers the workforce and its operation as a whole.
- Recognizes the need to balance optimal placement of staff for the organization with individual developmental needs.
- Recognizes the tradeoffs of bringing in new staff versus developing existing staff.
- Re-assigns staff as warranted.
- Re-structures the organization as warranted.
- Addresses problem performers.

Performance Levels:

Satisfactory

Ensures efficient operation of the organization and makes necessary adjustments. Balances productivity and staff development.

Superior

Redesigns organization as necessary to achieve maximum productivity and staff development. Balances bringing in new staff with developing current employees.

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.

59. STRATEGIC PLANNING – Establishes plans in a way that will achieve vision for the future.

Level of Competency Required by Job:

Level 1: Recognizes that no work organization is static, so identifies how an improved organization would function and develops plans to create such an organization.

Level 2: Considers factors in the external environment, best practices, and internal organizational factors to develop a vision for the future; identifies feasible changes/innovations in support of the vision.

Level 3: *Considers social, economic, legal, and political trends and the “big picture” of the organization to establish a vision for its effective operation in the world of the future.*

Examples of Behavioral Indicators:

- Establishes and keeps up-to-date a “strategic plan.”
- Articulates how current trends and anticipated future events are expected to impact the organization.
- Identifies actions the organization can take to accommodate or leverage trends and future events.
- Recognizes that evolution/change will occur, and without an attempt to manage it, that it is unlikely to be in the best interest of the organization.
- Accepts that even when many factors are unknown or their certainty is questionable, that which is known with any degree of certainty can be effectively used to formulate plans.

Performance Levels:

Satisfactory

Considers the future when establishing current day-to-day operational practices. Envisions an improved organization and identifies specific actions to help create it.

Superior

Understands that the larger environment in which the organization exists is influenced by and influences the organization. Notwithstanding uncertainties, formulates a vision and plans to achieve it.

60. VISION – Conceptualizes and conveys an ideal future in a way that creates employee acceptance and motivates employees to achieve it.

Level of Competency Required by Job:

Level 1: Envision a more efficient operational unit in which productivity is increased and product quality/quality of service is improved, and, at the same time, persistent problems and other frustrations for employees are eliminated to create a more pleasant work environment. Convey vision to employees and take all possible steps to make the vision a reality.

Level 2: *Envision a more efficient, better coordinated function in which organizational barriers and other factors that detract from performance are eliminated and the opportunity for gratifying individual contribution is enhanced. Convey vision to employees in a way that motivates them to support and help achieve vision.*

Level 3: Envision a more efficient and effective organization that is well recognized as an exemplary “organizational citizen” and an employer of choice. Identify strategies to achieve vision, and convey vision and strategies to staff in a way that enlists their enthusiastic support and commitment to achieving the vision.

Examples of Behavioral Indicators:

- Identifies and articulates an ideal future state.
- Considers both organizational and staff perspectives when developing vision for the future.
- Conveys vision for future to staff in a way that provides concrete description of the ideal and makes it seem achievable.
- Presents strategies and secures resources to achieve vision or, alternatively, identifies specific steps to be taken.
- Establishes responsibility and accountability for required actions.
- Recognizes, and conveys to staff, that ultimately this is a process, (a feature of organizational functioning), not a project.

Performance Levels:

Satisfactory

Envisions future, conveys vision, and, with staff, tries to achieve it.

Superior

Articulates ideal future state, generates enthusiasm/staff desire to achieve it.