

## **Competency Model for Commercial Field Representative**

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

3. Judgment and Decision Making

5. Learning Ability

8. Safety Focus

12. Conscientiousness

14. Composure

20. Job Knowledge

26. Electrical Understanding

34. Customer Service

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.

**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.

## 5. LEARNING ABILITY – Readily acquires and applies new information.

### Level of Competency Required by Job:

- Level 1: Learn job-related information, rules, and procedures, and apply them correctly.
- Level 2: Learn and apply extensive job-related information correctly. Make reasonable inferences when specific information needed in a given instance was not presented.**
- Level 3: Access new job-related information via print or electronic media, in educational/training programs, and/or by speaking with others, and apply it correctly to the job.

### Examples of Behavioral Indicators:

- Recalls information presented in educational/training programs.
- Recognizes how to apply newly acquired information to the job.
- Applies new information to the job in a way that increases productivity.
- Applies “lessons learned” from prior work experiences to current work.
- Answers questions/coaches others who received the same instruction.

### Performance Levels:

#### Satisfactory

Learns new information and applies it appropriately to situations/issues.

#### Superior

Readily acquires new information, makes appropriate inferences based on it, and integrates it with prior learning and experience to maximize its use in a variety of situations or with respect to a variety of issues.

**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.

**12. CONSCIENTIOUSNESS** – Dependable, reliable, diligent, and attends to all aspects of assignments (the “details”).

Level of Competency Required by Job:

- Level 1: Remain on-task and make every reasonable effort to complete work in time allotted. Note discrepancies and takes action or informs appropriate person when “things don’t seem right” in information or data.
- Level 2: Note when own work logically relates to the work of others and coordinate with them and when additional tasks must be performed to complete an assignment and perform/assign them. Recognize when, despite best efforts, work will not be done and notifies supervision.**
- Level 3: Attend to each area of responsibility, and if all are not being addressed, arrange for transfer or elimination of some of them. Ensure that all aspects of programs/projects are properly addressed to ensure success.

Examples of Behavioral Indicators:

- Seeks all necessary information to do the job well.
- Learns from experience so can recognize when things are not right.
- Maintains a high level of task-related behavior.
- Continues to work diligently in the absence of supervision.
- Fully attends to seemingly minor as well as major aspects of each work assignment.

Performance Levels:

Satisfactory

Fully attends to work at hand; notes details, errors, and discrepancies and follows-up as necessary. Reliably performs and completes work. Punctual; respectful of others’ time.

Superior

Notes relationship of own work to work of others to ensure all aspects are coordinated. Performs additional tasks and otherwise follows-up to ensure thoroughness.

## 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.

**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.

**COMMERCIAL FIELD REPRESENTATIVE**

**Class Code 1600**

**Job Knowledge Area List - 2016**

1. Knowledge of various Department of Water and Power electric and water services available to customers including residential, commercial, industrial, fire, and temporary service for construction sites sufficient to explain services to customers.
2. Knowledge of Department of Water and Power rules and regulations governing electric and water services including those related to billing procedures, applications, deposits, and illegal use of services sufficient to provide information to customers.
3. Knowledge of electric and water service rates and the appropriate billing units (kilowatts for electric and 100 cubic feet for water) sufficient to explain bills to customers.
4. Knowledge of the potential reasons for excessively high or low water usage such as running toilet, underground leak, leaking faucet, new lawn, stuck or defective meter, or bad read in order to provide customer with a list of possible causes.
5. Knowledge of the various types of electric meters including single phase, three phase, demand, built up, Radio Frequency (RF) and time of use meters sufficient to recognize and differentiate between each type.
6. Knowledge of the major components of electric meters such as register, disc, breaking magnet, potential coil, current coil, stator, and Electronic Radio Transmitter (ERT) sufficient to provide customers with information regarding fundamental operation.
7. Knowledge of the various types of water meters including positive displacement, compound, and Radio Frequency (RF) meters sufficient to recognize and differentiate between each type.
8. Knowledge of the major components of water meters such as curb valve, main case housing, lower main case, measuring chamber, disc piston, and Electronic Radio Transmitter (ERT) sufficient to provide customers with information regarding fundamental operation.
9. Knowledge of safety procedures applicable to the connecting and disconnecting of electric and water services including wearing goggles and gloves and using insulated tools to ensure personal safety.

10. Knowledge of street maps (e.g. orientation) sufficient to locate field calls.
11. Knowledge of overhead and underground electrical connections to meters including pole to house, underground vault to house, and pole to underground connections sufficient to determine if electric service can be disconnected by cutting wires if necessary.
12. Knowledge of electric meter number codes (chart created by Department of Water and Power Test Lab) sufficient to identify meter types.

**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.

**34. CUSTOMER SERVICE** – Interacts with recipients of services (internal or external customers) in a way that provides accurate, timely, and effective information and service.

Level of Competency Required by Job:

- Level 1: Interact with customers in person, over the telephone, or through e-mail (and/or other electronic media) in order to provide information or assistance. Listen to customer concerns; explain/reconcile information and provide alternatives if possible; facilitate resolution by making referral and/or following-up as necessary.
- Level 2: Promotes positive customer service. Serves as a model of providing exemplary customer service.**
- Level 3: Develop customer-oriented procedures; identifies changes in procedures to enhance customer service and ensures they are implemented.

Examples of Behavioral Indicators:

- Carefully listens to (or reads) customer statement of the issue.
- Provides direct, informative, accurate responses to customer.
- Suggests options if available.
- Maintains a positive attitude in the face of customer complaint or frustration.
- Remains focused on the issue presented by the customer and directs the customer back to the issue if necessary.
- Asks the customer if their concerns have been fully addressed.
- Ensures organizational policies and practices are customer-focused.
- Ensures all employees recognize their responsibility for customer service and are properly trained for it.

Performance Levels:

Satisfactory

Displays knowledge as well as courtesy and patience when interacting with customers. Ensures customers' issue is correctly identified and remains focused on it until it is resolved.

Superior

Seeks further information or advice to resolve difficult issues. Solicits feedback on the effectiveness of service. Makes suggestions for improving service and facilitates changes needed to implement.