

COMPETENCY MODEL
SENIOR UTILITY ACCOUNTANT (2016)
CLASS CODE 1521

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

- 4. Analytical Ability
- 11. Initiative
- 12. Conscientiousness
- 20. Job Knowledge
- 31. Results Orientation
- 33. Interpersonal Skills
- 45. Oral Communication
- 47. Written 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.

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.

11. INITIATIVE – Generates activity that facilitates accomplishment of work.

Level of Competency Required by Job:

Level 1: Offer to help co-workers and/or recognize things to do that facilitate work group accomplishment.

Level 2: Identify new tasks/projects to be undertaken and assist others with accomplishment of their work.

Level 3: Determine additional work necessary to improve the function and productivity of the organization or its services to citizens or other customers.

Examples of Behavioral Indicators:

- Makes suggestions for improvement in work quality or quantity.
- Finds work to do when own work is slow rather than allow diminished personal productivity.
- Expands scope of work/responsibility in appropriate directions.
- Anticipates upcoming events in order to prepare for them.

Performance Levels:

Satisfactory

Generates goal directed activity rather than waiting to be told what to do. Anticipates what is likely to occur in order to be able to prepare; recognizes that preparation for (and clean-up after) a job is part of doing the job.

Superior

Actively pursues additional tasks/responsibilities that will facilitate effectiveness. Makes extensive preparations for upcoming events or expected changes.

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.

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 DWP budget concepts, terminology and basic budgetary principles including the purpose and functions of budgets.
2. Knowledge of City Charter sections and City Ordinances pertaining to Department of Water and Power (e.g., Section 300 – City Transfers, Section 1182 – Water and Power Employees Retirement Plan).
3. Knowledge of the accounting principles needed for application in dealing with complex problems encountered by the Department such as depreciation, cost accounting, overhead costs.
4. Knowledge of Department of Water and Power system of accounts.
5. Knowledge of Federal Energy Regulatory Commission (FERC) system of accounts.
6. Ability to comprehend and analyze the functions, objectives, and internal controls of DWP and organizations to be audited.
7. Ability to conduct financial studies (i.e., investments, economic valuation).
8. Ability to calculate accrued interest on bonds and yield on investments.
9. Knowledge of basic personal computer office software (e.g., Microsoft Excel, Word, Outlook, and PowerPoint) concepts and applications.
10. Knowledge of statistical trend analysis methods.
11. Ability to understand and analyze other business' financial statements (e.g., to determine creditworthiness, ensure no going concern).
12. Knowledge of the benefits and risks related to hedging.
13. Knowledge of variance analysis principles (i.e., budget vs. actual, projects costs over/under run).
14. Knowledge of the Board of Commissioners resolutions impacting accounting and financial planning.
15. Knowledge of data mining and database query techniques.
16. Knowledge of audited financial activities that occur at the end of the fiscal year.

31. RESULTS ORIENTATION – Maintains a focus on objectives to be achieved and acts accordingly to ensure their accomplishment.

Level of Competency Required by Job:

Level 1: Remain focused on the task at hand and its purpose. May alter activities if the same result will be achieved. Does not become distracted by extraneous information, events, or details.

Level 2: Remain focused on the objectives to be achieved and take all reasonable actions necessary to achieve them. If initial activities to achieve objectives are unsuccessful, tries other approaches.

Level 3: Remain focused on outcome and not process, when possible, in the monitoring and evaluation of staff work. Encourage staff to maintain focus on the objectives of their work and not to be overly affected by nuisances or frustration.

Examples of Behavioral Indicators:

- Clearly understands the purpose/objectives of work assignments.
- Recognizes that there are typically many ways to achieve the same objective.
- Makes multiple attempts to achieve objectives when necessary.
- Does not become distracted by unimportant or irrelevant issues.
- Ignores distracters in order to maintain pursuit of the desired outcome.

Performance Levels:

Satisfactory

Maintains a focus on desired outcomes and makes every reasonable attempt to achieve them. Always recognizes the purpose or objective of work activities.

Superior

Maintains a clear focus on desired results, and is persistent in attempts to achieve them. Insistent that all work activities lead to goal accomplishment; expresses dissatisfaction with activities that have no apparent impact.

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.

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.

