

**COMPETENCY MODEL FOR
UTILITY ADMINISTRATOR I
CLASS CODE 9105-1**

The following competencies have been identified as those that best separate superior from satisfactory job performance at entry level in the class of Utility Administrator.

Reading Comprehension
Written Communication
Judgment and Decision Making
Analytical Ability
Self Management
Job Knowledge
Oral Communication
Interpersonal Skills
Supervision

On the following pages are descriptions of each competency, including a definition, the level of the competency required for the class (*italicized and underlined*), examples of behavioral indicators, and satisfactory and superior performance levels.

1. READING COMPREHENSION - Comprehends and correctly applies information presented in written form. Makes correct inferences; draws accurate conclusions.

Level of Competency Required by Job:

Level 1: Concrete, specific job-related information (work orders; instructions; material/equipment labels)

Level 2: *General information related to field of work and assignments; (articles in trade publications; technical/instructional manuals; memos; letters; e-mails; reports)*

Level 3: Abstract/complex information (highly technical articles/ reports in specialized area; legal or other regulatory material)

Examples of Behavioral Indicators:

- Follows written instructions correctly.
- Learns information presented in writing.
- Identifies relevant written information.
- Interprets written legal regulatory material accurately.

Performance Levels:

Satisfactory

Reads instructions correctly.
Learns from manual and other printed material.

Superior

Learns from manual and may answer others' questions.
Explains information presented in written form to others.

3. 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.

4. 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 repercussions of setting a precedent.

5. 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.

6. 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.

29. 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.

Note: Specific Job Knowledge Areas required to perform the tasks of Utility Administrator I are identified on the following pages.

UTILITY ADMINISTRATOR - JOB KNOWLEDGE AREAS

Department of Water and Power and City of Los Angeles

1. Knowledge of the Department of Water and Power organizational structure including the responsibilities and interrelationships of systems, divisions, sections, and subsections.
2. Knowledge of the interrelationships of the Department of Water and Power and other City departments in order to meet the operational needs of the Department.
3. Knowledge of City Charter and Administrative Code, including provisions related to the Department of Water and Power and its operation.
4. Knowledge of the structure and function of City government, including the Mayor's Office, City Council, City Administrative Officer, Chief Legislative Analyst's office, and City Clerk.

Administration and Supervision

5. Knowledge of administrative principles and concepts.
6. Knowledge of research methods, including but not limited to survey design, construction, administration, and analysis, in order to effectively gather information on issues relevant to the Department.
7. Knowledge of supervisory principles and concepts.

Budget, Purchasing, Contracting, and Accounting

8. Knowledge of budget formulation, analysis, and implementation techniques such as comparisons, historical trends and projections, work load indicators, and cost/benefit analysis, and cost monitoring and control methods.
9. Knowledge of methods and procedures used to purchase, account for, and control supplies, materials, and equipment inventory.
10. Knowledge of requirements for contracting, including RFP's/ RFQ's (Request for Proposals/Request for Qualifications), M/WBE (Minority/Women-Owned Business Enterprise), vendor evaluation and selection, and contract administration.

Personnel Management and Labor Relations

11. Knowledge of the City's personnel classification system including class creation and consolidation, position allocation, use of budgeted and substitute positions, City Charter Section 1014 transfers, use of pay levels, and implications of out of class assignments.
12. Knowledge of the City's personnel selection system including the Department's role in the development and administration of examinations, certifications of eligible lists and making appointments.
13. Knowledge of Civil Service Rules, including disciplinary procedures.
14. Knowledge of equal employment opportunity laws, regulations, policies, and responsibilities as related to selection, assignment and transfer, training and development, sexual harassment, discrimination complaints, and reasonable accommodation, including Americans with Disabilities Act (ADA) and California Fair Employment and Housing Act (FEHA).
15. Knowledge of safety rules and regulations such as CAL/OSHA and DWP policies in order to assure own and others' safety.
16. Knowledge of how labor relations are governed in the City, including appropriate application of provisions of Memoranda of Understanding (MOU), the role of laws such as the Fair Labor Standards Act (FLSA), and court decisions such as Weingarten and Skelly.
17. Knowledge of training design, processes, and techniques such as needs analysis, definition of objectives, identifying and organizing necessary information, means of delivery, use of materials, media, and other visual aids, and transfer of knowledge in order to develop, conduct, and/or evaluate training programs.
18. Knowledge of the purposes and processes for conducting job analyses, including identification of tasks and competencies and use of job analysis information for human resource management.
19. Knowledge of the Annual Personnel Resolution as they apply to position control, the hiring process, and cost control.

37. ORAL COMMUNICATION - Communicates orally in a clear, concise, and effective manner.

Level of Competency Required by Job:

Level 1: Exchange specific, job-related information 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 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.

42. 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.

49. SUPERVISION - Direct responsibility for all aspects of the performance of a work group. Supervisors must:

- Establish Standards and Train Employees
- Assign, Monitor, Facilitate, Review and Evaluate Work
- Support and Develop Employees
- Take Disciplinary Action
- Demonstrate Responsibility and Proactive Leadership
- Demonstrate Fairness, Flexibility, and Approachability

Level of Competency Required by Job:

Level 1: Lead worker - makes assignments and trains employees.

Level 2: Supervisor - organizes and plans work; reviews and evaluates work.

Level 3: Manager - Supervises supervisors.

Examples of Behavioral Indicators:

- Assigns work and monitors progress.
- Trains employees to do work.
- Evaluates work and gives feedback.
- Maintains responsibility for work of entire workgroup.
- Represents the workgroup to management and other entities.

Performance Levels:

Satisfactory

Ensures that own work and work of others for which is responsible are properly completed in a timely manner.

Superior

Ensures that all responsibilities of the workgroup are fulfilled and that work produced is of high quality and completed in a timely manner.