

**COMPETENCY MODEL FOR**  
**WATER SERVICE SUPERVISOR**  
**CLASS CODE 3930**

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of **WATER SERVICE SUPERVISOR**.

- 3. Judgment and Decision Making
- 8. Safety Focus
- 20. Job Knowledge
- 28. Supervision
- 34. Customer Service
- 35. Team Work
- 42. Resolves Conflict
- 45. Oral Communication

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.

**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.

**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.

## **Safety Focus Areas**

1. Knowledge of safety regulations, such as Cal/OSHA regulations and Department safety rules and regulations, including the Department Shock Policy, sufficient to ensure that work performed by staff is done safely, correctly, and in compliance with such rules and regulations.
2. Knowledge of safety practices and procedures, including procedures for working near high pressure water lines, requirements for entering vaults and confined spaces, such as the use of ventilation and fall protection, and safe use of hoisting equipment, such as by adhering to weight limits for cranes.
3. Knowledge of proper traffic delineation procedures outlined in the Work Area Traffic Control Handbook (WATCH) and in approved traffic control plans as they relate to setting up safety equipment, such as high-rise warning devices, arrow boards, signs, cones, delineators, and/or barricades, in order to ensure that the equipment or device used is appropriate for the work site and that work in or near streets is being performed safely.
4. Knowledge of the purpose and use of safety equipment required when working with tools, machinery, and equipment, including proper use of personal protective equipment (PPE), such as gloves, face shield, safety glasses, hearing protection, and respirator, sufficient to protect against bodily injury resulting from pinch points, burn points, and sharp objects and to ensure compliance with industry practices and Cal/OSHA safety rules and regulations.

**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.

## **Job Knowledge Areas**

1. Knowledge of how to read water meters sufficient to ensure accuracy and use readings in diagnosing problems and/or interpreting test results.
2. Knowledge of scientific and technical terms used in work with water meters and service, such as nutation, oscillation, fire service meters, domestic meters, irrigation meters, head loss, piston, meter register, main, service lateral, pressure regulator, relief valve, water softener, property pipe, meter housing, Advanced Metering Infrastructure (AMI), and Automatic Meter Reading (AMR).
3. Knowledge of Department rules and regulations governing water service, such as inspection rules and procedures and Department Working Rules.
4. Knowledge of common problems and causes of problems associated with water meters, associated fittings, and equipment used in the water service field, such as leaks, noise, and inaccuracy of measurements, including meters used with services measuring 2 inches and 3 inches and meters and equipment used for large volume services, such as fire services and irrigation services and of solutions to problems, sufficient to diagnose and correct the problems.
5. Knowledge of procedures, materials, and tools used for installing, disassembling, repairing, and reassembling water meters and associated equipment sufficient to inspect installation and/or repairs and to detect faulty or unsafe practices which may be used by Water Service Workers.
6. Knowledge of meters and/or meter parts sufficient to determine whether faulty meters and/or parts should be repaired, reused, or replaced, taking into consideration factors, such as expected useful life after repair, comparable costs of repair or replacement, advisability of replacing the entire unit rather than parts, and potential obsolescence of equipment.
7. Knowledge of methods of testing for problems in equipment and materials used in the water service field, such as leaks, open water lines, or pressure loss in customer's systems, sufficient to determine what is wrong.
8. Knowledge of test equipment and gauges including water pressure gauges, flow meters, calibrated test tanks, and portable meters for field testing sufficient to use them for inspection and/or to interpret test results.
9. Knowledge of hand tools and portable power tools, such as pliers, screw drivers, wrenches, impact wrenches, oxy-acetylene torches, air compressors, and portable drills, sufficient to determine whether they are being used and cared for safely and properly as described by the construction manual and/or manufacturer's guidelines.
10. Knowledge of the use of hoists, including controls, placement of slings for lifting large meters, and the use of hand signals, sufficient to determine whether they are being used and cared for safely and properly and to ensure workers are performing work safely.
11. Knowledge of how to read and interpret water service maps and construction plans in order to locate meters and water lines serving a particular property.
12. Knowledge of the function and use of department software and programs on electronic devices, such as tablets and rugged computers, sufficient to assign and review work orders, track staff's progress on assignments, and communicate with staff as needed.

**28. SUPERVISION** – Knows how to assume direct responsibility for all aspects of the performance of a work group, which requires knowledge in the areas of:

- Planning and goal setting
- Creating a safe and positive work environment
- Establishing standards and training employees
- Motivating employees and teambuilding
- Performance Management (assigning, monitoring, facilitating, reviewing and evaluating work, and providing feedback)
- Supporting and developing employees through delegation and participation
- Taking disciplinary action including progressive discipline
- Provisions of employees' MOUs and handling grievances
- Legal requirements including EEO, ADA, FLSA, FMLA, and Workers' Compensation provisions
- Civil Service Commission Rules and Policies related to the management of employees
- Administrative Code provisions related to the management of employees
- Budget processes sufficient to request and justify expenditures in a correct and timely manner

Level of Competency Required by Job:

- Level 1: Supervises a small workgroup of employees performing the same or highly related work.
- Level 2: Supervises a larger workgroup of employees performing various types of work.
- Level 3: Supervises employees including provision of coaching and advice to subordinate 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

Knows how to properly supervise a workgroup in terms of task orientation, interpersonal concerns, and personnel administration.

Superior

In-depth knowledge of supervision in terms of task orientation, interpersonal concerns, and personnel administration sufficient to serve as a resource to others and/or represent department position in a public forum.

**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 email (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.

**35. TEAM WORK** – 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.

**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**– Performs work accurately as directed orally.

Level of Competency Required by Job:

- Level 1: Receive specific, complete oral directions daily or by individual task assignment throughout the day.
- Level 2: Receive general instructions orally that span across days or for entire assignments.
- Level 3: Receive general instructions/assignments orally regarding long-term objectives/responsibilities.

Examples of Behavioral Indicators:

- Does work assigned orally properly and on time.
- Asks pertinent questions for clarification of assignments.
- Performs work correctly when instructions were given orally.
- Explains assignments to others who received the same instructions.
- Performs work in accordance with general outline provided orally.
- Correctly infers details of assignments given only in general terms.

Performance Levels:

Satisfactory

Properly performs work when concrete, specific instructions are given orally. Asks pertinent questions when parts of the instructions are unclear or omitted.

Superior

Properly performs work assigned orally. Answers questions or explains work to others. Correctly infers details or portions of instructions that were omitted.