

COMPETENCY MODEL FOR WASTEWATER COLLECTION SUPERVISOR (4113)

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of **WASTEWATER COLLECTION SUPERVISOR (4113)**. (Numbers refers to the order of the competencies in the Competency Bank.)

- 3. Judgement and Decision Making
- 8. Safety Focus
- 11. Initiative
- 20. Job Knowledge
- 28. Supervision
- 33. Interpersonal Skills
- 35. Teamwork
- 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, bolded, 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 signs of equipment wear or damage, including broken strands on winch cables, bubbles in hydraulic hoses, worn brake linings, and/or burned brake drums on winches or power reels, sufficient to recognize worn equipment during field inspections and determine whether the equipment is safe or unsafe to use.
2. Knowledge of Cal/OSHA regulations and Departmental safety procedures related to equipment and devices used in wastewater collection and stormwater collection work, such as air quality testing instruments, electric blowers, and required personal protective equipment (PPE) used in wastewater collection and stormwater collection work, such as safety harnesses, ropes, gloves, hard hats, goggles, earplugs, rubber boots, steel-toed boots, face masks, respirators, and self-contained breathing apparatuses, sufficient to properly use, demonstrate, and disseminate information to others.
3. Knowledge of safety equipment, emergency equipment, and first aid supplies to be carried on trucks going to fieldwork sites that conform to Cal/OSHA and Department safety rules and regulations, such as cones, prongs, and authorized first aid kits, in order to ensure subordinate staff have items readily available in case of an emergency.
4. Knowledge of proper Temporary Traffic Control (TTC) procedures and permit requirements for work on surface streets, state highways, and freeways, including those set forth in Work Area Traffic Control Handbook (WATCH), as it relates to setting-up safety equipment, such as high-rise warning devices, arrow boards, signs, 28" cones, and/or delineators, and barricades that channel and/or direct traffic, in order to ensure the proper use of equipment by subordinate staff and team..
5. Knowledge of the types of chemicals typically used in the field, such as herbicides, insecticides, and spray paints, sufficient to safely apply, handle, and demonstrate the use of these materials and to recognize hazards associated with the chemicals as referenced in the required Safety Data Sheet.
6. Knowledge of the proper procedures for safely completing work in confined spaces, including ventilation requirements, Confined Space Entry requirements, such as always having an observer above, always using safety harness, always having Air Line Breathing Apparatus ready for use, and lowering tools and materials with ropes, in order to ensure the safety of subordinate staff and conformance to department standards.

7. Knowledge of procedures in cases of emergencies for contacting emergency medical personnel from remote work site areas without radio or cell phone contact, including asking a nearby resident to call or permit phone use or leaving someone with the injured worker and walking or driving to the nearest phone in order to protect the individual and public from greater risk of injury.
8. Knowledge of the Department of Motor Vehicles and City of Los Angeles standard vehicle safety rules, including the use of pre and post trip inspection requirements, such as checking fuel level, lights, and brake operation, in order to instruct subordinate staff on how to properly complete safety check forms and ensure vehicle is ready for safe operation.

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

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 maintenance structures, such as maintenance hole covers and rings, ladders, bricks, channels, and islands, sufficient to identify substandard conditions, deterioration of maintenance structures, and/or needs for repair.
2. Knowledge of sewer flow conditions and characteristics, such as flow, color, and odor, sufficient to recognize unusual signs in order to diagnose needs for repair and ensure proper sewer conditions are maintained.
3. Knowledge of wastewater collection and stormwater collection equipment, such as hydraulic rodding machines, hydro-flusher units, and vactor machines, in order to ensure the safe and proper operation, lubrication, and adjustment of moving parts and fittings by subordinate staff.
4. Knowledge of Department Standard Operational Procedures (SOPs) of hand tools used for sewer cleaning, such as flexible steel, rods, grease breakers, portable sewer rodders, and their attachments, sufficient to demonstrate and disseminate information for the proper use and application of such tools.
5. Knowledge of storm drain and catch basin cleaning methods, including the use of vactor trucks and hand tools, such as bell hooks, shovels, rakes, grab-forks, picks, cover hooks, and flexible rods, sufficient to properly apply and demonstrate the use of such tools correctly.
6. Knowledge of wastewater inspection equipment, technologies, and designated software, such as Closed Circuit TV (CCTV) systems and Field Administration for Sewer Trucks (FAST), sufficient to set up and install cameras correctly in order to perform or review inspections and determine course of action.
7. Knowledge of Department Standard Operational Procedure (SOPs) for the use of general hand and power tools, such as shovels, rakes, grab-forks, pitch forks, sledge hammers, saws, and pneumatic tools, such as clay spades, chisels, jack hammers, and chipping guns, sufficient to select the appropriate tool to ensure tasks are performed safely.
8. Knowledge of maps and plans required to perform wastewater collection work, such as wye maps (FAST) to locate and/or gauge the depths of maintenance holes and sewer lines and to locate house connections, sufficient to locate correct streets, and read Standard Plans from City Engineers in order to obtain the information required to assign and complete work assignments.

28. SUPERVISION – Ability to assume direct responsibility for all aspects of the performance of a work group, which requires knowledge and/or ability 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' MOU's 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 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:

- Plans, assigns, and monitors work progress.
- Trains employees to do work.
- Evaluates work and gives positive and negative feedback.
- Displays knowledge of legal requirements including applicable Federal and State laws, Administrative Code provisions, Civil Service Commission Rules and Policies, and MOU provisions.

Performance Levels:

Satisfactory

Proficiency in supervision sufficient to supervise a workgroup in terms of task orientation, interpersonal concerns, and personnel administration.

Superior

Proficiency in supervision sufficient to serve as a resource to others and/or represent department position in a public forum.

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.

35. TEAMWORK – 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

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.