

## **COMPETENCY MODEL FOR WASTEWATER COLLECTION WORKER (4110)**

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

1. Reading Comprehension
3. Judgement and Decision Making
7. Self Management
8. Safety Focus
20. Job Knowledge
23. Equipment Operation
24. Mechanical Aptitude
33. Interpersonal Skills

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.

**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. 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.

**7. 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.

**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 identify worn equipment and determine whether the equipment is safe or unsafe to use.
2. Knowledge of Cal/OSHA regulations and Department safety principles and use of personal protective equipment (PPE), including clothing and personal safety gear or equipment, such as goggles, safety vests, gloves, earplugs, and shoes, sufficient to perform work safely in conformance to such rules and regulations.
3. Knowledge of safety equipment, emergency equipment, and first aid supplies that conform to Cal/OSHA and Department safety rules and regulations, such as cones, prongs, and authorized first aid kits to be carried on trucks going to fieldwork sites, in order to have items readily available in case of an emergency.
4. Knowledge of personal and specialized safety equipment required for field crews at various jobs involving confined spaces, such as blowers for ventilation, ear protection and safety whips when using compressors, and ear protection and hardhats when using hydrocleaner or catch basin cleaners sufficient to check that it is present before crew leaves the yard.
5. 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 safety and conformance to department standards.
6. Knowledge of the types of chemicals typically used in the field, such as herbicides, insecticides, and spray paints, sufficient to safely apply and handle these materials and to recognize hazards associated with the chemicals as referenced in the required Materials Safety Data Sheet.
7. Knowledge of Work Area Traffic Control Handbook (WATCH) procedures, permits, special traffic control requirements for work on surface streets, state highways, and freeways, such as using 28" cones, arrow boards, and arrow delineators, sufficient to properly channel and direct traffic.

8. Knowledge of proper set up procedures for arrow boards, including towing it into position, starting gas or diesel generator, checking the direction and sequence of arrows, and turning the switch on, in order to channel and direct traffic, as well as secure the surrounding work area.
9. 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.
10. Knowledge of the Department 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 complete safety check forms and ensure vehicle is ready for safe operation.

**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 Department Standard Operational Procedures (SOPs) for various hand tools, such as shovels, grease breakers, sledge hammers, pry bars, picks, traps, portable power tools, compressors, and pneumatic tools, at a level sufficient to effectively and safely use, handle, and care for such tools.
2. Knowledge of various pump and diaphragm systems, such as bladder, centrifugal, and submersible pumps, at a level sufficient to bypass or divert waste water flow.
3. Knowledge of Standard Operating Procedures (SOPs) for fire hydrant use and operation, such as attaching auxiliary gate valves and hoses, sufficient to fill trucks and distribute water lines as needed.
4. Knowledge of various common defects in equipment, such as cracks, chips, or breaks, dents, and distortions in concrete, metal parts of maintenance holes, or other sewer and storm drain structures, sufficient to identify the need(s) for repair.
5. Knowledge of common sewer problems encountered in the field, such as high level of flow, indications of past high levels, grease encrustations, or foreign objects, sufficient to correct the defects and/or recommend that a cleaning or construction crew be sent to the site.
6. Knowledge of potential storm drain problems, such as the accumulation of brush, mud, dirt, or other material in catch basins, sufficient to detect, correct, and/or recommend that a cleaning or construction crew be sent to the site.
7. Knowledge of proper hand signals for positioning equipment, such as booms, sufficient to accurately place the boom of catch basin cleaner and/or position rodding truck in relation to the maintenance hole without damaging the rod, line, or the collection system structures.
8. Knowledge of the basic functions and operation of computer laptops and other equipment, including Closed Captioning Television (CCTV), specialized software, and programs such as Field Automation for Sanitation Trucks (FAST) and Infrastructure Technology pipes (ITpipes) program sufficient to perform inspections, track work history, and fill job orders.
9. Knowledge of street maps and other special plans such as wye maps, sewer, and storm drain substructure plans, including those in Field Automation for Sanitation Trucks (FAST), sufficient to locate work routes or work sites, navigate through, and estimate time required for travel.

**23. EQUIPMENT OPERATION** – Operates specialized equipment in performance of job duties.

Level of Competency Required by Job:

- Level 1: Operate equipment based on on-the-job training.
- Level 2: Operate equipment based on attendance at a training program and practice.
- Level 3: **Operate equipment for which in-depth, complex training was required and which may require certification.**

Examples of Behavioral Indicators:

- Operates equipment proficiently.
- Operates equipment with strict adherence to safety procedures.
- Understands the operation of equipment used on the job and correctly answers questions about it.
- Willingly participates in any training necessary to maintain up-to-date knowledge of equipment operation.

Performance Levels:

Satisfactory

Operates equipment safely and with a high degree of proficiency.

Superior

Operates equipment with extreme proficiency and correctly answers questions about its operation. Trains and/or coaches others in the operation of equipment.

## **Equipment Operation**

1. Knowledge of the California Vehicle Code (DMV) and Departmental regulations concerning the operation of Class B vehicles, including rules of the road, towing permission, speed limit laws, and parking requirements, in order to properly operate vehicles in accordance to such laws and regulations.
2. Knowledge of the Motor Vehicle Code, Departmental rules, and special maintenance procedures for various vehicles, such as lubricating zerk fittings and cleaning holding tanks of catch basin cleaners in order to ensure compliance with procedural standards.
3. Knowledge of Standard Operating Procedures (SOPs) for rodding machines in order to properly set the correct reel and rod pressures.
4. Knowledge of Standard Operating Procedures (SOPs) for hydrocleaners, such as the use of various nozzles and/or heads, draining tanks, and when to use sleds at a level sufficient to connect, extend, and navigate nozzles into drain.
5. Knowledge of Standard Operating Procedures (SOPs) for the operation of powered winches sufficient to perform actions such as including braking and evenly rewinding cables, rods, and hoses.

**24. MECHANICAL APTITUDE** – Accurately predicts the impact of forces on objects and assesses the behavior of other physical phenomena (e.g., volume, weight, velocity). Readily learns work involving the application of mechanical principles.

Level of Competency Required by Job:

- Level 1: Maintain a safe work environment by ensuring objects in it are stable, tools and equipment are properly used.
- Level 2: **Know the physical properties of objects in the work environment and correctly anticipate the action of forces upon them; performs work accordingly (correctly and safely).**
- Level 3: In-depth understanding of mechanical and physical phenomena sufficient to design and/or oversee the construction of systems.

Examples of Behavioral Indicators:

- Recognizes the impact of an earthquake on objects in the work environment and re-arranges them as possible to avoid possible damage or destruction and potential to cause injury.
- Uses tools properly to accomplish work correctly and safely.
- Recognizes the effects of various actions on objects and performs only those actions that will accomplish intended result and will not cause property damage or injury.
- Systems designed and/or for which construction is overseen operate as intended upon completion.

Performance Levels:

Satisfactory

Recognizes the operation of mechanical/physical phenomena sufficient to readily learn and perform work of a mechanical nature.

Superior

Displays exceptional insight into the operation of mechanical phenomena, and makes correct inferences regarding it. Promptly and accurately troubleshoots problems.

### 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.