

**COMPETENCY MODEL FOR
WATER UTILITY OPERATOR (2019)
CLASS CODE 5854**

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

- 2. Mathematics
- 3. Judgment and Decision Making
- 7. Self-Management
- 8. Safety Focus
- 20. Job Knowledge
- 24. Mechanical Aptitude
- 43. Follow Oral Directions
- 44. Follow Written Directions

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.

2. MATHEMATICS – Performs arithmetic or higher-level mathematical computations accurately.

Level of Competency Required by Job:

Level 1: **Perform arithmetic computations (add, subtract, multiply, divide, ratios, percentages).**

Level 2: Use algebra (substitute numbers for letters in a formula), geometry (angles, distances, area), and/or descriptive statistics (mean/median/mode, standard deviation, range).

Level 3: Apply and interpret calculus, inferential statistics (t-tests, correlations, ANOVA, multiple regression) or other very high level mathematics.

Examples of Behavioral Indicators:

- Quickly and accurately performs arithmetic computations.
- Appropriately selects and applies formulas for stated purpose.
- Correctly identifies an appropriate analysis for a specific purpose and selects the appropriate computer program for computation.
- Accurately interprets and presents results of mathematical/statistical computations.

Performance Levels:

Satisfactory

Knows mathematical requirements of the job and performs them correctly. Verifies work to ensure accuracy.

Superior

Identifies additional opportunities for the application of mathematics in work. Answers questions/trains others to assist them in their use of mathematics.

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 Cal/OSHA regulations regarding the safe handling and disposal of hazardous materials, including waste oil, solvent, gasoline, diesel fuel, chlorine, antifreeze, aerosol paint, lubricants and weed abatement poisons, in order to compliance with these regulations and avoid injury to people and/or damage to the environment.
2. Knowledge of Cal/OSHA regulations regarding lockout/tagout procedures for energized equipment that requires maintenance or repair, including locking out all sources of energy (de-energize) and hanging the appropriate tags on equipment to provide notification of deactivation, in order to ensure compliance with these regulations and protect one's own safety and the safety of others from hazardous energy.
3. Knowledge of the Cal/OSHA regulations regarding the proper use of Personal Protective Equipment (PPE), including hard hats, safety shoes, gloves, goggles, earplugs, and safety vests, sufficient to ensure compliance with these regulations and one's own safety and to minimize exposure to a variety of hazards.
4. Knowledge of safe practices for carrying, lifting, loading and unloading supplies and equipment in order to avoid bodily injury to oneself and others.
5. Knowledge of Cal/OSHA regulations regarding working in environments with high temperatures, including heat prevention procedures and common signs of heat illness and the procedures for providing first aid when heat illness occurs, in order to ensure compliance with these regulations and identify, evaluate, and control heat exposure to workers.

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 how to properly tag equipment (e.g. pumps, valves, and control panels) such as when to tag and remove the tag, where the tag should be placed, how to fill out the tag, who to notify when tagging takes place, which tag to use, as well as logging procedures in order to indicate that the equipment is being replaced, out of service as a result of damage, and/or undergoing routine maintenance.
2. Knowledge of the fundamentals and principles of basic electricity, mechanics, hydraulics, and/or geology in order to determine if the equipment (e.g. control panel, timing equipment, or hydraulically operated valves) is operating properly or needs repair by manual, audible, or visual inspection and/or to recognize and report to management potential dam problems (e.g. abundance of vegetation or sloughing) after conducting a visual inspection of the dam face.
3. Knowledge of water system workings including but not limited to water service zones, pumping plants, regulators, trunk lines, and water storage facilities in order to determine system irregularities (e.g. pressure changes and/or cycling condition) and/or to ensure proper operation.
4. Knowledge of various pumps (e.g. hydraulic or vacuum pumps), electrical motors, internal combustion engines, and/or valves (e.g. by-pass valves, gate valves, or relief valves) sufficient to identify them by factors including but not limited to their horsepower or physical appearance (e.g. height), and to operate them safely and properly.
5. Knowledge of various meters (e.g. flow meters, elevation meters, or pressure meters) and/or gauges (e.g. staff gauges, tank gauges, or regulator gauges) sufficient to read them and determine if the readings are within the predesignated operating parameters.
6. Knowledge of preventative and routine maintenance for mechanical equipment (e.g. pumps and motors) including lubrication (e.g. oil moving parts and greasing bearings), refueling, oil change, and exercising equipment (valves) using tools such as a grease gun, wrenches, and/or other associated tools sufficient to ensure that the equipment operates properly.

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.

43. FOLLOW ORAL DIRECTIONS – 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.

44. FOLLOW WRITTEN DIRECTIONS – Performs work accurately as directed in writing.

Level of Competency Required by Job:

Level 1: **Perform tasks assigned in writing.**

Level 2: Perform work after reading instructional manual.

Level 3: Perform work after completion of training modules or programs presented in writing.

Examples of Behavioral Indicators:

- Correctly completes work assigned in writing.
- Answers questions and/or explains work to others who received the same instructions.
- Learns and applies information presented in writing (instruction manual; training program).
- Correctly infers details of work to be performed that were unclear or omitted as presented in writing.

Performance Levels:

Satisfactory

Correctly performs work assigned or for which training was provided in writing.

Superior

Understands instructions and training materials presented in writing to the extent that is able to answer questions or explain to others. Correctly infers unclear or omitted details as presented in writing.