

**COMPETENCY MODEL FOR  
SENIOR COMMERCIAL FIELD REPRESENTATIVE  
CLASS CODE 1602 (2024)**

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

1. Reading Comprehension
3. Judgment and Decision Making
4. Analytical Ability
6. Attention to Detail
7. Self Management
8. Safety Focus
20. Job Knowledge
26. Electrical Understanding
34. Customer Service

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.

**4. 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. ATTENTION TO DETAIL** – Extremely careful in addressing all aspects of each work assignment in order to produce “completed staff work” and/or avoid any negative outcomes.

Level of Competency Required by Job:

Level 1: Ensure all aspects of work assignment are completed as directed.

**Level 2: Verify that each aspect of work assignment is properly completed; make logical inference regarding additional activities that may need to be performed to produce “completed staff work.”**

Level 3: Include evaluation of final work/work product in its accomplishment; make adjustments as possible to improve.

Examples of Behavioral Indicators:

- Carefully checks all aspects of work for completion and accuracy before submitting.
- Identifies errors (for example, typo’s, computations, measurements, application of laws/rules/policies) and corrects them prior to submitting.
- Cross-checks work against available resources.
- Sets up a means of checks and balances to ensure work accuracy.
- Considers changes in final work product to ensure usability by recipient.
- Completes all revisions upon request.

Performance Levels:

Satisfactory

Ensures that each task accomplished represents “completed staff work.” No remaining details/ inconsistencies for others to address.

Superior

All aspects of each task completed are verified to be correct. Identifies any foreseeable consequences of work that may need to be addressed and does so.

**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 safety principles, practices, and procedures required by the Department of Water and Power (DWP) and California Occupational Safety and Health Administration (Cal/OSHA) while in the office and engaging in field activities, including those related to the connecting and disconnecting of electric and water services, accessing property, conducting field investigations, and wearing personal protective equipment, sufficient to ensure the safety of oneself and others.
2. Knowledge of driving laws, regulations, and practices, such as Department of Motor Vehicles (DMV) laws and regulations for Class C vehicles and procedures for vehicle emergencies, sufficient to operate City vehicles while performing fieldwork in a safe and efficient manner.



**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 the transmission of water and electricity, such as how water and electricity is delivered and recorded through meters, sufficient to trace service entry.
2. Knowledge of various Department of Water and Power electric and water services available to customers, including residential, multi-family, compound, commercial, industrial, fire, and temporary service for construction sites, sufficient to explain services to customers.
3. Knowledge of water connection devices, such as curb valves, angle valves, service valves, backflow devices, and temporary service connections, sufficient to provide services to customers.
4. Knowledge of the various types of electric meters, including single phase, three phase, demand, built up, solar, KVARH, 7F9, Radio Frequency (RF) and time of use meters (TOU), sufficient to recognize and differentiate between each type.
5. Knowledge of the major components of electric meters, such as register, disc, breaking magnet, potential coil, current coil, stator, and Electronic Radio Transmitter (ERT), sufficient to provide customers with information regarding fundamental operation.
6. Knowledge of the various types of water meters, including positive displacement, compound, and Radio Frequency (RF) meters, sufficient to recognize and differentiate between each type.
7. Knowledge of the major components of water meters, such as curb valve, main case housing, lower main case, measuring chamber, disc piston, and Electronic Radio Transmitter (ERT), sufficient to provide customers with information regarding fundamental operation.
8. Knowledge of electrical prefixes and meter IDs, such as prefix codes and colored meter number plates, sufficient to identify size and types of service.
9. Knowledge of the factors that impact the usage and billing of electric and water services, such as defective or damaged equipment, diversion of electricity or water, an underground leak, personnel error in reading meters, and/or seasonal use of appliances, air conditioning, heating, and/or swimming pools, sufficient to investigate the cause and validity of customer complaints and irregularities, resolve such issues by adjusting customers' bills, replacing equipment, and/or explaining or providing information to customers regarding their bill, including suggestions for energy or water conservation.
10. Knowledge of Department of Water and Power rules and regulations governing electric and water services, including those related to billing procedures, applications, deposits, and illegal use of services, sufficient to provide information to customers.

11. Knowledge of departmental procedures for handling customer claims, such as underground leak and faulty department equipment adjustments, sufficient to accurately adjust customers' bills as needed.
12. Knowledge of investigation procedures, such as asking questions about customers' concerns and performing field inspections, sufficient to assist customers with their inquiries.
13. Knowledge of hand and specialized tools and testing equipment, such as voltage testers, stopwatches, barrel-lock keys, lug wrenches, and curb valve keys, sufficient to perform daily job duties.
14. Knowledge of Department of Water and Power Meter Services and Field Operations Division rules, regulations, and procedures sufficient to meet department standards.
15. Knowledge of electrical and water shut-off procedures, including all off-types, such as barrel-lock, drop lugs, pulled loops, curve valve, and house valve, sufficient to shut off services safely and effectively.
16. Knowledge of customer information management systems, such as the Customer Care and Billing (CC&B) system, including how to enter and track customer information, such as account information, order history, meter information, notes from previous visits, and threat alerts on customers' accounts, sufficient to accurately process and properly maintain customer records and ensure safety of personnel in the field.
17. Knowledge of electrical and water diversion techniques and methods, such as meter bypass, colored wiring, upside-down meter, magnet, jumpers, and spacer, sufficient to reduce theft from the Department of Water and Power.
18. Knowledge of street maps and/or GPS applications sufficient to locate field calls.

**26. ELECTRICAL UNDERSTANDING** – Comprehends the concept and the operation of flow of electrical current.

Level of Competency Required by Job:

**Level 1: Know the properties of electricity relevant to the work environment and work to be performed in order to correctly perform work and recognize hazards that will be created by the failure to do so.**

Level 2: Sufficient understanding of electricity to recognize problems and determine repair needed to prevent disaster/restore operation.

Level 3: In-depth understanding of electrical principles and phenomena sufficient to design and/or oversee the installation of complex electrical systems.

Examples of Behavioral Indicators:

- Ensures safe physical work environment by taking actions such as eliminating exposed electrical wire, faulty connections, empty sockets, and overloaded circuits.
- Recognizes the danger of fire from faulty electrical installations.
- Uses tools, equipment, and instruments properly to accomplish electrical work correctly and safely.
- Systems designed and/or for which installation is overseen perform as intended upon completion.

Performance Levels:

Satisfactory

Understands the operation of electricity sufficient to readily learn and perform electrical work.

Superior

Displays exceptional insight into the operation of electrical systems, and makes correct inferences regarding them. Promptly and accurately troubleshoots problems.

### **Electrical Understanding Areas**

1. Knowledge of basic electricity, such as residential and commercial electrical panels, electric meters, proper wiring and voltage, including tracing wires, sufficient to differentiate between high and low voltage panels and safely perform work and verify correct circuitry.
2. Knowledge of overhead and underground electrical connections for meters, such as pole to house, sufficient to service connections and wiring circuits and investigate reported meter service and wiring irregularities.
3. Knowledge of major electrical problems related to electrical usage, such as faulty wiring and necessary service upgrades, sufficient to run electrically dependent residential and/or commercial equipment efficiently.

**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 e-mail (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.