

**COMPETENCY MODEL FOR
SENIOR ELECTRICAL REPAIR SUPERVISOR
CLASS CODE 3856**

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

- 3. Judgment and Decision Making
- 8. Safety Focus
- 13. Stress Tolerance
- 16. Objectivity
- 20. Job Knowledge
- 22. Computer Proficiency
- 28. Supervision
- 45. Oral Communication
- 47. Written 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 hazards related to electrical repair work, such as working on live circuits, in adverse weather conditions and confined spaces, on aerial equipment or scaffolding, and Cal/OSHA and departmental safety regulations and precautions, such as using the appropriate Personal Protective Equipment (PPE), lock-out/tag out procedures, and adherence to departmental operating orders (OO) and safety bulletins, sufficient to ensure staff avoids damage to electrical equipment and protects themselves and others from injury.
2. Knowledge of safety management methods, including directing subordinate supervisors in safety training topics and developing accident-analysis procedures in order to deter injuries and accidents among staff and others.
3. Knowledge of rigging and hoisting practices for lifting and moving heavy equipment, apparatus and materials, such as selecting the appropriate rigging techniques and equipment and using hand signals, sufficient to ensure subordinate supervisors and their crews are performing rigging and hoisting procedures in a safe and efficient manner.

13. STRESS TOLERANCE – Maintains effective performance when under pressure, confronted with opposition or criticism, and/or when the situation is dangerous.

Level of Competency Required by Job:

Level 1: Assignment may include varied or heavy workload; new tasks may need to be learned; members of the public and, at times, co-workers may be rude.

Level 2: *Insufficient staff or resources may be available to accomplish work. Priorities/objectives may be unclear and/or direction uncertain. Role ambiguity regarding responsibilities may exist. May encounter disagreement or criticism when performing job activities.*

Level 3: Presentation and defense of position in a public forum, which at times entails facing opposition, may be required. Work environment may be fast-paced and one in which urgent decisions must be made. Making life-or-death decisions may be necessary.

Examples of Behavioral Indicators:

- Remains composed and focused on the task at hand in the presence of obvious stressors.
- Understands that rudeness or opposition is not typically personal attacks.
- Continues to make good decisions under urgent circumstances or when in danger.
- Soothes others who are more adversely affected by stress.

Performance Levels:

Satisfactory

Continues to perform effectively under stressful circumstances.

Superior

Acknowledges stress, but appears to be unaffected by it. Concentrates extra effort on accomplishing the task at hand. Assists others with effective coping.

16. OBJECTIVITY – Demonstrates fairness and equity toward others; understand different perspectives; states sides of a conflict non-evaluatively; uses facts and logic.

Level of Competency Required by Job:

Level 1: **Respond to the situation at hand and its specific circumstances as opposed to being influenced by previous encounters, stereotypes, or biases.**

Level 2: Appropriately aligns self/organizational interest with objectives to benefit the overall organization and/or citizenry.

Level 3: Appropriately aligns self/organizational interest with the “common good” (citizens, other public sector agencies, elected officials).

Examples of Behavioral Indicators:

- Notes facts and circumstances specific to the situation.
- Formulates plans for action based on the totality of actual information.
- Gives full attention to each task/issue within areas of responsibility.
- Clearly demonstrates the benefits of actions to the overall organization, citizens, and/or the “common good.”
- Does not take positions or promote actions/causes that reflect blatant self interest.

Performance Levels:

Satisfactory

Focuses on and reacts to all facts and information available for each situation/issue. Disregards personal preferences or biases in appraisal of situation/issue and response to it.

Superior

Strives to serve the “common good.” Responds in a manner contrary to self-interest when appropriate.

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 are quite consistent.

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/program and/or give internal and/or external presentations related to work.

Job Knowledge Areas

1. Knowledge of repair, overhaul, inspection, testing, installation, reconditioning, and modification procedures of a variety of electrical, hydro and steam equipment, their auxiliaries and building facilities, including elevators, cranes, transformers, fire protection, and batteries, sufficient to effectively plan the work of projects and to ensure the work is being performed in a safe and timely manner.
2. Knowledge of how to fabricate various electrical components, such as insulation parts, coils, and motor windings, sufficient to direct subordinate supervisors in the proper replacement and repair of equipment parts.
3. Knowledge of electrical and mechanical characteristics of electrical equipment, such as their internal functioning and connections, sufficient to oversee staff responsible for making repairs to apparatus and machinery used in water and power utilities and facilities.
4. Knowledge of electrical inspection and testing standards, including National Electrical Manufacturers Association (NEMA), American National Standards Institute (ANSI), and Original Equipment Manufacturer (OEM), sufficient to provide recommendations to management and other groups on repairs and to ensure conformance to the necessary Departmental standards.
5. Knowledge of how to prepare and interpret drawings and specifications related to projects involving repair and modification of department equipment and facilities, sufficient to provide information to management on estimated cost and duration of projects.
6. Knowledge of performance characteristics for field and shop tools, equipment and other facilities, such as capacity, precision, durability, worker qualification requirements, sufficient to ensure that the appropriate resources are being provided for project needs.

22. COMPUTER PROFICIENCY – Uses computer hardware and software optimally to perform job tasks efficiently and effectively.

Level of Competency Required by Job:

Level 1: Understand and use the function(s) of all necessary computer hardware and software to perform work.

Level 2: Advanced understanding and use of function(s) of all necessary computer hardware and software to perform work.

Level 3: Expert understanding and ability to use all necessary computer hardware and software for the full range of their functions.

Examples of Behavioral Indicators:

- Correctly uses all necessary computer hardware (for example, keyboard, mouse, external storage devices, scanner, printer).
- Correctly and efficiently uses all necessary computer software (for example, wordprocessing, spreadsheet, and databases/analysis programs and specific-purpose programs to perform work.
- Performs work with a minimal number of steps (separate computer operations).
- Uses various means of storing and backing-up work as appropriate to the access requirements (need to share) and sensitivity/security concerns.

Performance Levels:

Satisfactory

Correctly uses all necessary computer hardware and software. Learns to use new hardware and software readily. Does not perform work manually when more efficient means via computer are available.

Superior

Optimally uses all required computer hardware and software. When alternatives exist, selects the best way to perform work on the computer. Coaches others (or provides formal training) in computer use to perform the job.

Computer Proficiency Area

1. Knowledge of basic computer operating systems, such as Windows, Microsoft Office applications, including Word, Excel, and Outlook, sufficient to maintain documents on shared file drives, send electronic communications, and perform other computer-related tasks on the job.

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.

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.

47. WRITTEN COMMUNICATION – Communicates effectively in writing.

Level of Competency Required by Job:

Level 1: Write notes/e-mails. Completes forms with some open-ended responses (sentences).

Level 2: Write letters, articles/reports, and/or detailed descriptions of activities/occurrences.

Level 3: Write lengthy reports, instruction manuals, in-depth analyses/reviews of complex issues and/or articles for publication. Reviews the written work of others.

Examples of Behavioral Indicators:

- Writing includes the necessary information to convey the intended message.
- Sufficiently few errors in spelling, punctuation, grammar to not interfere with the intended message or distract the reader.
- Little editing or re-writing needed to produce a final product.
- Composes materials efficiently.
- Information is presented in a well organized manner.
- Tone and degree of formality are appropriate to the purpose and audience.

Performance Levels:

Satisfactory

Writes material that clearly communicates the necessary information; needs little editing.

Superior

Precisely uses words and organizes information in a way that enhances presentation of the message. Virtually no editing needed.