

**COMPETENCY MODEL FOR  
ELECTRIC SERVICE REPRESENTATIVE  
CLASS CODE 7520**

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

1. Reading Comprehension
3. Judgment and Decision Making
8. Safety Focus
22. Computer Proficiency
26. Electrical Understanding
29. Fact Finding
48. Shares Knowledge and Information
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.

**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.

## **Reading Comprehension Areas**

1. Knowledge of how to properly read construction drawings or diagrams of structures sufficient to identify and inspect structures for proper placement of electrical services and/or equipment.
2. Knowledge of how to read and interpret customer drawings, Department of Water and Power engineered diagrams, and load schedules sufficient to determine characteristics for electric services.
3. Knowledge of how to comprehend and apply information presented in various written formats, including City and Departmental rules and regulations, specifications, codes, and manuals, sufficient to efficiently complete various inspection assignments.

**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 Cal/OSHA regulations and general safety procedures and equipment used in Electric Service Representative work, such as proper personal protective equipment (PPE), the safe use of tools and equipment, ladder safety, and the appropriate lifting and carrying techniques, sufficient to ensure the safety of oneself and others and to ensure compliance with Departmental and State rules and regulations.
2. Knowledge of how to properly test for toxic gas and dead air in manholes and vaults, such as by using Gastec testers, properly opening structures, ensuring the correct placement of blowers, and logging the space tested, sufficient to prevent oneself and others from entering hazardous spaces.
3. Knowledge of driving laws, regulations, and safe 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.

**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 Areas**

1. Knowledge of basic computer operating systems, such as Microsoft Word, Excel, and Outlook, and other programs, including Work Management Information Systems (WMIS) and Customer Care and Billing (CCB), sufficient to prepare and send documents, review and update customer information, and perform other computer-related tasks on the job.



**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.

**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 problem.

## **Electrical Understanding Areas**

1. Knowledge of electric service inspection methods, such as locating the pole and panel for an electric service, sufficient to investigate electric service issues and ensure proper installation of electric service equipment.
2. Knowledge of the fundamentals of a/c voltages and amperages as each relates to electric service work, such as recognizing the appropriate connections, panel hook-ups, and panel sizes, sufficient to properly conduct inspections.
3. Knowledge of various types of transformer wiring, such as wye, open delta, and close delta, sufficient to provide proper voltage to customers.
4. Knowledge of general electrical terms describing electrical equipment used in the power industry, such as current transformer (C.T.), switchboard, pull section, bus duct and bank, sufficient to convey corrections to contractors.
5. Knowledge of the principles of electricity related to power distribution, electric services, metering, and energy consuming equipment, sufficient to conduct proper inspections of the equipment.
6. Knowledge of equipment and materials used in the construction of underground and overhead power distribution systems, such as transformers, wires, underground structures, conduit, panels, and electrical risers, sufficient to identify proper voltages for wires and to make sure structures are properly installed and meet Department standards.
7. Knowledge of the proper use of hand tools used in electric service work, such as electrical testers, hammers, screwdrivers, wrenches, wood rulers, and diagonal cutters, sufficient to safely inspect or repair electric equipment.
8. Knowledge of Department of Water and Power regulations and local and state laws applicable to underground and overhead power line construction, such as General Order (GO) 95 and 128, sufficient to ensure compliance with applicable regulations and laws.
9. Knowledge of installation and restoration methods for electric services, such as proper meter configuration and replacement of overhead service wires, sufficient to provide safe and reliable service to customers and ensure that installed electric equipment meets Department standards.
10. Knowledge of the characteristics of electric equipment, such as overhead and underground residential and commercial equipment, sufficient to safely inspect equipment and recognize voltage characteristics.
11. Knowledge how to identify and repair customers' damaged, modified, or vandalized electrical equipment in order to restore or maintain reliable electric services.

**29. FACT FINDING** – Obtains required information through questioning, review of existing materials, or securing new materials to answer a question or address a problem.

Level of Competency Required by Job:

Level 1: Look up information available in the workplace (including use of the internet) or by asking questions of co-workers or supervisor.

**Level 2: *Interview individuals and/or obtain necessary information from files, the library, and/or the internet.***

Level 3: Conduct in-depth interviews/interrogations or depositions. Locate obscure reference material containing germane information by correctly identifying needed information, making logical inferences regarding where it might be available, and discerning from newly acquired information relevant additional materials.

Examples of Behavioral Indicators:

- Asks a series of insightful questions in a logical order.
- Correctly identifies persons most likely to have the needed information.
- Listens carefully to responses from others to discern all relevant information stated.
- Makes logical assumptions about where certain types of information might be found; or asks others who are likely to know.
- Persists in locating relevant information until a sufficient amount is available to permit answering question or addressing the problem fully.

Performance Levels:

Satisfactory

Obtains necessary information through scrutiny of existing files and other resources, correctly identifying and obtaining other sources of information, and/or asking questions.

Superior

Exhibits great insight identifying who would have certain information, or in what materials it might be located. Carefully crafts questions to extract needed information. Persists until sufficient information is gathered to formulate a logical conclusion.

**48. SHARES KNOWLEDGE AND INFORMATION** – Conveys all information relevant to each involved party in a thorough and timely manner.

Level of Competency Required by Job:

Level 1: Provide job-related information as it becomes available to others who are likely to need it or to whom it might be helpful.

**Level 2: Keep all involved parties informed of work/project progress and other new information. Tailors content, level of detail, and timing of information provided to the perspective of each recipient.**

Level 3: Recognize different needs for different information and provide all affected parties with a description of the “big picture” as well as the breadth and detail of information relevant to their perspective.

Examples of Behavioral Indicators:

- Provides thorough explanations with all relevant details.
- Uses multiple means of communicating (e.g., e-mail, telephone, meetings).
- Provides status reports of work/project progress to all involved parties.
- Informs others of changes at the earliest feasible time.
- Uses multiple addressees and “copies” others so all parties see exactly the same information and know who already has been informed.
- Draws from job knowledge and work experience to provide thorough descriptions and explanations

Performance Levels:

Satisfactory

Readily communicates new, job-related information to all employees to whom it is relevant. Provides a level of detail and explanation appropriate to the recipient.

Superior

Ensures that all involved parties are provided the maximum amount of information feasible in as timely a manner as possible to facilitate work/project status. Shares job knowledge and experience to serve as a mentor or coach to others.

**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 understand 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.

