

COMPETENCY MODEL FOR WASTEWATER TREATMENT MECHANIC SUPERVISOR (5617)

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

- 4. Analytical Ability
- 8. Safety Focus
- 14. Composure
- 20. Job Knowledge
- 28. Supervision
- 47. Written Communication
- 48. Shares Knowledge & Information
- 49. Project Management

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.

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.

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 Knowledge Areas

1. Knowledge of Cal/OSHA safety principles and regulations related to personal protective equipment (PPE) and other safety equipment, such as breathing apparatuses, gas detectors, gloves, and goggles, sufficient to ensure self and employees are safe and meeting all applicable regulations for PPE.
2. Knowledge of Cal/OSHA Hazard Assessment and Work Authorization programs and practices related to equipment isolation procedures, such as Lockout/Blockout/Tagout and Hazardous Energy Isolation, sufficient to ensure compliance from subordinates and safely perform repairs and maintenance on equipment.
3. Knowledge of the safe operation and maintenance of hand and power tools and equipment, such as screwdrivers, wrenches, drills, high velocity sewer cleaners, and impact guns, sufficient to ensure the safe operation and maintenance of equipment.
4. Knowledge of Cal/OSHA emergency procedures and reporting requirements regarding evacuation, containment of contaminants, or hazardous chemicals sufficient to maintain a safe working environment and comply with safety procedures.
5. Knowledge of Cal/OSHA procedures for confined space entry and safely working near a confined space, including identifying confined spaces and permit-required confined spaces, ensuring ventilation requirements are met, air monitoring, always having an observer outside of the confined space, proper PPE, and lowering tools and materials with ropes, sufficient to ensure safety of self and others.
6. Knowledge of fall protection practices and procedures, such as placement of guardrails, use of a safety harness, and implementation of administrative controls, sufficient to reduce the likelihood of falls.
7. Knowledge of traffic delineation requirements, such as the use of cones, blocking off any open man-holes to the public, and setting up guard rails to any ground openings, sufficient to ensure the safety of self, the public, and other employees.
8. Knowledge of safety procedures regarding rigging and lifting, such as communication amongst the crew, hand signals, and proper PPE, sufficient to train employees, and ensure safety of self and subordinates.

14. COMPOSURE – Maintains composure in difficult circumstances.

Level of Competency Required by Job:

- Level 1: Display self-confidence in interactions with others; does not undermine own efforts or immediately succumb to pressure.
- Level 2: Remain self-assured and calm when challenged or subject to abuse.**
- Level 3: Exude confidence in a wide variety of circumstances made difficult by many potent, diverse factors.

Examples of Behavioral Indicators:

- Maintains calm, composed demeanor in all work situations.
- Restates position when appropriate.
- Asserts viewpoints when others ignore or debase them.
- Acknowledges difficulties, but is not overcome by them.

Performance Levels:

Satisfactory

Continues work in a calm, self-assured manner under difficult circumstances. Avoids being drawn in to a heated exchange.

Superior

Remains poised when confronted with undue complaint or criticism. Confidently defends position when challenged.

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 various wastewater collection and treatment equipment, such as blowers, fans, pumps, auxiliary equipment, and bar screens, sufficient to operate, inspect, repair, and perform preventative and corrective maintenance on necessary equipment.
2. Knowledge of methods of repair and overhaul of water reclamation equipment, such as small gasoline and diesel engines, gas and air-compressor units, pumps, gear drivers, and boiler auxiliary equipment, sufficient to maintain the safe operation of such equipment.
3. Knowledge of alignment methods, such as gear box and motor, sufficient to inspect, repair, and perform maintenance on mechanical equipment.
4. Knowledge of operating principles and methods of inspection of wastewater treatment equipment, such as screw pumps, tanks, and belts, sufficient to maintain operating equipment.
5. Knowledge of various hand and power tools used in wastewater treatment plants or wastewater collection systems, such as screwdrivers, wrenches, drills, high velocity sewer cleaners and impact guns, sufficient to use the tools to repair, maintain, and safely operate equipment.
6. Knowledge of equipment logs used in asset maintenance management systems, such as ELLIPSE and EMPAC, sufficient to track and maintain asset records.
7. Knowledge of standard operating or maintenance procedures used in wastewater treatment plants or wastewater collection systems, such as adequate lubrication of equipment, conducting thorough inspections, and ensuring parts are available before starting preventative maintenance, sufficient to properly maintain equipment.
8. Knowledge of types of reference materials, such as manuals, safety data sheets, and design plans, and their locations, sufficient to reference them as needed to assist in job performance or equipment and material handling.
9. Knowledge of common problems encountered related to wastewater equipment, such as pump failure, gear box malfunctioning, and compressors not working efficiently or at all, sufficient to troubleshoot issues as they arise.
10. Knowledge of terminology commonly used in mechanical work, such as pump curves, balancing equipment, and efficiency of valves, sufficient to communicate with workers in the mechanical trade and within other trades in the system.

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.

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

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.

49. PROJECT MANAGEMENT – Anticipates and plans for all aspects of a multi-faceted, discrete endeavor to ensure resources are available and actions are taken at proper times for successful completion.

Level of Competency Required by Job:

Level 1: *Plan, coordinate, and oversee accomplishment of multi-step projects involving other employees.*

Level 2: Design, plan, coordinate, and manage large, multi-faceted projects involving employees from various segments of the organization representing different perspectives.

Level 3: Design, plan, secure approval and resources, and manages large-scale, complex projects involving many employees representing a large number of diverse segments of the organization and perspectives, which may at times be in conflict.

Examples of Behavioral Indicators:

- Establishes project plans that gain management acceptance.
- Establishes realistic timeline and estimates of resources needed.
- Assembles appropriate team with complementary skills to efficiently execute all portions of a project.
- Secures necessary resources for successful project completion.
- Clearly designates roles/responsibilities/accountability.
- Addresses failure to perform or other problems in a timely and effective manner to minimize negative impact.

Performance Levels:

Satisfactory

Establishes acceptable project plan; assembles team with required skills; establishes personal responsibility/accountability. Ensures the necessary time and resources are available.

Superior

Designs efficient project plan to maximize benefits and minimize use of resources. Designates precise mix of people to best accomplish the project. Completes on time, with resources allocated.