

## Competency Model for Principal Clerk Utility

### 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.

**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 acquired after hire in a brief orientation, short training program, or through on-the-job training.

Level 2: Knowledge acquired through an apprenticeship or extensive training program, or long duration of job performance.

**Level 3: *Knowledge acquired through a prolonged external course of study and/or extensive training and experience within the City.***

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.

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.

### **Knowledge areas Needed at Entry**

1. Knowledge of supervisory practices relating to reviewing and evaluating subordinates' performance and capabilities, establishing priorities, scheduling and assigning work, and maintaining a safe work environment.
2. Knowledge of the provisions of the MOU's that affect subordinate personnel.
3. Knowledge of the clerical bidding procedure.
4. \*Knowledge of DWP's selection interview techniques and procedures.
5. Knowledge of techniques for training subordinate personnel.
6. Knowledge of Civil Service Rules relating to certifications, appointments, transfers, reversions, leaves of absence, layoffs, terminations, and restorations to the list of eligibles.
7. Knowledge of the procedures and forms needed for processing personnel transactions.
8. Knowledge of The City's disciplinary policies and procedures, including suspensions and discharges.
9. \*Knowledge of DWP's grievance handling policies and procedures for subordinate personnel.
10. General knowledge of The City's EEO Policies.
11. \*General knowledge of the DWP Working Rules.
12. \*General knowledge of the provisions of the City Charter, Article XXII, pertaining to the powers of the Department of Water and Power.
13. \*General knowledge of DWP accounting practices and forms relating to accounts payable and payroll.
14. \*General knowledge of DWP requisition procedures and forms.
15. \*Knowledge of DWP timekeeping procedures and forms.
16. \*Knowledge of the Responsibility Cost Accounting System pertaining to accounting practices.
17. \*Knowledge of DWP's budgeting procedures, forms and reports.
18. \*Knowledge of DWP's purchasing procedures.

19. General knowledge of department rules, regulations, and procedures regarding records retention, including storage and recall of inactive records.
20. Knowledge of the uses and capabilities of various common office equipment, such as typewriters, calculators, tape recorders, copy machines, scanners, fax machines, and personal computers.
21. Knowledge of the organizational structure of the department and the functions of the various divisions.
22. Knowledge of DWP's general administrative procedures and practices.

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<sup>1</sup> \*indicates knowledge is required at entry

**22. CLERICAL SPEED AND ACCURACY** – Correctly and quickly notes accuracy versus inaccuracy in printed material and numerical data.

Level of Competency Required by Job:

Level 1: Proofread own written material; verify own data.

Level 2: Proofread written material, verify data, and confirm the accuracy of other information such as that on forms, lists, or schedules, for someone else.

**Level 3: *Recording, entering, comparing, and/or verifying information and/or data is a primary job duty and must be performed quickly and accurately.***

Examples of Behavioral Indicators:

- Notes virtually all typos in printed material.
- Enters data quickly and accurately.
- When verifying entries, identifies and corrects all errors.
- Identifies errors on forms completed before the information is used by others.
- Notes even minor inconsistencies in the presentation of detailed information.

Performance Levels:

Satisfactory

Makes few errors when recording, comparing, or entering information or data. Verifies and corrects information and data in a way that results in a virtually error-free work product.

Superior

Records, compares, and enters information and data with exceptional speed and accuracy. Virtually no errors identified during verification.

**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.

### **33. INTERPERSONAL SKILLS** – Interacts effectively and courteously with others.

#### Level of Competency Required by Job:

**Level 1:**     ***Interact with members of the workgroup, supervision, and/or the public in a cordial, service-oriented manner.***

Level 2:     Interact across department lines and with appointed City officials, and/or members of the public, at times under adversarial circumstances, in a cordial, respectful manner.

Level 3:     Interact with appointed and elected City officials, department heads, representatives of external organizations, and/or the media in a cordial, effective manner.

#### Examples of Behavioral Indicators:

- Works well with others toward mutual objectives.
- Does not arouse hostility in others.
- “Disagrees without being disagreeable.”
- Elicits acceptance/cooperation from others.
- Affords all individuals respect, regardless of their role or status.
- Effectively addresses concerns of politicians or others who may have their “own agenda.”

#### Performance Levels:

##### Satisfactory

Behaves in a courteous, respectful, cooperative manner toward co-workers, other City employees, and members of the public.

##### Superior

Facilitates positive interpersonal relations within/among workgroups and toward members of the public. Adept at finding similarities and grounds for cooperation/mutual benefit.



**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.



