

B O N N E V I L L E P O W E R A D M I N I S T R A T I O N



CHIEF SUBSTATION OPERATOR III
SKILL STANDARDS

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Table of Contents

INTRODUCTION

Skill Standards for BPA Occupations: Project Summary	5
A National Context for Skill Standards.....	5
What Are Skill Standards?	5
Why Are Skill Standards Important?	6
The Benefits and Uses of Skill Standards	6
Skill Standards to Curriculum: A Continuous Development Process	8
Pyramid of Competencies.....	10

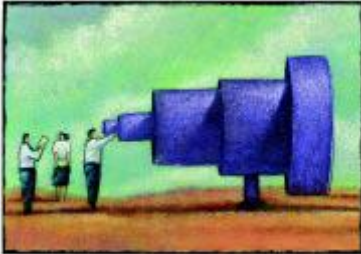
BPA SKILL STANDARDS PROJECT

BPA Skill Standards Project Goals, Guidelines, and Methodology	12
Employability Skills: SCANS Profile	15
Definition of Terms	16

Skill Standards for Chief Substation Operator III

Summary of Critical Work Functions and Key Activities	18
Skill Standards.....	20

Introduction



Skill Standards for BPA Occupations: Project Summary

- A National Context for Skill Standards
- What Are Skill Standards?
- Why Are Skill Standards Important?
- The Benefits and Uses of Skill Standards

Skill Standards to Curriculum: A Continuous Development Process

Pyramid of Competencies

Skill Standards for BPA Occupations: Project Summary

This document contains background information and a complete set of industry-defined skill standards for a specific occupation at the Bonneville Power Administration (BPA). BPA sponsored the development of occupation-specific skill standards through this project for two key reasons: First, skill standards provide the specific information that BPA leadership needs to respond effectively to current knowledge and skill requirements of employees in specific occupations related to power generation. Second, skill standards will also enable BPA to better prepare for future skill gaps that may occur due to employee retirements, promotions and ongoing technological changes in the energy industry.

A National Context for Skill Standards

The National Skill Standards Board was established by Congress in 1994 to encourage the creation and adoption of a national system of voluntary skill standards that would enhance the ability of the U.S. to compete effectively in a global economy. Since then, several national voluntary skill standards projects were developed by various industries in full partnership with education, labor and community-based organizations. The intent was to have voluntary skill standards that were flexible, portable, and could be continuously updated and improved.

Voluntary, industry based skill standards should be:

- Responsive to changing work organizations, technologies and market structure.
- Benchmarked to world-class levels of industry performance and free from gender, racial, or other forms of bias.
- Tied to measurable, competency-based outcomes that can be readily assessed.
- Inclusive of basic reading, writing, and critical thinking skills.
- Useful for qualifying new hires and continuously upgrading employees' skills.
- Applicable to a wide variety of education and training providers, both work and school-based.
- Based on a relatively simple structure to make the system user-friendly.
- A cooperative effort among all stakeholders.
- Developed independently of any single training/education provider or type of education/training provider.

National Alliance of Business

What Are Skill Standards?

Skill standards are performance specifications that identify the knowledge, skills and abilities an individual needs to succeed in the workplace. They are critical to improving workforce skills, raising living standards, and improving the competitiveness of the U.S. economy. To be effective, skill standards must reflect the consensus of power generation professionals.

Skill standards provide measurable benchmarks of skill and performance achievement. They answer two critical questions: What do workers need to know and be able to do to succeed in today's workplace? And, how do we know when workers are performing well? Without this fundamental information, employers do not know whom to hire or where to focus their limited training dollars; employees and new entrants to the workforce do not know what they need to do

to improve their performance; educators do not know how to prepare students for the challenge of the workplace.

Why Are Skill Standards Important?

In today's workplaces, the only constant is change. Jobs that once were relatively simple now require high performance work processes and enhanced skills. Because skill standards reflect changing workplace realities, they are a tool that can be used by applicants and employees to access greater career opportunities.

Updating skills and knowledge is now a lifelong endeavor, causing many employers and employees to spend more effort, time, and money on education and training. Skill standards provide benchmarks for making education and training decisions, shaping curricula, and directing funds toward highest value education and training investments.

The Benefits and Uses of Skill Standards

Skill standards benefit all the stakeholders—business, labor, educators, government, and the community. The success of a skill standards development project and its usefulness to the community is dependent on the full participation and commitment of all stakeholders. These benefits can be used as a benchmark for evaluating the effectiveness of collaborative efforts.

How Skill Standards Benefit Employers

Employers can use skill standards to establish personnel qualification requirements. Interviews, performance reviews, and productivity can be evaluated and assessed to a higher degree of accuracy and efficacy. Employers are also able to identify core competencies and workers' abilities to demonstrate competencies. By matching competencies to critical work functions and key activities, employers can significantly improve efficiencies and productivity. Performance-based skill standards also provide a vehicle for varying degrees of job certainty and the structure for establishing competency-based pay scales. In addition, employers use skill standards to:

- Align personnel qualification requirements with nationally adopted certificates of competence.
- Modify employee training.
- Simplify measurement of employee training effectiveness.
- Assess employee skill levels based on industry standards.
- Match employee skills to the work needed.
- More easily document employee skills, training needs, and performance criteria.
- Improve consumer satisfaction and confidence through better developed evaluation skills for customer contact personnel.
- Improve employee satisfaction and morale by clarifying expectations.
- Improve quality, productivity, time-to-market and competitiveness.
- Achieve business goals.
- Partner with education and labor in developing school-to-work initiatives.

How Skill Standards Benefit Workers

Skill standards assist students in making career choices by providing industry expectations for success in the workplace. In addition, standards-based curriculum and assessments provide students with credentials that certify work-readiness. Work-ready students can anticipate being hired at higher rates of pay and can experience faster advancement in their chosen fields. Workers can accurately assess their skills against those required for career advancement and plan effectively for their career pathways. They can determine the skills and abilities needed for advancement or transfer within industries, and determine the continuous learning and training they need to upgrade their skills. In addition, students and workers can use skill standards to:

- Achieve clarity regarding what they are expected to learn and how to prepare for work.
- Enter and reenter the workforce with better control of their choices of high paying jobs requiring high skills.
- Accurately assess business expectations of the skills needed for positions and careers of their choice.
- Improve mobility and portability of their credentials.
- Obtain certification of competence of the skills they gain through experience, school, training, or self-study.
- Enhance their performance and achievement by self-evaluation against known standards.
- Be active contributors to the activities that make their organizations successful.

How Skill Standards Benefit Labor Unions

Labor unions can use skill standards to gain support for company-sponsored worker training programs and to identify career paths for workers within companies and industries. Unions can provide this information to union members and develop strategies to improve career mobility and stability. Skill standards help unions to:

- Improve member value to the company.
- Provide a greater worker voice in the company.
- Link skill standards to increased training and upward career mobility for union members.
- Assist employers to match employee skills to the work needed.
- Develop skills-based training and certification initiatives that complement union apprenticeship programs.
- Communicate effectively with employers about worker training and retraining needs.
- Cooperate with education and industry in developing school-to-work initiatives.

How Skill Standards Benefit Educators

Educators can identify core competencies and assessments based on the skill standards and implement them in their curricula. Students can then be required to demonstrate competency throughout their coursework. Academia and industry can build a cohesive relationship through a like-minded expectation of student competencies and work readiness. This enhances an instructor's ability to teach information consistent with industry's entry level expectations and needs. In addition, educators use skill standards to:

- Partner with business and labor in developing school-to-work initiatives.

- Provide effective, targeted instruction.
- Develop benchmarks for certificates of competence earned by students.
- Communicate what companies expect of employees.
- Develop new and evaluate existing curriculum and programs based on industry needs.
- Develop assessments to evaluate skills, knowledge, and abilities in classrooms and internships.
- Develop a common language on workforce preparation with business and labor.
- Improve relationships with local businesses, labor unions, other educators and agencies.
- Provide students with relevant career education and counseling.

How Skill Standards Benefit Government

Government can provide information that will ensure a better skill match between workers and employers and initiate education reform to better educate future members of the workforce. Skill standards better enable agencies to provide options for career and job mobility and link learning to the needs of the workplace. In addition, government can use skill standards to:

- Assist in the development of a highly skilled, high-quality, and competitive workforce and industry base.
- Evaluate the effectiveness of publicly funded education and training.
- Increase opportunities for under-represented populations by making public the information that defines the skills required for success, and by facilitating the national adoption of those definitions and their use.
- Support the creation of high performance organizations where they improve living standards for all members of the population.
- Facilitate collaboration between educators and industry.
- Communicate the need and basis for education reform to business, education, labor, and the community-at-large on both local and national levels.

Skill Standards to Curriculum: A Continuous Development Process

The skill standards generated in this project are designed to be used by participating education partners to develop or modify curriculum at the high school and community college level. By providing the necessary input from industry, this skill standards document is a first step in curriculum development to serve the power generation industry in particular, and to demonstrate what can be done across industries.

In order to keep current with a rapidly changing workplace, standards need to be reevaluated and updated on a regular basis, with full partner participation at each step. New technological developments impact the ways that workers organize and apply their skills, including time management and interpersonal relationships. Increased technological complexity may simplify some of the job tasks but make others more intricate. Today's successful power generation workers are challenged to acquire a broader range of decision making and customer service skills as well as keep current with emerging technologies. Ongoing changes like these must be reflected in curriculum in order to meet the needs of industry, where expectations for workers are evolving.

A model of continuous improvement for economic development: Using Skill Standards

Step 1: Skill Standards Identification

- Compile and research existing standards in related jobs and careers.
- Conduct focus groups to identify critical work functions and key activities, define key activity performance indicators, and identify technical knowledge, foundation skills, and personal qualities.
- Conduct a survey of current workers to determine level of SCANS skills required for each job.
- Develop work-related scenarios to place the skill standards in the context of the work environment.
- Verify the data gathered from focus groups.
- Disseminate skill standards information to involved parties from industry, education, and labor for their review and editing.

Step 2: Curriculum Development

- Identify necessary competencies based on the skill standards information and assessments.
- Develop program outcomes for specific academic and training programs, including Tech Prep, 2-year, and apprenticeship programs.
- Perform gap analysis to determine changes or additions to be made to curriculum.
- Revise existing curriculum to better meet the current and future needs of the industry.
- Develop new curriculum and establish new programs based on these competencies.

Step 3: Articulation

- Develop models to support the articulation of program outcomes and competencies between academic and training systems.
- Establish articulation agreements between existing programs to ensure portability of skills.
- Connect competencies and Certificates of Competence with benchmark documentation to ensure the portability of competencies across industry.

A Continuous Updating Process

A continuous exercise is necessary: all partners must revise and verify skill standards on a regular basis. Curriculum and current training methods must be updated to meet workplace standards.

Individual workers must have access to clearly stated competency goals and direct access to skill development assistance. With cooperative effort on local and national levels, we can begin to resolve the workforce shortages in the power generation industry that face us today.

Pyramid of Competencies

The Pyramid of Competencies is a depiction of skill standards in three broad skill categories.

Tier I

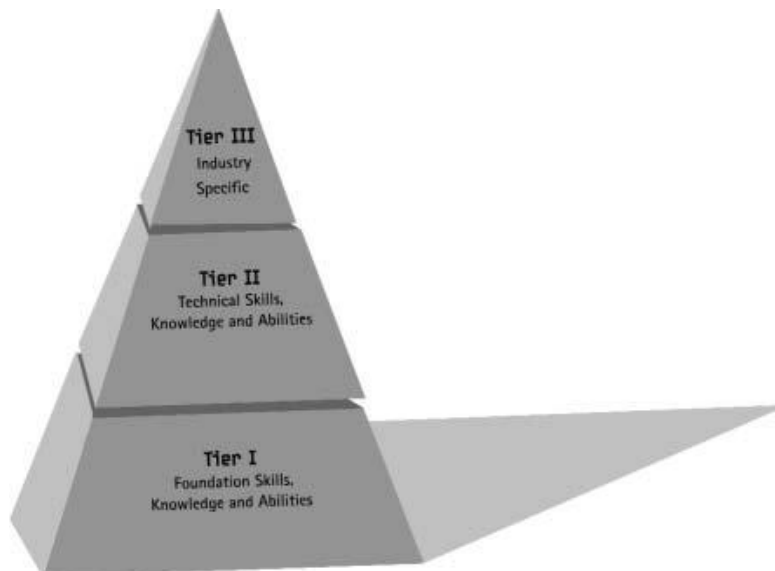
Tier I represents the broadest level of competencies, and is the set of employability (SCANS) skills, knowledge, abilities, and personal qualities required of all workers to be successful in today's workplace. These are the universal skills that are needed to apply technical knowledge and tools effectively.

Tier II

Tier II represents technical skills, knowledge, and abilities common to a cluster of jobs across all an industry. For workers at BPA, for example, knowledge of safe work practices would apply across all jobs.

Tier III

Tier III represents industry-specific technical skills, knowledge, and abilities that are unique to individual jobs and are the most prone to rapid change. For example, many workers need to upgrade their skills based on new technology.



BPA Skill Standards Project



Project Goals, Guidelines and Methodology

Employability Skills: SCANS Profile

Definition of Terms

BPA Skill Standards Project Goals, Guiding Principles, and Methodology

Goals

- Identify voluntary skill standards for specific jobs at BPA.
- Disseminate the results and support the use of skill standards for the purposes of professional development.

Guiding Principles

- Experienced workers are the experts in their career field and are best able to identify the work performed and the skills, knowledge, and abilities required to be successful.
- Business, labor, and education must work as partners to ensure the creation of a link between the work expectations and the curriculum.
- The standards must be consistent with existing civil rights laws and practices.
- Standards must be flexible, portable, and should be updated continuously.
- Skill standards describe the major functions and key activities, as well as the performance indicators, technical knowledge and skills, employability skills, and personal attributes needed to succeed in the workplace.
- Integrated skill standards define work duties and the skills required to perform them in the context of work settings.

The experience of the partners involved in this project holds that the success of any skill standards project is critically linked to the full participation and commitment of all partners.

Identification of Skill Standards: Research Methodology

Background

These BPA-defined skill standards were developed using specific research-based processes. The project followed the process required by the Washington State Board for Community and Technical Colleges (SBCTC) as described in *Skill Standards Guidebook I*, Washington State Board for Community and Technical Colleges, 1996 and the process developed by the National Skill Standards Board (NSSB). In particular, the protocols used for the ICT (Information Communications Technology) skill standards were applied to this project.

Focus Groups

Focus groups of BPA subject matter experts were conducted. The panelists were selected for their expertise in their field, and every effort was made to include a variety of geographical areas. Panelists had a minimum of three years experience in the job, although most had 12 or more years experience.

A structured process was used to guide the panel through the development of the critical work functions and key activities. In each focus group, the process included the following elements:

- Panelists were facilitated by a professional skill standards focus group leader.
- Panelists received an orientation to skill standards. Examples were provided.
- Panelists arrived at consensus regarding the components of the skill standards.
- Panelists clarified the organization and structure of the critical work functions and key activities, filled in gaps, and confirmed the accuracy of the critical work functions and key activities.
- Panelists identified performance indicators for each key activity.
- Panelists identified occupational technical knowledge and skills for each key activity.
- Panelists brainstormed the topics that need to be covered in training and education programs to prepare people to enter the work.
- Panelists completed a survey to level SCANS skills (see below) and determined the top 5 to 7 SCANS skills for each key activity.

After a thorough orientation to skill standards, panelists were asked to brainstorm critical work functions for the job. After composing their own critical work functions, they were then provided with the draft critical work functions identified through research. Panelists were asked to compare the research-identified critical work functions with those they brainstormed as a group, and to consider the following criteria:

- Is the function a broad responsibility?
- Does it take a significant amount of time to achieve?
- Are there groupings of Key Activities associated with it?

Participants were asked to review the key activities for each critical work function, and to posit appropriate changes wherever necessary. The criteria used for this purpose were:

- Does the activity describe what you have to do to achieve this function?
- Is it a major area of task responsibility?
- Is it concrete and specific?
- Does it have relatively equal importance to the other Key Activities?
- Does each Key Activity require distinct, definable skills?

Once the critical work functions and key activities were finalized, performance indicators were developed for each key activity. Panelists were asked how they know when a task is performed well, and what elements need to be in place so they would be ensured that this key activity is performed competently. The following criteria were provided regarding performance indicators:

Performance Indicators should...

- Describe competent performance.
- Be directly observable, concrete and measurable.
- Capture the essential aspects of performance.
- Be as precise and explicit as possible but still apply to the job throughout the BPA.
- Reflect what the individual can control.

Panelists brainstormed performance indicators, and then arrived at consensus with respect to the final list. The group was assisted in putting the content into appropriate language format.

Panelists next moved to identify the occupational technical knowledge and skills for each key activity. They brainstormed occupational technical knowledge and skills, and then arrived at the final list through consensus. Panelists were asked what a person needs to know and be able to do to accomplish the key activity at the level defined by the performance indicators.

In each focus group an informal discussion was held to identify the subjects and topics most important for new entrants to the industry.

Surveys

A survey was conducted to level SCANS skills and personal qualities for the job. SCANS (Secretary's Commission on Achieving Necessary skills) are foundation abilities required of workers in all occupations at varying levels specific to their jobs, ranging from basic academic skills to problem solving, working in teams, and the use of technology. Surveys were distributed to panelists in the focus groups and to workers across BPA. The SCANS survey results are in the Academic and Employability Knowledge and Skills column of the skill standards template.

Employability Skills: SCANS Profile

During the data-gathering process of this project, employability skills for BPA jobs were leveled. Employability, or workplace skills, are basic academic and foundation skills needed to build more advanced competencies. The foundation skills are based on broad workplace categories, known as SCANS (Secretary’s Commission on Achieving Necessary Skills, U.S. Department of Labor). This federal report issued in 1991 identifies 37 foundation and workplace competencies required for work readiness.

SCANS are comprised of a three-part foundation of skills and personal qualities and five workplace competencies needed for successful job performance in today’s workforce. Professionals currently working in the field were asked to identify the level of difficulty for each of the 37 SCANS skills most required for successful workplace performance in each job. The information in the charts on the following pages was compiled by taking a weighted average of the responses from workers in the specific job. This information provides the foundation for the employability skills within the skill standards.

Basic Skills

- Reading
- Writing
- Arithmetic
- Mathematics
- Listening
- Speaking

Personal Qualities

- Responsibility
- Self-worth
- Sociability
- Self-management
- Integrity/Honesty

Thinking Skills

- Creative Thinking
- Decision Making
- Problem Solving
- Visualization
- Knows/Learns
- Reasoning

Workplace Competencies

- Utilizing Resources
- Interpersonal Skills
- Utilizing Information
- Using Systems
- Using Technology

The *ADVANCE™ Workplace Standards Skill Inventory* from Advance Educational Spectrums, Inc. was used to capture industry views on foundation skills for power generation workers. Industry professionals ranked the SCANS skill levels required.¹

Applies creative thinking	Level I • Makes connections between old and new • Recognizes patterns/relationships	Level II • Recognizes/understands comprehensive existing ideas • Identifies transforming techniques	Level III • Develops creative solutions • Applies creative solutions to new situations	Level IV • Generates unique solutions • Formulates new strategies/approaches • Organizes new processes/procedures	Level V • Judges/validates creativity
Applies decision making strategies	Level I • Understands decision making process • Recalls basic rules/principles • Identifies goals and constraints	Level II • Applies rules/principles to situations • Gathers information	Level III • Analyzes situations/interactions • Considers risks/implications • Completes multiple responses	Level IV • Generates alternative solutions • Evaluates alternative solutions • Formulates plan of action	Level V • Judges consistency/credibility • Justifies judgment/eval. • Sets decision making parameters
Recognizes and solves problems	Level I • Identifies the problem	Level II • Understands the complexity/dynamics • Appropriately refers complaints/interference	Level III • Examines information/feedback • Analyzes possible causes/consequences • Recommends action plan	Level IV • Generates/validates solutions • Develops/implements plan of action	Level V • Formulates/implements plan of action • Judges effectiveness/credibility of solution

Sample survey questions from the Advance Workplace Standards Skill Inventory

¹ The *Workplace Standards Skill Inventory* was used with permission from Centralia College through the State Board for Community and Technical Colleges, which holds a license agreement with Advance Educational Spectrums, Inc.

Definition of Terms

Each chart in the following skill standards templates contains the following components:

Academic and Employability Skills

Employability skills are basic academic and personal skills that are needed to build more advanced competencies. They are competencies required by all workers in order to obtain meaningful work and participate in the modern workforce.

Critical Work Functions

Critical work functions represent the general areas of responsibility for the front-line worker in power generation. The functions tell us what must be done to achieve the key purpose of an occupation or job.

Key Activities

Key activities are the tasks performed by workers and related to the functional area of the job. They are made up of work activities which are measurable and observable, and which result in a decision, product or service.

Performance Indicators

Performance indicators are specific behavioral evidence of a worker's achievement of skills, knowledge, and task completion. The question answered is: "How do we know when this key activity is performed well?" Performance indicators provide the standard of performance required to produce the necessary outcomes of key activities.

Technical Skills, Knowledge, Abilities and Tools

Technical skills, knowledge, and abilities are those areas of expertise which workers must have in order to perform a given occupational task with excellence. A collection of skills, knowledge, abilities, and tools make up competencies.

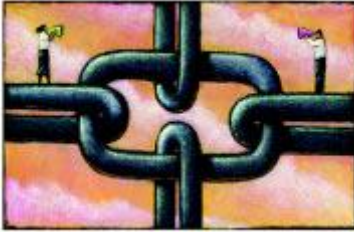
Skills refer to proficiency in an applied activity. This activity could be physical, mental, or interpersonal in nature.

Knowledge is a particular set of information.

Abilities are broad human characteristics that result from natural talent, training, or experience.

Tools are materials, equipment, and implements a worker must be able to use competently to meet the requirements of the job.

Skill Standards for Chief Substation Operator III



Summary of Critical Work Functions
and Key Activities

Skill Standards

**Bonneville Power Administration
Chief Substation Operator III**

Critical Work Functions	Key Activities								
A. Supervise & Support District Operations	A1 Oversee substation management	A2 Supervise & support representation of BPA to third parties	A3 Enforce, inspect, and investigate security measures	A4 Ensure accuracy of Substation Operating Manuals and blueprints	A5 Conduct crew meetings	A6 Participate in meetings and problem solving groups			
B. Supervise Operators and Apprentices	B1 Identify skill gaps	B2 Provide training and ensure mandatory training	B3 Assign personnel	B4 Enforce EEO/HFWP compliance	B5 Review subordinates' performance				
C. Coordinate Outage Scheduling	C1 Perform long range planning	C2 Perform District/Region-wide outage coordination	C3 Supervise outage submittal	C4 Coordinate outages with other entities					
D. Maintain A Safe Work Environment	D1 Provide safety training and participate in or chair safety meetings	D2 Conduct safety inspections	D3 Document inspection results and regulatory compliance	D4 Organize drills and response teams	D5 Direct emergency personnel	D6 Ensure compliance with safety regulations	D7 Identify and report unsafe conditions and take corrective action	D8 Ensure subordinates are equipped with safety tools	D9 Perform testing and certification and control of entry
E. Perform Administrative Duties	E1 Communicate and coordinate with BPA management and subordinates	E2 Maintain records and reports	E3 Administer CPTC* contract * Columbia Power Trades Council	E4 Conduct annual personal property inventory	E5 Maintain tools, equipment and supplies	E6 Perform payroll, travel and overtime functions and authorization			

Critical Work Functions	Key Activities								
F. Coordinate Construction Projects	<i>F1</i> <i>Recommend capital improvement projects</i>	<i>F2</i> <i>Facilitate release to operations process</i>	<i>F3</i> <i>Organize pre-and-post construction meetings</i>	<i>F4</i> <i>Review PRD and provide feedback</i>	<i>F5</i> <i>Coordinate return to construction status / release from need of a clearance</i>				
G. Support Non-Electrical Plant Functions	<i>G1</i> <i>Manage service contracts</i>	<i>G2</i> <i>Report non-electrical plant deficiencies</i>	G3. <i>Oversee caretaking duties</i>						
H. Maintain an Environmentally-Conscious Work Place	<i>H1</i> <i>Conduct environmental inspections</i>	<i>H2.</i> <i>Monitor and review SPCC plans and equipment</i>	<i>H3.</i> <i>Inventory hazardous materials and equipment</i>						

Job: Chief Substation Operator III
Critical Work Function: A. Supervise and Support District Operations

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p>A1. <i>Oversee substation management</i></p>	<ul style="list-style-type: none"> • Inspections are conducted in a complete and timely manner, in accordance with agency policies. • Substation is secured in accordance with OB22 (Operating Bulletin 22). • Security procedures are being followed. • Station conditions are being properly monitored, (such as mimic bus, line loading, bus voltage levels, alarms) • Switching and clearance procedures are being followed. • Log book is accurate, complete and up to date. • Housekeeping and facility maintenance are up-to-date and complete. 	<ul style="list-style-type: none"> • Knowledge of substation inspection procedures and policies. • Knowledge of substation security procedures. • Knowledge of switching and clearance procedures. • Knowledge of requirements for log book. • Knowledge of requirements for housekeeping and facility maintenance. • Knowledge of substation and transmission equipment. • Knowledge of the specific procedures required for the different Homeland Security levels. • Knowledge of operating bulletins, work standards and the APM (Accident Prevention Manual). • Knowledge of other crafts' work practices and procedures. 	<ul style="list-style-type: none"> • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors. • Pays attention to details, demonstrates initiative, monitors performance standards and follow up on assigned tasks. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates and evaluates alternative solutions. • Monitors system performance, analyzes system operation, distinguishes trends in performance and diagnoses performance deviations. • Analyzes possible causes, generates and evaluates solutions and devises and implements plan of action. • Effectively manages time; prepares and organizes multiple schedules and manages timelines. • Establishes rapport with company-workers and customers; modifies behavior to environment; shows understanding for others and encourages cooperation and negotiation.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<i>A2. Supervise & support representation of BPA to third parties</i>	<ul style="list-style-type: none"> • Information is accurately given and received, is appropriate to the situation and is timely. • Questions are answered in a courteous and respectful manner. • Internal and external customer issues are accurately and thoroughly discussed and solutions are defined. • Communication is concise and performed without discrimination. • Proper terminology is used to communicate with internal organizations and personnel such as Engineering, Information Technology, Biologists, and Contractors. • Proper messages are delivered to external organizations such as Tribes, state and federal agencies, irrigation districts, and insurance companies. • Organizations are referred to the public relations department when appropriate. • Orientations to emergency personnel and customers are planned, scheduled and conducted in a complete and timely manner. 	<ul style="list-style-type: none"> • Knowledge of BPA transmission system. • Knowledge of customers' systems, safety and operating procedures and organizational structure. • Knowledge of agency policies regarding required and allowable communications. • Ability to identify and report internal and external customer issues. • Knowledge of industry and customer terminology. • Knowledge of BPA department roles and responsibilities. 	<ul style="list-style-type: none"> • Actively participates in discussion; presents complex ideas and information and analyzes group and individual response. • Interprets, clarifies and influences communication and compares multiple viewpoints. • Analyzes and responds to customer needs; obtains additional resources to meet customer needs; makes exceptional effort on behalf of customer. • Analyzes implications of decisions, recommends ethical course of action and responsibly challenges unethical practices and decisions. • Establishes rapport with company-workers and customers; modifies behavior to environment; shows understanding for others and encourages cooperation and negotiation. • Moderates discussion, interprets complaints and concerns, analyzes group dynamics, detects underlying issues and summarizes both sides of issues.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p>A3. <i>Enforce, inspect, and investigate security measures</i></p>	<ul style="list-style-type: none"> • When there are violations a police case number is obtained. • Evidence is gathered in a thorough and timely manner, including photographs/video. • When losses or damage are discovered, a thorough inventory is taken and accurate replacement estimates are obtained. • Reports are distributed to appropriate departments and personnel in a timely manner. • Reports comply with required content and format. • Files on incidents are maintained in accordance with OB9. • Essential operations safety equipment is replaced immediately. 	<ul style="list-style-type: none"> • Knowledge of protocols for obtaining a police case number. • Knowledge of evidence required for violations and intrusions. • Knowledge of inventory and cost estimating procedures. • Knowledge of reporting policies and procedures. • Knowledge of policies and procedures regarding file retention and security. • Knowledge of purchasing procedures for safety equipment. • Knowledge of internal and external security contacts. 	<ul style="list-style-type: none"> • Analyzes possible causes, generates and evaluates solutions and devises and implements plan of action. • Analyzes implications of decisions, recommends ethical course of action and responsibly challenges unethical practices and decisions. • Summarizes, integrates and analyzes information. • Evaluates performance of technology; analyzes failures. • Demonstrates creative thinking process while problem solving; develops creative solutions and applies them to new situations.
<p>A4. <i>Ensure accuracy of Substation Operating Manuals and blueprints</i></p>	<ul style="list-style-type: none"> • Station instructions are accurate and up to date. • Blueprints are up to date and filed accurately. • System equipment records are accurate and up to date. • Blueprint index is current. • Information is provided for updating of dispatch jurisdictional diagrams. • Dispatch jurisdictional diagrams are monitored for accuracy. 	<ul style="list-style-type: none"> • Knowledge of substation instruction requirements. • Knowledge of operating bulletins and work standards. • Knowledge of blueprint symbols. • Knowledge of blueprint index and updating procedures. • Knowledge of power system equipment. 	<ul style="list-style-type: none"> • Pays attention to details, demonstrates initiative, monitors performance standards and follow up on assigned tasks. • Predicts outcomes, integrates multiple items of data, contrasts conflicting data, and researches additional information sources. • Summarizes, integrates and analyzes information. • Interprets and applies new knowledge and experience, analyzes application of learning tools and investigates new learning techniques.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p>A5. <i>Conduct crew meetings</i></p>	<ul style="list-style-type: none"> • The majority of the crew is in attendance. • Information is accurately given and received, is relevant and is timely. • Questions are answered in a courteous and respectful manner. • Issues are thoroughly discussed and solutions are defined. • Communication is concise and performed without discrimination. • Proper terminology is used. • Meeting starts and ends on time. • All agenda items are covered in a timely manner. • Participation of all is encouraged in an effective manner. • Acknowledgements and recognition are provided to individuals as appropriate. 	<ul style="list-style-type: none"> • Knowledge of BPA terminology. • Knowledge of the power transmission system and equipment. • Knowledge of the roles and responsibilities of agency personnel, work groups and departments. 	<ul style="list-style-type: none"> • Utilizes previous training and experience to predict outcomes; visually analyzes relationship between parts/whole and process/procedure, interprets charts and graphs and generates operation plan. • Summarizes, integrates and analyzes information. • Predicts outcomes, integrates multiple items of data, contrasts conflicting data, and researches additional information sources. • Interprets, clarifies and influences communication and compares multiple viewpoints. • Actively participates in discussion; presents complex ideas and information and analyzes group and individual response. • Understands operation/interaction; manipulates technology for desired result; analyzes technology output; examines task/technology relationship.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>A7.</i> <i>Participate in meetings and problem solving groups</i></p>	<ul style="list-style-type: none"> • Meetings are attended with active participation and advance preparation. • Information is accurately given and received. • Questions are answered in a courteous and respectful manner. • Issues are accurately and thoroughly discussed and solutions are defined. • Communication is respectfully performed without discrimination. • Communication is clear, relevant and concise. 	<ul style="list-style-type: none"> • Knowledge of BPA terminology. • Knowledge of the power transmission system and equipment. • Knowledge of the roles and responsibilities of agency personnel, work groups and departments. 	<ul style="list-style-type: none"> • Actively participates in discussion; presents complex ideas and information and analyzes group and individual response. • Interprets, clarifies and influences communication and compares multiple viewpoints. • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors. • Effectively manages time; prepares and organizes multiple schedules and manages timelines. • Recognizes the value of diversity and responsibly challenges discriminatory practices and procedures. • Conducts task-specific training, coaches others to apply related concepts, provides constructive feedback and develops appropriate training procedures.

Job: Chief Substation Operator III
Critical Work Function: B. Supervise Operators and Apprentices

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>B1.</i> <i>Identify skill gaps</i></p>	<ul style="list-style-type: none"> • Skill gaps are relevant to the individual’s job performance and career development. • Skill gaps are communicated to the individual in an effective and timely manner. • Skill gaps are identified based on observation of the individual’s work. • Remediation is planned and discussed with the individual. • When appropriate, attendance at training (OTC (Operations Training Center)) is required. • When appropriate, PIPs (Performance Improvement Plan) are put in place. • Reports of skill gaps from other workers are appropriately investigated. 	<ul style="list-style-type: none"> • Knowledge of job standards for operators and apprentices. • Knowledge of training and HR resources available for bridging skill gaps. • Knowledge of roles and responsibilities for operators and apprentices. • Knowledge of transmission system and equipment. • Knowledge of support services for managing employees. • Knowledge of operating bulletins, work standards and the APM. • Ability to access MAS (Management Assistance Services). • Knowledge of procedures for implementing PIPs. • Ability to observe and evaluate job skill performance. 	<ul style="list-style-type: none"> • Conducts task-specific training, coaches others to apply related concepts, provides constructive feedback and develops appropriate training procedures. • Predicts outcomes, integrates multiple items of data, contrasts conflicting data, and researches additional information sources. • Works to improve team skills, encourages team members, assumes responsibility for accomplishing team goals, understands strengths/limitations and resolves conflicts. • Analyzes work assignments, assesses individual knowledge and skills, determines workload, monitors performance and proposes hiring/staffing adjustments. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates and evaluates alternative solutions.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p>B2. <i>Provide training and ensure mandatory training</i></p>	<ul style="list-style-type: none"> • Training is accurately given and received, is relevant and is timely. • Questions are answered in a courteous and respectful manner. • Communication is concise and appropriate. • Proper terminology is used. • Training starts and ends on time. • Participation of all is encouraged in an effective manner. • Mandatory trainings are attended by all subordinates as required. • Appropriate training personnel are scheduled to conduct trainings. • Other crafts are invited to attend trainings appropriate to their job performance and career development. • Appropriate OJT (on-the-job) opportunities are identified and communicated to journeymen and apprentices. • Training has defined objectives which are based on job tasks. • The effectiveness of training is measured by improved performance. 	<ul style="list-style-type: none"> • Knowledge of available training and training resources. • Knowledge of mandatory training. • Knowledge of BPA terminology. • Knowledge of trainer scheduling process. • Ability to identify OJT training opportunities. • Ability to identify technical training objectives. • Knowledge of training evaluation procedures. 	<ul style="list-style-type: none"> • Conducts task-specific training, coaches others to apply related concepts, provides constructive feedback and develops appropriate training procedures. • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors. • Actively participates in discussion; presents complex ideas and information and analyzes group and individual response. • Summarizes and translates mathematical data and manipulates formulas. • Pays attention to details, demonstrates initiative, monitors performance standards and follow up on assigned tasks.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>B3.</i> <i>Assign personnel</i></p>	<ul style="list-style-type: none"> • Individual skill sets and competences are matched to the requirements of the job. • Call out lists are updated and distributed to appropriate personnel. • Assignments are made so as to increase familiarity with substations in district. • Availability of manpower is ensured when scheduling outages. • When manpower shortages are encountered procedures are followed to obtain personnel from other districts. • Availability of personnel is ensured for emergency situations. 	<ul style="list-style-type: none"> • Knowledge of contents of CPTC Columbia Power Trades Council) contract. • Knowledge of manpower requirements for scheduling outages. • Knowledge of process to coordinate with other districts to obtain personnel. • Knowledge of manpower requirements for emergency situations. • Knowledge of skills required for all jobs and ability to observe and assess job skill performance. 	<ul style="list-style-type: none"> • Analyzes work assignments, assesses individual knowledge and skills, determines workload, monitors performance and proposes hiring/staffing adjustments. • Recognizes the value of diversity and responsibly challenges discriminatory practices and procedures. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates and evaluates alternative solutions. • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors. • Analyzes possible causes, generates and evaluates solutions and devises and implements plan of action. • Demonstrates creative thinking process while problem solving; develops creative solutions and applies them to new situations.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p>B4. Enforce EEO/HFWP* compliance <i>* Equal Employment Opportunity / Harassment Free Work Place</i></p>	<ul style="list-style-type: none"> • EEO laws and regulations are posted, supported and followed. • HFWP mandatory training is attended by all personnel. • Complaints are followed up and appropriate action is taken in a timely manner in accordance with agency regulations. • Recruiting includes efforts to increase diversity. • Stated agency goals for EEO/HFWP are actively promoted. 	<ul style="list-style-type: none"> • Knowledge of HR procedures, resources and personnel. • Knowledge of EEO laws and regulations and HFWP policies. • Knowledge of EEO/HFWP complaint follow-up procedures. • Knowledge of recruiting techniques. • Knowledge of agency goals for EEO/HFWP. 	<ul style="list-style-type: none"> • Recognizes the value of diversity and responsibly challenges discriminatory practices and procedures. • Interprets, clarifies and influences communication and compares multiple viewpoints. • Predicts outcomes, integrates multiple items of data, contrasts conflicting data, and researches additional information sources. • Summarizes, integrates and analyzes information. • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors. • Analyzes possible causes, generates and evaluates solutions and devises and implements plan of action. • Establishes rapport with company-workers and customers; modifies behavior to environment; shows understanding for others and encourages cooperation and negotiation.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p>B5. <i>Review subordinates' performance</i></p>	<ul style="list-style-type: none"> • Performance reviews are completed in a thorough and timely manner. • Performance reviews are properly submitted. • Records are kept in accordance with agency policies and procedures. • Performance review is discussed with individuals in a courteous and respectful manner. • Deficiencies are addressed in an effective manner. • PIPs (Performance Improvement Plans) are put in place in a timely manner when appropriate. • Successes are recognized and rewarded. • Monthly apprentice Skill Development Report is submitted in a timely manner and is complete and accurate. 	<ul style="list-style-type: none"> • Knowledge of performance review policies and procedures. • Knowledge of procedures for implementing PIPs. • Ability to observe and assess job skill performance. • Knowledge of monthly apprentice Skill Development Report. • Knowledge of all resources available in BPA's recognition program • Knowledge of disciplinary process. 	<ul style="list-style-type: none"> • Analyzes work assignments, assesses individual knowledge and skills, determines workload, monitors performance and proposes hiring/staffing adjustments. • Establishes rapport with company-workers and customers; modifies behavior to environment; shows understanding for others and encourages cooperation and negotiation. • Pays attention to details, demonstrates initiative, monitors performance standards and follow up on assigned tasks. • Defends own viewpoints, accepts responsibility for own behavior, understands own impact on others and demonstrates self confidence, self reliance, and self discipline. • Sets well defined goals, applies self management skills and appropriate modifies goals. • Conducts task-specific training, coaches others to apply related concepts, provides constructive feedback and develops appropriate training procedures.

Job: Chief Substation Operator III
Critical Work Function: C. Coordinate Outage Scheduling

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p>C1. Perform long range planning</p> <p><i>*Long Range planning = over 45 Days</i></p>	<ul style="list-style-type: none"> • Knowledge of system, equipment and district facilities is kept up to date. • Crafts are consulted regarding their intended availability, appropriately and in a timely manner. • Internal and external requests are reviewed and revised, and are submitted in an appropriate time frame. • Outages are consolidated whenever possible to minimize outage duration and frequency. • Overtime is minimized. • Customers are informed and consulted as appropriate to minimize negative impact. • Accurate input is provided to the long range planning process in a timely manner. • Coordination and communication with outage office is maintained in a timely manner. • Seasonal loading and system constraints are factored into outage requests in support of grid reliability. • Impacts (such as AGC Automatic Generation Control or RAS –Remedial Action schemes) from communication path outages are communicated to dispatch effectively and in a timely manner. 	<ul style="list-style-type: none"> • Knowledge of COMPASS (Coordinated Outage Management, Planning, And Scheduling System) scheduling system. • Knowledge of system equipment and district facilities. • Knowledge of other crafts’ work practices and procedures. • Knowledge of outage request formats and procedures. • Knowledge of outage consolidation procedures. • Knowledge of customers’ systems, safety and operating procedures and organizational structure. • Knowledge of the long range outage planning process. • Knowledge of the roles and concerns of the outage office. • Knowledge of seasonal loading and system constraints. • Knowledge of effects on transmission grid reliability. • Knowledge of impact of communication path outages. • Knowledge of OB19. 	<ul style="list-style-type: none"> • Summarizes, integrates and analyzes information. • Demonstrates creative thinking process while problem solving; develops creative solutions and applies them to new situations. • Analyzes and responds to customer needs; obtains additional resources to meet customer needs; makes exceptional effort on behalf of customer. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates and evaluates alternative solutions. • Summarizes and translates mathematical data and manipulates formulas. • Determines system components to modify and improve; examines proposed modifications, improvements; analyzes goals and constraints.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>C2.</i> <i>Perform District/Region-wide outage coordination</i></p>	<ul style="list-style-type: none"> • Knowledge of system, equipment and district facilities is kept up to date. • Crafts are consulted regarding their intended availability, appropriately and in a timely manner. • Craft input is taken into account and requested outages are submitted in an appropriate manner. • Outages are consolidated whenever possible to minimize outage duration and frequency. • Requests are reviewed and revised, and are submitted in an appropriate time frame. • Availability of operations manpower is checked and coordinated. • Operators are oriented to and familiar with the substation. • Overtime is minimized. • Customers are informed and consulted as appropriate to minimize negative impact. • Impacts (such as AGC Automatic Generation Control or RAS –Remedial Action schemes) from communication path outages are communicated to dispatch effectively and in a timely manner. 	<ul style="list-style-type: none"> • Knowledge of COMPASS (Coordinated Outage Management, Planning, And Scheduling System) scheduling system. • Knowledge of system equipment and district facilities. • Knowledge of other crafts' work practices and procedures. • Knowledge of outage request formats and procedures. • Knowledge of long range outage consolidation procedures. • Knowledge of customers' systems, safety and operating procedures and organizational structure. • Knowledge of the long range outage planning process. • Knowledge of the roles and needs of the outage office. • Knowledge of seasonal loading and system constraints. • Knowledge of effects on transmission grid reliability. • Knowledge of impact of communication path outages. • Knowledge of manpower availability issues and remedies. 	<ul style="list-style-type: none"> • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates and evaluates alternative solutions. • Analyzes possible causes, generates and evaluates solutions and devises and implements plan of action. • Summarizes, integrates and analyzes information. • Understand the system organization and hierarchy, follows processes and procedures, and recognizes the organizational system strengths and weaknesses. • Moderates discussion, interprets complaints and concerns, analyzes group dynamics, detects underlying issues and summarizes both sides of issues. • Demonstrates creative thinking process while problem solving; develops creative solutions and applies them to new situations.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p>C3. <i>Supervise outage submittal</i></p>	<ul style="list-style-type: none"> • Authorization to submit is provided to adequately trained personnel. • Training is conducted to maintain competency of submitting and proposing personnel. • Outage requests are reviewed for accuracy and compliance with safety rules and standard operating procedures. • COMPASS (Coordinated Outage Management, Planning, And Scheduling System) equipment and line database is accurate and updated in a timely manner, and includes all appropriate switching notes. 	<ul style="list-style-type: none"> • Knowledge of COMPASS nomenclature, terminology and protocols. • Knowledge of editing and authorization process in COMPASS. • Ability to observe and assess job skill performance required to qualify for authorization to submit. • Knowledge of available trainings. • Knowledge of safety rules and standard operating procedures. • Knowledge of outage request procedures and formats. • Ability to analyze data in COMPASS equipment and line database. 	<ul style="list-style-type: none"> • Conducts task-specific training, coaches others to apply related concepts, provides constructive feedback and develops appropriate training procedures. • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors. • Effectively manages time; prepares and organizes multiple schedules and manages timelines. • Uses logic to draw conclusions, analyzes rules and principles and examines information for relevance and accuracy. • Moderates discussion, interprets complaints and concerns, analyzes group dynamics, detects underlying issues and summarizes both sides of issues. • Understands operation/interaction; manipulates technology for desired result; analyzes technology output; examines task/technology relationship. • Utilizes integrated software, utilizes networks and manipulates information.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
C4. <i>Coordinate outages with other entities</i>	<ul style="list-style-type: none"> • Other entities are informed and consulted as appropriate to minimize negative impact. • COMPASS (Coordinated Outage Management, Planning, and Scheduling System) is reviewed for opportunities to take advantage of customer-driven outages. • Needs of BPA customers, other utilities and power marketers are taken into account when scheduling outages. • Customer Account Executives and Customer Service Engineers are informed in an effective and timely manner. • Information is accurately given and received, is relevant and is timely. • Communication is concise and performed without discrimination. 	<ul style="list-style-type: none"> • Knowledge of customer systems and understanding of impacts of outages on their systems. • Knowledge of customer terminology and work practices. • Ability to analyze data in COMPASS equipment and line database. • Knowledge of needs of customers, other utilities and power marketers. • Knowledge of customers' systems, safety and operating procedures and organizational structure. 	<ul style="list-style-type: none"> • Analyzes and responds to customer needs; obtains additional resources to meet customer needs; makes exceptional effort on behalf of customer. • Moderates discussion, interprets complaints and concerns, analyzes group dynamics, detects underlying issues and summarizes both sides of issues. • Analyzes possible causes, generates and evaluates solutions and devises and implements plan of action. • Understand the system organization and hierarchy, follows processes and procedures, and recognizes the organizational system strengths and weaknesses. • Utilizes integrated software, utilizes networks and manipulates information.

Job: Chief Substation Operator III

Critical Work Function: D. Maintain a Safe Work Environment

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>D1.</i> <i>Provide safety training and participate in or chair safety meetings</i></p>	<ul style="list-style-type: none"> • Training includes safety policies and procedures pertinent to subordinates' jobs and reviews of near-misses and accidents. • Training is clear and concise and starts and ends on time. • Training builds on the organization's safety training. • Safety meeting agendas are prepared in advance and safety meeting protocols are followed. • Unsafe work practices are clearly communicated. • Participation of all is encouraged in an effective manner. • All communications in trainings and meetings are respectful. • Appropriate training personnel/guest speakers are scheduled. • Questions are answered in a courteous and respectful manner. • Other crafts are invited to attend trainings appropriate to their job performance and career development. • Training has defined objectives which are based on job tasks. • The effectiveness of training is measured by improved performance. 	<ul style="list-style-type: none"> • Knowledge of safety policies and procedures. • Knowledge of organization's safety training. • Knowledge of safe work practices. • Knowledge of other crafts' work practices and procedures. • Ability to identify safety training objectives. • Knowledge of training evaluation procedures. • Knowledge of the organizational safety goals and targets. • Knowledge of the safety organizational structure, roles and responsibilities. 	<ul style="list-style-type: none"> • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors. • Actively participates in discussion; presents complex ideas and information and analyzes group and individual response. • Summarizes, integrates and analyzes information. • Works to improve team skills, encourages team members, assumes responsibility for accomplishing team goals, understands strengths/limitations and resolves conflicts. • Utilizes integrated software, utilizes networks and manipulates information. • Conducts task-specific training, coaches others to apply related concepts, provides constructive feedback and develops appropriate training procedures.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>D2.</i> <i>Conduct safety inspections</i></p>	<ul style="list-style-type: none"> • Potential hazards are correctly identified. • Inspection findings are accurately documented and tracked. • Corrective actions for safety deficiencies are taken. • Routine tests / inspections are conducted on all safety equipment. • Inspections meet all applicable laws and regulations. • Inspections are thorough and are conducted on a regular basis. • Safety concerns are communicated to appropriate personnel effectively and in a timely manner. • Inspections include security equipment. • Protocols are followed for OSHA (Occupational Safety and Health Administration) inspections. 	<ul style="list-style-type: none"> • Knowledge of BPA procedures in the event of OSHA inspections. • Knowledge of security issues, challenges, and equipment. • Knowledge of potential hazards and how to recognize them. • Knowledge of logging and tracking procedures. • Ability to perform routine tests on safety equipment. • Knowledge of corrective actions for safety deficiencies. 	<ul style="list-style-type: none"> • Utilizes previous training and experience to predict outcomes; visually analyzes relationship between parts/whole and process/procedure, interprets charts and graphs and generates operation plan. • Monitors system performance, analyzes system operation, distinguishes trends in performance and diagnoses performance deviations. • Records information accurately, creates original documents; summarizes and synthesizes information. • Interprets and converts numerical data and predicts arithmetic results. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates and evaluates alternative solutions. • Predicts outcomes, integrates multiple items of data, contrasts conflicting data, and researches additional information sources. • Pays attention to details, demonstrates initiative, monitors performance standards and follow up on assigned tasks.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>D3.</i> <i>Document inspection results and regulatory compliance</i></p>	<ul style="list-style-type: none"> • Documentation is performed according to agency policies and procedures. • Reports and appropriate records are input into database, filed and distributed to correct parties. • Reports and log books are accurate, legible and completed in a timely manner. • Documentation is relevant, understandable and accurate. • Correct terminology and abbreviations are used. • Log book is reviewed to keep current on substation conditions. • Station conditions are accurately recorded. • PDA (personal digital assistant) proficiency is maintained. 	<ul style="list-style-type: none"> • Knowledge of power utility industry terminology, abbreviations and acronyms. • Knowledge of agency procedures and documentation protocols. • Knowledge of the pertinent items to log with respect to station conditions. • Knowledge of required documentation for each compliance requirement. • Ability to use PDA. 	<ul style="list-style-type: none"> • Pays attention to details, demonstrates initiative, monitors performance standards and follow up on assigned tasks. • Predicts outcomes, integrates multiple items of data, contrasts conflicting data, and researches additional information sources. • Interprets information and transfers information between formats. • Effectively manages time; prepares and organizes multiple schedules and manages timelines. • Summarizes, integrates and analyzes information. • Records information accurately, creates original documents; summarizes and synthesizes information.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>D4.</i> <i>Organize drills and response teams</i></p>	<ul style="list-style-type: none"> • Training and certification on relevant emergency, first aid and CPR (cardio-pulmonary resuscitation) procedures are complete and up to date. • Emergency response complies with regulatory policies and procedures. 	<ul style="list-style-type: none"> • Ability to use emergency equipment. • Knowledge of Safety standards and regulations (OSHA 1910.269 and WAC 296.45) and personal protective equipment. • Ability to obtain certifications. • Knowledge of emergency policies and procedures. • Ability to organize an effective drill. 	<ul style="list-style-type: none"> • Conducts task-specific training, coaches others to apply related concepts, provides constructive feedback and develops appropriate training procedures. • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors. • Follows set of instructions, qualifies and analyzes information, interprets and summarizes information and researches to gain information. • Demonstrates creative thinking process while problem solving; develops creative solutions and applies them to new situations. • Defends own viewpoints, accepts responsibility for own behavior, understands own impact on others and demonstrates self confidence, self reliance, and self discipline.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<i>D5. Direct emergency personnel</i>	<ul style="list-style-type: none"> • All equipment is properly isolated prior to emergency personnel entering the substation as appropriate. • Movements and actions of emergency personnel are monitored and controlled once they have entered an energized facility. • Annual training and orientation is conducted in an effective manner for local law enforcement and fire dept personnel. • Spill response plan (SPCC—Spill Prevention, Control and Countermeasure) is periodically reviewed and followed. • Emergency responses are executed in accordance with regulations. • EAP (Emergency Action Plan) is periodically reviewed and is executed in accordance with regulations. • Appropriate departments, agencies and personnel are notified in correct priority and in a timely manner. • Electrical Contact Protocol cards are up to date and used when appropriate. 	<ul style="list-style-type: none"> • Knowledge of spill response plan and ability to execute it. • Knowledge of agency regulations regarding emergencies. • Knowledge of EAP for substations. • Knowledge of communications protocols and industry terminology. • Ability to operate the emergency alarm equipment. • Knowledge of emergency phone numbers and address/locations within facilities. • Knowledge of Electrical Contact Protocol cards and procedures for using and maintaining them. 	<ul style="list-style-type: none"> • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates and evaluates alternative solutions. • Analyzes possible causes, generates and evaluates solutions and devises and implements plan of action. • Demonstrates creative thinking process while problem solving; develops creative solutions and applies them to new situations. • Analyzes work assignments, assesses individual knowledge and skills, determines workload, monitors performance and proposes hiring/staffing adjustments.
<i>D6. Ensure compliance with safety regulations</i>	<ul style="list-style-type: none"> • Safety laws and regulations are posted, supported and followed. • Mandatory safety training is attended by all personnel. • Deficiencies are followed up and appropriate action is taken in a timely manner in accordance with agency regulations. • Proper signs are posted in all locations in accordance with OB30. • Potential job hazards are accurately identified and clearly discussed prior to starting the job. 	<ul style="list-style-type: none"> • Ability to identify an unsafe condition. • Knowledge of safety laws and regulations. • Knowledge of the equipment, conditions and procedures for working safely in a substation. • Knowledge of procedures for taking corrective actions • Knowledge of operating bulletins and work standards. • Knowledge of mandatory training requirements. • Ability to perform job hazard analysis. 	<ul style="list-style-type: none"> • Follows set of instructions, qualifies and analyzes information, interprets and summarizes information and researches to gain information. • Predicts outcomes, integrates multiple items of data, contrasts conflicting data, and researches additional information sources. • Moderates discussion, interprets complaints and concerns, analyzes group dynamics, detects underlying issues and summarizes both sides of issues. • Interprets and applies new knowledge and experience, analyzes application of learning tools and investigates new learning techniques.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>D7.</i> <i>Identify and report unsafe conditions and take corrective action</i></p>	<ul style="list-style-type: none"> • Conditions that present a threat to health and safety are identified, reported, and documented promptly. • Corrective actions are identified, and documentation is completed once corrective actions are taken. • Appropriate parties are consulted about corrective actions. • Corrective actions are taken promptly according to agency procedures. • Follow-up procedures are conducted. 	<ul style="list-style-type: none"> • Ability to identify an unsafe condition. • Knowledge of corrective actions. • Knowledge of reporting procedures for unsafe conditions. • Knowledge of roles and responsibilities of personnel at BPA. • Knowledge of customer procedures and contact personnel. 	<ul style="list-style-type: none"> • Pays attention to details, demonstrates initiative, monitors performance standards and follow up on assigned tasks. • Defends own viewpoints, accepts responsibility for own behavior, understands own impact on others and demonstrates self confidence, self reliance, and self discipline. • Predicts outcomes, integrates multiple items of data, contrasts conflicting data, and researches additional information sources. • Uses logic to draw conclusions, analyzes rules and principles and examines information for relevance and accuracy. • Understand the system organization and hierarchy, follows processes and procedures, and recognizes the organizational system strengths and weaknesses. • Works to improve team skills, encourages team members, assumes responsibility for accomplishing team goals, understands strengths/limitations and resolves conflicts. • Analyzes implications of decisions, recommends ethical course of action and responsibly challenges unethical practices and decisions.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p>D8. <i>Ensure subordinates are equipped with safety tools</i></p>	<ul style="list-style-type: none"> • Subordinates know how to use safety publications (such as APM -- Accident Prevention Manual and Safety and Health Handbook). • Safety publications are reviewed with subordinates periodically. • MSDS are placed in accessible locations. • Hot line tools are maintained and tested as required. • PPE (personal protective equipment) is readily available to all personnel. • Equipment is supplied and training is provided in accordance with agency policies and procedures. 	<ul style="list-style-type: none"> • Ability to train subordinates in the use of safety publications. • Knowledge of MSDS (Material Safety Data Sheet). • Knowledge of hot line tool maintenance and testing. • Ability to provide PPE to personnel. • Knowledge of policies and procedures regarding safety equipment and associated training. 	<ul style="list-style-type: none"> • Understands technological requirements and results; analyzes task/technology relationship; proposes simple technological solutions. • Maintains inventory, monitors safe and efficient utilization of materials and identifies future material needs. • Performs routine recordkeeping, reconciles accounts and develop budget proposals. • Conducts task-specific training, coaches others to apply related concepts, provides constructive feedback and develops appropriate training procedures. • Analyzes possible causes, generates and evaluates solutions and devises and implements plan of action.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p>D9. <i>Perform testing and certification and control of entry</i></p>	<ul style="list-style-type: none"> • Training for the annual certification test is made available to all crafts. • Annual certification test is properly scheduled and administered and proctored in accordance with agency requirements. • Control of entry tests are administered as required for BPA personnel and contractors. • Test results are sent to appropriate personnel for recording in a timely manner. 	<ul style="list-style-type: none"> • Knowledge of all crafts' work practices and procedures. • Knowledge of procedures for scheduling and proctoring the annual certification test. • Knowledge of procedures for administering control of entry tests and conducting substation orientations. • Knowledge of procedures for submitting test results. 	<ul style="list-style-type: none"> • Analyzes implications of decisions, recommends ethical course of action and responsibly challenges unethical practices and decisions. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates and evaluates alternative solutions. • Conducts task-specific training, coaches others to apply related concepts, provides constructive feedback and develops appropriate training procedures. • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors. • Understand the system organization and hierarchy, follows processes and procedures, and recognizes the organizational system strengths and weaknesses.

Job: Chief Substation Operator III
Critical Work Function: E. Perform Administrative Duties

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>E1.</i> <i>Communicate and coordinate with BPA management and subordinates</i></p>	<ul style="list-style-type: none"> • Regional Manager is kept informed of events in the district. • BPA policies, goals and targets are clearly communicated and supported with subordinates. • Regional Managers are consulted on matters of personnel and budget. 	<ul style="list-style-type: none"> • Knowledge of BPA policies, goals and targets. • Ability to determine when and how to consult with Regional Manager. • Ability to manage a budget. 	<ul style="list-style-type: none"> • Follows set of instructions, qualifies and analyzes information, interprets and summarizes information and researches to gain information. • Records information accurately, creates original documents; summarizes and synthesizes information. • Interprets, clarifies and influences communication and compares multiple viewpoints. • Actively participates in discussion; presents complex ideas and information and analyzes group and individual response. • Understand the system organization and hierarchy, follows processes and procedures, and recognizes the organizational system strengths and weaknesses. • Establishes rapport with company-workers and customers; modifies behavior to environment; shows understanding for others and encourages cooperation and negotiation.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>E2.</i> <i>Maintain records and reports</i></p>	<ul style="list-style-type: none"> • Records and reports are accurate and are filed in proper locations. • Records and reports are submitted in a timely manner to appropriate personnel and departments. • Records and reports are kept up to date. • Records and reports are maintained in accordance with all applicable policies, laws and regulations. • Security and retention protocols are accurately followed. 	<ul style="list-style-type: none"> • Knowledge of reporting requirements for substations and districts. • Knowledge of policies, laws and regulations regarding records and reports. • Knowledge of security and retention protocols. 	<ul style="list-style-type: none"> • Records information accurately, creates original documents; summarizes and synthesizes information. • Interprets information and transfers information between formats. • Predicts outcomes, integrates multiple items of data, contrasts conflicting data, and researches additional information sources. • Follows set of instructions, qualifies and analyzes information, interprets and summarizes information and researches to gain information. • Utilizes integrated software, utilizes networks and manipulates information. • Performs routine recordkeeping, reconciles accounts and develop budget proposals.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>E3.</i> <i>Administer</i> <i>CPTC* contract</i></p> <p><i>* CPTC –</i> <i>Columbia Power</i> <i>Trades Council</i></p>	<ul style="list-style-type: none"> • Compliance with terms of the contract is ensured. • No intentional contract violations occur. • Disputes are settled on the first level whenever possible. • Work load is scheduled so as to minimize penalties. • File of memorandums of understanding and letters of clarification are maintained. 	<ul style="list-style-type: none"> • Detailed knowledge of CPTC contract. • Knowledge of dispute settlement processes. • Knowledge of workload scheduling procedures. • Knowledge of proper person to contact for resolution of disputes, concerns, and misunderstandings. 	<ul style="list-style-type: none"> • Interprets, clarifies and influences communication and compares multiple viewpoints. • Uses logic to draw conclusions, analyzes rules and principles and examines information for relevance and accuracy. • Moderates discussion, interprets complaints and concerns, analyzes group dynamics, detects underlying issues and summarizes both sides of issues. • Interprets and converts numerical data and predicts arithmetic results. • Analyzes implications of decisions, recommends ethical course of action and responsibly challenges unethical practices and decisions. • Summarizes, integrates and analyzes information. • Sets well defined goals, applies self management skills and appropriate modifies goals.
<p><i>E4.</i> <i>Conduct annual</i> <i>personal</i> <i>property</i> <i>inventory</i></p>	<ul style="list-style-type: none"> • All assigned equipment is successfully accounted for. • Inventory is conducted annually and in accordance with agency policies. • Inventory is submitted to appropriate personnel and departments in a timely manner. • Inventory is accurate and complete. 	<ul style="list-style-type: none"> • Knowledge of Sunflower software program for personal property inventory. • Knowledge of policies regarding annual personal property inventory. • Knowledge of inventory submittal procedures. • Ability to track equipment. 	<ul style="list-style-type: none"> • Interprets and converts numerical data and predicts arithmetic results. • Predicts outcomes, integrates multiple items of data, contrasts conflicting data, and researches additional information sources. • Maintains inventory, monitors safe and efficient utilization of materials and identifies future material needs. • Utilizes integrated software, utilizes networks and manipulates information.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>E5</i> <i>Maintain tools, equipment and supplies</i></p>	<ul style="list-style-type: none"> • Sufficient stocks of supplies are maintained. • Orders are placed in a timely manner. • Proper and accurate purchasing records are maintained. • Tools, equipment and supplies are kept in an orderly and accessible manner. • Maintenance is performed on tools and equipment as required. • Required forms and equipment are stocked in all vehicles. 	<ul style="list-style-type: none"> • Knowledge of tool and equipment maintenance procedures. • Knowledge of forms, supplies, tools and equipment required for effective operation. • Knowledge of purchasing policies and procedures. 	<ul style="list-style-type: none"> • Maintains inventory, monitors safe and efficient utilization of materials and identifies future material needs. • Performs routine recordkeeping, reconciles accounts and develop budget proposals. • Analyzes implications of decisions, recommends ethical course of action and responsibly challenges unethical practices and decisions. • Pays attention to details, demonstrates initiative, monitors performance standards and follow up on assigned tasks. • Interprets and converts numerical data and predicts arithmetic results.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>E6.</i> <i>Perform payroll, travel and overtime functions and authorization</i></p>	<ul style="list-style-type: none"> • Accuracy and timely submittal of timesheets is verified. • Accuracy of entries into BES (Business Enterprise System) is verified. • Capital work orders are appropriately and accurately charged. • Training is provided to subordinates regarding submittal of timesheets. • Travel expenses and authorization for travel are properly approved. 	<ul style="list-style-type: none"> • Knowledge of timesheet standards and ability to correct mistakes. • Knowledge of BES system and capital work order process. • Knowledge of payroll and expense authorization procedures. • Knowledge of reasonable time frames to travel to and perform jobs. 	<ul style="list-style-type: none"> • Analyzes implications of decisions, recommends ethical course of action and responsibly challenges unethical practices and decisions. • Follows set of instructions, qualifies and analyzes information, interprets and summarizes information and researches to gain information. • Records information accurately, creates original documents; summarizes and synthesizes information. • Summarizes and translates mathematical data and manipulates formulas. • Uses logic to draw conclusions, analyzes rules and principles and examines information for relevance and accuracy. • Understands operation/interaction; manipulates technology for desired result; analyzes technology output; examines task/technology relationship. • Sets well defined goals, applies self management skills and appropriate modifies goals. • Performs routine recordkeeping, reconciles accounts and develop budget proposals.

Job: Chief Substation Operator III
Critical Work Function: F. Coordinate Construction Projects

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>F1.</i> <i>Recommend capital improvement projects</i></p>	<ul style="list-style-type: none"> • Recommendations for capital improvements are made based on District and system needs. • Input into PAR (Project Authorization Request) is provided when required. • Recommendations are clear and relevant to the situation. • Recommendations are made in a timely and accurate manner to the correct parties. • Recommendations are made in writing or verbal suggestions are followed up in writing. • Recommendations take internal and external customer needs into account. 	<ul style="list-style-type: none"> • Knowledge of the transmission system. • Knowledge of district, stakeholder and customer needs. • Knowledge of PAR/capital improvement process. 	<ul style="list-style-type: none"> • Utilizes previous training and experience to predict outcomes; visually analyzes relationship between parts/whole and process/procedure, interprets charts and graphs and generates operation plan. • Uses logic to draw conclusions, analyzes rules and principles and examines information for relevance and accuracy. • Determines system components to modify and improve; examines proposed modifications, improvements; analyzes goals and constraints. • Summarizes, integrates and analyzes information. • Analyzes possible causes, generates and evaluates solutions and devises and implements plan of action. • Demonstrates creative thinking process while problem solving; develops creative solutions and applies them to new situations.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>F2.</i> <i>Facilitate release to operations process</i></p>	<ul style="list-style-type: none"> • Progress of construction process is accurately tracked. • Proper procedures are communicated to all parties involved. • Construction is monitored to ensure it complies with safety regulations. • All equipment is properly and completely tested. • Responsible person is selected for the release. • Station instructions are accurately updated and SERs (System Equipment Records) are created prior to release to operations. • Blueprints and technical manuals are received and properly filed. • Release to operations process is thoroughly followed. 	<ul style="list-style-type: none"> • Knowledge of release to operations processes and procedures. • Knowledge of construction process. • Knowledge of safety regulations. • Knowledge of equipment and equipment testing procedures and requirements. • Ability to observe and assess work skills, and knowledge of characteristics of responsible person. • Knowledge of station instructions and SERs and how to update and create them. • Knowledge of blueprints and technical manuals and their filing protocols. 	<ul style="list-style-type: none"> • Moderates discussion, interprets complaints and concerns, analyzes group dynamics, detects underlying issues and summarizes both sides of issues. • Works to improve team skills, encourages team members, assumes responsibility for accomplishing team goals, understands strengths/limitations and resolves conflicts. • Uses logic to draw conclusions, analyzes rules and principles and examines information for relevance and accuracy. • Records information accurately, creates original documents; summarizes and synthesizes information. • Interprets and applies new knowledge and experience, analyzes application of learning tools and investigates new learning techniques. • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>F3.</i> <i>Coordinate pre-and-post construction meetings</i></p>	<ul style="list-style-type: none"> • Coordination is followed up with Project Manager. • Pre and post construction meeting forms are circulated to other crafts. • The majority of the crews are in attendance. • Information is accurately given and received, is relevant and is timely. • Issues are thoroughly discussed and solutions are defined. • Communication is concise and respectful. • Proper terminology is used. • Meeting starts and ends on time. • All agenda items are covered in a timely manner. • Participation of all is encouraged in an effective manner. • Outages are properly scheduled. 	<ul style="list-style-type: none"> • Knowledge of procedures to coordinate with Project Manager. • Knowledge of pre and post construction meeting forms. • Knowledge of construction issues. • Knowledge of other crafts' work practices and procedures. • Knowledge of district facilities and transmission system. • Knowledge of the use of COMPASS (Coordinated Outage Management, Planning, and Scheduling System). 	<ul style="list-style-type: none"> • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors. • Analyzes and responds to customer needs; obtains additional resources to meet customer needs; makes exceptional effort on behalf of customer. • Conducts task-specific training, coaches others to apply related concepts, provides constructive feedback and develops appropriate training procedures. • Summarizes, integrates and analyzes information. • Works to improve team skills, encourages team members, assumes responsibility for accomplishing team goals, understands strengths/limitations and resolves conflicts. • Establishes rapport with company-workers and customers; modifies behavior to environment; shows understanding for others and encourages cooperation and negotiation. • Analyzes work assignments, assesses individual knowledge and skills, determines workload, monitors performance and proposes hiring/staffing adjustments.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>F4.</i> <i>Review PRD (Project Requirements Diagram) and provide feedback</i></p>	<ul style="list-style-type: none"> • PRD is analyzed to ensure functionality of the project. • Feedback is clear and relevant. • Feedback is made in a timely and accurate manner to the correct parties. • Feedback is provided in writing or verbal suggestions are followed up in writing. 	<ul style="list-style-type: none"> • Knowledge of PRD. • Knowledge of transmission system and equipment. 	<ul style="list-style-type: none"> • Follows set of instructions, qualifies and analyzes information, interprets and summarizes information and researches to gain information. • Summarizes, integrates and analyzes information. • Uses logic to draw conclusions, analyzes rules and principles and examines information for relevance and accuracy. • Utilizes previous training and experience to predict outcomes; visually analyzes relationship between parts/whole and process/procedure, interprets charts and graphs and generates operation plan. • Records information accurately, creates original documents; summarizes and synthesizes information. • Determines system components to modify and improve; examines proposed modifications, improvements; analyzes goals and constraints.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>F5.</i> <i>Coordinate return to construction status / release from need of a clearance</i></p>	<ul style="list-style-type: none"> • Outage is scheduled to separate equipment from the power system in accordance with BPA Work Standard (such as Section III-68). • Authorization request for return to construction status is reviewed and forwarded to Dispatch Manager. • Separation from power system is verified. • Signed authorization request is properly posted in the appropriate locations. • Crews are tracked to ensure that facility is not energized before work is complete. • Appropriate personnel are contacted to test the equipment. • Equipment is tested prior to restoration to service. 	<ul style="list-style-type: none"> • Knowledge of outage scheduling policies and procedures. • Knowledge of authorization request requirements and procedures for fulfilling them. • Knowledge of separation from power system verification procedures. • Knowledge of authorization posting locations. • Knowledge of other crafts' work practices and procedures, and how to track crews. • Knowledge of equipment testing procedures and personnel. 	<ul style="list-style-type: none"> • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors. • Pays attention to details, demonstrates initiative, monitors performance standards and follow up on assigned tasks. • Interprets, clarifies and influences communication and compares multiple viewpoints. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates and evaluates alternative solutions. • Summarizes, integrates and analyzes information. • Predicts outcomes, integrates multiple items of data, contrasts conflicting data, and researches additional information sources. • Works to improve team skills, encourages team members, assumes responsibility for accomplishing team goals, understands strengths/limitations and resolves conflicts.

Job: Chief Substation Operator III

Critical Work Function: G. Support Non-Electrical Plant Functions

KEY ACTIVITY	<i>Performance Indicators</i> How do we know when the task is performed well?	<i>Technical Knowledge</i> Skills, Abilities, Tools	<i>Employability Skills</i> SCANS Skills and Foundational Abilities
<p>G1. <i>Manage service contracts</i></p>	<ul style="list-style-type: none"> • Contracts are reviewed prior to issuance. • Service is monitored to ensure that contract is fulfill/ed. • Contract fulfillment is reported to Contracting Officer in a clear and timely manner. • Accurate bids are obtained when requested. • COTR (Contracting Officer's Technical Representative) training is completed on an annual basis. 	<ul style="list-style-type: none"> • Knowledge of contracting procedures and contents. • Knowledge of methods to contact Contracting Officer. • Knowledge of proper performance of services. • Knowledge of bid process. • Knowledge of COTR roles and responsibilities. 	<ul style="list-style-type: none"> • Analyzes implications of decisions, recommends ethical course of action and responsibly challenges unethical practices and decisions. • Interprets and applies new knowledge and experience, analyzes application of learning tools and investigates new learning techniques. • Follows set of instructions, qualifies and analyzes information, interprets and summarizes information and researches to gain information. • Demonstrates creative thinking process while problem solving; develops creative solutions and applies them to new situations. • Performs routine recordkeeping, reconciles accounts and develop budget proposals. • Maintains inventory, monitors safe and efficient utilization of materials and identifies future material needs.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>G2.</i> <i>Report non-electrical plant deficiencies</i></p>	<ul style="list-style-type: none"> • Maintenance concerns are communicated to appropriate personnel effectively and in a timely manner. • Required maintenance actions are correctly identified. 	<ul style="list-style-type: none"> • Knowledge of non-electric plant maintenance requirements. • Knowledge of non-electric plant maintenance procedures. 	<ul style="list-style-type: none"> • Predicts outcomes, integrates multiple items of data, contrasts conflicting data, and researches additional information sources. • Evaluates performance of technology; analyzes failures. • Understand the system organization and hierarchy, follows processes and procedures, and recognizes the organizational system strengths and weaknesses. • Analyzes work assignments, assesses individual knowledge and skills, determines workload, monitors performance and proposes hiring/staffing adjustments. • Summarizes, integrates and analyzes information. • Performs routine recordkeeping, reconciles accounts and develop budget proposals. • Analyzes possible causes, generates and evaluates solutions and devises and implements plan of action.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p>G3. <i>Oversee caretaking duties</i></p>	<ul style="list-style-type: none"> • Janitorial, landscaping, yard maintenance and herbicide functions are monitored for effectiveness. • Communications regarding deficiencies are conducted in a clear and timely manner. • Housekeeping is monitored to ensure a clean and productive workplace. 	<ul style="list-style-type: none"> • Knowledge of janitorial, landscaping, yard maintenance and herbicide requirements for non electrical plant facilities. • Ability to identify caretaking and housekeeping deficiencies. 	<ul style="list-style-type: none"> • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors. • Analyzes work assignments, assesses individual knowledge and skills, determines workload, monitors performance and proposes hiring/staffing adjustments. • Performs routine recordkeeping, reconciles accounts and develop budget proposals. • Pays attention to details, demonstrates initiative, monitors performance standards and follow up on assigned tasks. • Maintains inventory, monitors safe and efficient utilization of materials and identifies future material needs.

Job: Chief Substation Operator III

Critical Work Function: H. Maintain an Environmentally-Conscious Work Place

KEY ACTIVITY	<i>Performance Indicators</i> How do we know when the task is performed well?	<i>Technical Knowledge</i> Skills, Abilities, Tools	<i>Employability Skills</i> SCANS Skills and Foundational Abilities
<p><i>H1.</i> <i>Conduct environmental inspections</i></p>	<ul style="list-style-type: none"> • Potential adverse conditions are correctly identified. • Inspection findings are accurately documented and tracked. • Corrective actions for adverse conditions are taken. • Routine tests / inspections are conducted on all equipment. • Inspections meet all applicable laws and regulations. • Inspections are thorough and are conducted on a regular basis. • Environmental concerns are communicated to appropriate personnel effectively and in a timely manner. • Required licenses and inspection certificates are properly posted. 	<ul style="list-style-type: none"> • Knowledge of monitoring devices such as CEMs (continuous emission monitoring), and how to read them. • Knowledge of environmental emissions requirements, inspection procedures and reporting protocols. • Knowledge of all applicable environmental and safety laws and regulations. • Knowledge of adverse conditions and corrective actions. • Knowledge of inspection procedures and documentation requirements. • Knowledge of equipment and transmission system. • Knowledge of equipment tests and inspections. • Knowledge of required licenses and inspection certificate. 	<ul style="list-style-type: none"> • Predicts outcomes, integrates multiple items of data, contrasts conflicting data, and researches additional information sources. • Establishes rapport with company-workers and customers; modifies behavior to environment; shows understanding for others and encourages cooperation and negotiation. • Pays attention to details, demonstrates initiative, monitors performance standards and follow up on assigned tasks. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates and evaluates alternative solutions. • Monitors system performance, analyzes system operation, distinguishes trends in performance and diagnoses performance deviations.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>H2.</i> <i>Monitor and review SPCC* plans and equipment</i></p> <p><i>* Spill Prevention, Containment, and Counter Measures</i></p>	<ul style="list-style-type: none"> • SPCC plans are up to date. • Equipment is properly tagged for PCB content. • Spill remediation supplies and kits are inspected and maintained. 	<ul style="list-style-type: none"> • Knowledge of SPCC plans and requirements. • Knowledge of equipment tagging. • Knowledge of contents of spill remediation supplies and kits. 	<ul style="list-style-type: none"> • Records information accurately, creates original documents; summarizes and synthesizes information. • Predicts outcomes, integrates multiple items of data, contrasts conflicting data, and researches additional information sources. • Maintains inventory, monitors safe and efficient utilization of materials and identifies future material needs. • Monitors system performance, analyzes system operation, distinguishes trends in performance and diagnoses performance deviations. • Understand the system organization and hierarchy, follows processes and procedures, and recognizes the organizational system strengths and weaknesses.

KEY ACTIVITY	Performance Indicators How do we know when the task is performed well?	Technical Knowledge Skills, Abilities, Tools	Employability Skills SCANS Skills and Foundational Abilities
<p><i>H3.</i> <i>Inventory hazardous materials and equipment</i></p>	<ul style="list-style-type: none"> • Inventory is completed in accordance with SARA Title III (Superfund Amendment and Reauthorization Act) / EPCRA (Emergency Preparedness and Community Right to Know Act). • Inventory is performed annually. • All crafts are consulted in the inventory process. • Communications with appropriate personnel are clear, effective and timely. • Inventory report is completed and submitted in accordance with state Fire Marshall requirements. 	<ul style="list-style-type: none"> • Knowledge of hazardous materials and equipment inventory procedures. • Knowledge of SARA Title III and EPCRA. • Knowledge of other crafts' work practices and procedures. • Knowledge of roles and responsibilities of BPA personnel. • Knowledge of inventory report requirements and procedures. 	<ul style="list-style-type: none"> • Pays attention to details, demonstrates initiative, monitors performance standards and follow up on assigned tasks. • Analyzes implications of decisions, recommends ethical course of action and responsibly challenges unethical practices and decisions. • Predicts outcomes, integrates multiple items of data, contrasts conflicting data, and researches additional information sources. • Summarizes, integrates and analyzes information. • Establishes rapport with company-workers and customers; modifies behavior to environment; shows understanding for others and encourages cooperation and negotiation. • Interprets, clarifies and influences communication and compares multiple viewpoints.