

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



LINEMAN FOREMAN III
SKILL STANDARDS

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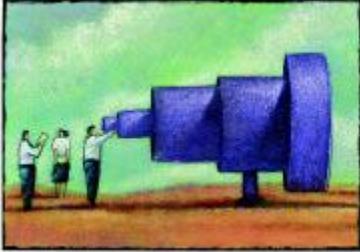
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Introduction



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

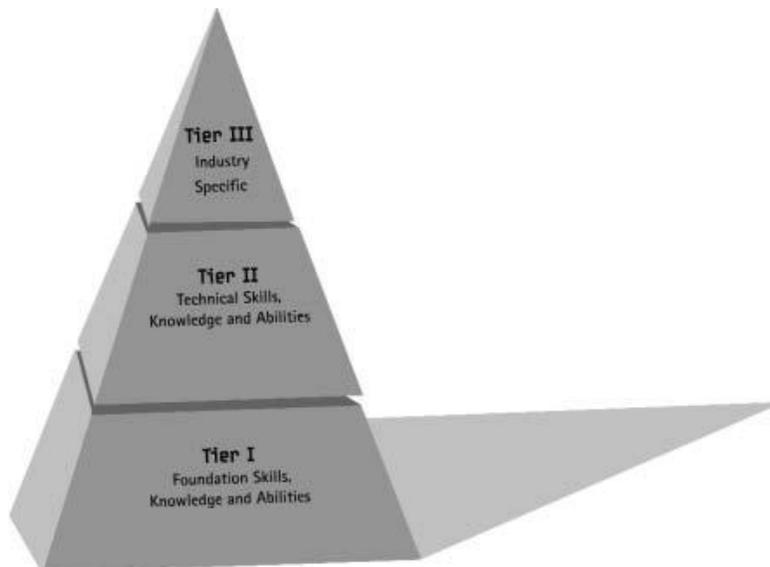
Tier I represents the broadest level of competencies, and is the set of employability (SCANS) skills, knowledge, abilities, and personal qualities required of all workers to be successful in today's workplace. These are the universal skills that are needed to apply technical knowledge and tools effectively.

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 approaches/applications • 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/introduces • Considers risks/implications • Completes multiple steps/tasks	Level IV □ • Generates alternative solutions • Evaluates alternative solutions • Formulates plan of action	Level V □ • Judges consistency/feasibility • Justifies justification/rationale • Sets decision making parameters
Recognizes and solves problems	Level I □ • Identifies the problem	Level II □ • Understands the complexity/dynamics • Appropriately refers/completes/involves others	Level III □ • Locates/frames/analyzes • Analyzes possible causes/consequences • Recommends action plan	Level IV □ • Generates/validates solutions • Develops/creates plan of action	Level V □ • Produces/validates plan of action • Judges effectiveness/efficiency 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.

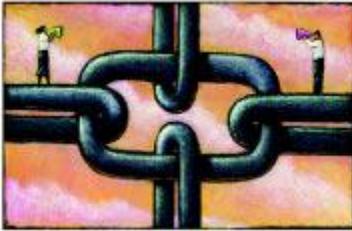
Skills refer to proficiency in an applied activity. This activity could be physical, mental, or interpersonal in nature.

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 Lineman Foreman III



Summary of Critical Work Functions
and Key Activities

Skill Standards

**Bonneville Power Administration
Lineman Foreman III**

Critical Work Functions	Key Activities							
A. Supervise Employees	A1 <i>Identify skill gaps</i>	A2 <i>Provide training and ensure mandatory training</i>	A3 <i>Assign personnel</i>	A4 <i>Enforce EEO/HFWP compliance</i>	A5 <i>Review direct reports' performance and conduct, and identify recognition and/or corrective actions</i>	A6 <i>Ensure QA/QC standards are met</i>	A7 <i>Provide support for career enhancement of direct reports</i>	
B. Construct, Maintain and Repair Transmission System Components	B1 <i>Supervise preventive maintenance programs</i>	B2 <i>Construct and maintain transmission system components</i>	B3 <i>Supervise / respond to troubleshooting and system emergencies</i>	B4 <i>Supervise repairs</i>	B5 <i>Document equipment maintenance</i>	B6 <i>Supervise inspections</i>		
C. Ensure Availability of Mobile Equipment	C1 <i>Reserve pool equipment</i>	C2 <i>Manage maintenance schedule for mobile equipment</i>	C3 <i>Order special needs equipment to construct and maintain transmission system</i>					
D. Ensure Availability of Tools and Materials	D1 <i>Manage materials, tools, equipment and emergency (EMS) stock levels</i>	D2 <i>Manage personal property inventory</i>	D3 <i>Ensure materials, tools and equipment meet job requirements and quality specifications</i>					

Critical Work Functions	Key Activities							
E. Perform Planning and Scheduling	<i>E1 Perform short and long range planning</i>	<i>E2 Prioritize work</i>	<i>E3 Estimate manpower and dollar requirements for projects (both expense and capital)</i>	<i>E4 Coordinate work activity of crafts and crews</i>	<i>E5 Coordinate work projects (both expense and capital)</i>			
F. Perform Administrative Duties	<i>F1 Maintain records, reference materials and reports</i>	<i>F2 Perform payroll, and travel functions and authorization</i>	<i>F3 Maintain and obtain proficiency in current and new technologies</i>	<i>F5. Administer CPTC* contract</i> <i>*Columbia Power Trades Council</i>				
G. Promote Safety and Productivity	<i>G1 Participate in meetings and problem solving groups</i>	<i>G2 Communicate safety and job- specific needs</i>	<i>G3 Report observations of abnormalities</i>	<i>G4 Coordinate with outside agencies and internal departments</i>	<i>G5 Communicate and coordinate with BPA management and co-workers</i>	<i>G6 Respond to requests from internal and external customers</i>	<i>G7 Engage with the public regarding safety and environmental issues</i>	
H. Maintain A Safe Work Environment	<i>H1 Participate in or chair safety- district/crew meetings</i>	<i>H2 Conduct safety inspections</i>	<i>H3 Supervise documentation of inspection results and regulatory compliance</i>	<i>H4 Ensure compliance with safety regulations</i>	<i>H5 Identify and report unsafe conditions and take corrective actions</i>	<i>H6 Ensure subordinates are equipped with safety gear, tools and equipment</i>	<i>H7 Investigate and report accidents and incidents</i>	<i>H8 Conduct J-1 job briefings</i>

Job: Lineman Foreman III

Critical Work Function: A. Supervise Line Maintenance Personnel

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>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 and through discussions with the worker, coworkers and the Foreman I. • Remediation is planned and discussed with the individual. • Reports of skill gaps from other workers are appropriately investigated. 	<ul style="list-style-type: none"> • Knowledge of job standards, roles and responsibilities and knowledge and skills for line maintenance personnel. • Knowledge of training and resources available to bridge skill gaps. • Knowledge of transmission system and equipment. • Knowledge of BPA transmission line construction and maintenance processes and procedures. • Knowledge of support services for managing employees. • Knowledge of applicable operating bulletins, work standards, design standards and the APM (Accident Prevention Manual) and Safety and Health Handbook. • Ability to access MAS (Management Assistance Services). • Ability to observe and evaluate 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. • Works to improve team skills, encourages team members, assumes responsibility for accomplishing team goals, understands strengths/limitations, resolves conflicts and motivates team members. • 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 follows up on assigned tasks. • Interprets, clarifies and influences communication and compares multiple viewpoints.

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>A2. <i>Provide for training and ensure mandatory training</i></p>	<ul style="list-style-type: none"> • Mandatory trainings are attended by all subordinates as required. • Appropriate training personnel are requested 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. • Trainees are matched with appropriate functions for OJT opportunities. • Training has defined objectives which are based on job tasks. • The effectiveness of training is measured by improved performance. • Trainings for core knowledge, skills and abilities are scheduled as needed. • Employee input is obtained regarding their requests for training. • MOUs (memorandums of understanding) with other utilities for training of apprentices are kept current. 	<ul style="list-style-type: none"> • Knowledge of available training and training resources. • Knowledge of mandatory training. • Knowledge of training request process. • Ability to identify OJT training opportunities and objectives. • Ability to match trainees with appropriate job functions. • Knowledge of job standards, roles and responsibilities and knowledge and skills for line maintenance personnel. • Knowledge of MOUs and procedures for updating and implementing them. 	<ul style="list-style-type: none"> • Actively participates in discussion and presents complex ideas and information. • Conducts task-specific training, coaches others to apply related concepts, provides constructive feedback and develops appropriate training procedures. • Analyzes work assignments, assesses individual knowledge and skills, determines workload, monitors performance and proposes hiring/staffing adjustments. • Pays attention to details, demonstrates initiative, monitors performance standards and follows up on assigned tasks. • Identifies relevant details, facts, specifications, follows set of instructions and qualifies/analyzes information.
<p>A3. <i>Assign personnel</i></p>	<ul style="list-style-type: none"> • When possible, individual skill sets and competencies are matched to the requirements of the job. • Assignments are made so as to increase familiarity with transmission system. • Availability of manpower is ensured when scheduling outages. • When manpower shortages are encountered procedures are followed to obtain personnel from internal regions or external sources. 	<ul style="list-style-type: none"> • Knowledge of contents CPTC (Columbia Power Trades Council) contract. • Knowledge of manpower requirements for maintenance and construction projects and emergency situations. • Knowledge of process to coordinate with other regions to obtain personnel. • Knowledge of BPA transmission line construction and maintenance processes and procedures • Knowledge of external sources of supplemental personnel. 	<ul style="list-style-type: none"> • Analyzes possible causes of problems, generates and evaluates solutions and devises and implements plan of action. • 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 alternative solutions. • Moderates discussion, interprets complaints and concerns, analyzes group dynamics, detects underlying issues and summarizes both sides of issues. • Uses logic to draw conclusions, analyzes rules and principles and examines information for relevance and accuracy.

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>A4. <i>Enforce EEO/HFWP* compliance</i></p> <p><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. • Conducts task-specific training, coaches others to apply related concepts, provides constructive feedback and develops appropriate training procedures. • Understands the system organization and hierarchy, follows processes and procedures, and recognizes the organizational system strengths and limitations. • 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 alternative solutions. • Analyzes implications of decisions, responsibly challenges unethical practices and decisions and formulates ethical course of action. • Establishes rapport with co-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>A5. <i>Review direct reports' performance and conduct, and identify recognition and/or corrective actions</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 reviewed with the apprentice. • End-of-Step Crew Evaluations are reviewed and submitted to the Craft Committee in a timely manner. • Project evaluation meetings are conducted on a regular basis. 	<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 and give feedback. • 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"> • Selects data relevant to the task, predicts outcomes, analyzes data and integrates multiple items of data. • Uses logic to draw conclusions, analyzes rules and principles and examines information for relevance and accuracy. • Works to improve team skills, encourages team members, assumes responsibility for accomplishing team goals, understands strengths/limitations, resolves conflicts and motivates team members. • Summarizes, integrates and analyzes information. • Analyzes implications of decisions, responsibly challenges unethical practices and decisions and formulates ethical course of action. • 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>A6 <i>Ensure QA/QC standards are met</i></p>	<ul style="list-style-type: none"> • Work standards and SPIFs (Standard Procedure, Information, and Instruction Procedures) are followed in accordance with policies and procedures • Project goals are met. • Work assignments are completed in accordance with maintenance practices and instructions from supervisor. 	<ul style="list-style-type: none"> • Knowledge of work standards and SPIFs • Knowledge of BPA transmission line construction and maintenance processes and procedures. • Knowledge of project milestones, objectives and goals. • Knowledge of BPA design standards. 	<ul style="list-style-type: none"> • Pays attention to details, demonstrates initiative, monitors performance standards and follows up on assigned tasks. • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors. • Defends own viewpoints, accepts responsibility for own behavior, understands own impact on others and demonstrates self confidence, self reliance, and self discipline. • Effectively manages time; prepares and organizes multiple schedules and manages timelines and recommends timeline adjustments. • Analyzes work assignments, assesses individual knowledge and skills, determines workload, monitors performance and proposes hiring/staffing adjustments. • Identifies relevant details, facts, specifications, follows set of instructions and qualifies/analyzes information. • Evaluates performance of technology; analyzes failures.

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>A7 <i>Provide support for career enhancement of direct reports</i></p>	<ul style="list-style-type: none"> • Career advancement opportunities are accurately identified for the direct report. • Work with employee on development and implementation of IDP (Individual Development Plan). • Mentoring and upgrade opportunities are provided to employees. • Awareness of information is maintained to facilitate and promote relevant opportunities for training and development for direct reports. 	<ul style="list-style-type: none"> • Knowledge of career paths and advancement opportunities available within the agency. • Knowledge of IDP's and implementation processes and resources. • Knowledge of mentoring and upgrade opportunities for employees. • Knowledge of sources of information for training and development opportunities. 	<ul style="list-style-type: none"> • Analyzes work assignments, assesses individual knowledge and skills, determines workload, monitors performance and proposes hiring/staffing adjustments. • Conducts task-specific training, coaches others to apply related concepts, provides constructive feedback and develops appropriate training procedures. • Interprets and applies new knowledge and experience, analyzes application of learning tools and integrates new learning techniques. • Works to improve team skills, encourages team members, assumes responsibility for accomplishing team goals, understands strengths/limitations, resolves conflicts and motivates team members. • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors.

Job: Lineman Foreman III

Critical Work Function: B. Construct, Maintain and Repair Transmission System Components

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>B1</i> <i>Supervise preventive maintenance programs</i></p>	<ul style="list-style-type: none"> • JHA (job hazard analysis) and proper maintenance procedures are communicated to personnel effectively and in a timely manner. • Proper PPE (personal protective equipment) is utilized at all times. • Preventive maintenance requirements are met. • When they exist, preventive maintenance Standards and Guides are completely followed. • Maintenance tasks are documented according to agency policies and procedures. • Documentation is turned in to the correct parties for processing and findings are communicated to appropriate personnel effectively and in a timely manner. • Revisions to maintenance plans are communicated to appropriate personnel effectively and in a timely manner. • System outages are requested according to agency policy and in a timely manner (OB/19 and WECC (Western Electricity Coordinating Council) requirements). • Preventive maintenance is completed with no adverse impact on power system. 	<ul style="list-style-type: none"> • Knowledge of transmission system components. • Ability to read and interpret specifications and recommendations based on engineering standards and design. • Knowledge of BPA transmission line construction and maintenance processes and procedures. • Knowledge of Standards and Guides. • Knowledge of BPA policies and procedures to request transmission system outages. • Ability to safely perform preventive maintenance with no adverse impact on power system. • Knowledge of JHAs. • Knowledge of personal protective equipment requirements. 	<ul style="list-style-type: none"> • Effectively manages time; prepares and organizes multiple schedules and manages timelines and recommends timeline adjustments. • Analyzes work assignments, assesses individual knowledge and skills, determines workload, monitors performance and proposes hiring/staffing adjustments. • Monitors system performance, analyzes system operation, distinguishes trends in performance and diagnoses performance deviations. • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors. • Moderates discussion, interprets complaints and concerns, analyzes group dynamics, detects underlying issues and summarizes both sides of issues. • 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 alternative solutions. • Analyzes possible causes of problems, 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>B2 <i>Construct and maintain transmission system components</i></p>	<ul style="list-style-type: none"> • Construction and maintenance of system components are performed safely and in accordance with engineering design standards. • Plan of action is developed and correctly implemented. • Installation and removal of equipment is completed to specifications and in a timely manner. • Work plan is modified as required. • Communications with Engineering and all other crafts involved in the project is maintained in a continuous manner. • Technical manufacturer's representatives are consulted when necessary. • Construction and maintenance are completed with no adverse impact on the power system 	<ul style="list-style-type: none"> • Knowledge of work standards and guides, industry safety standards and BPA APM (Accident Prevention Manual). • Knowledge of engineering design standards. • Ability to develop, modify and implement a plan of action. • Ability to understand and follow vendors' equipment specifications and recommendations. • Knowledge of construction and maintenance procedures and the ability to locate necessary information. • Knowledge of system components such as relays, breakers, transformers, disconnects, CTs (current transformers), PTs (potential transformers), and capacitors. • Knowledge of vendor, equipment and system terminology. • Knowledge of information required by Engineering and other crafts. • Knowledge of appropriate use of technical manufacturer representatives and how to contact and engage them in construction or maintenance projects. • Ability to find, follow and update one-lines, PP (plan and profiles) prints and construction data books. 	<ul style="list-style-type: none"> • Monitors system performance, analyzes system operation, distinguishes trends in performance and diagnoses performance deviations. • Effectively manages time; prepares and organizes multiple schedules and manages timelines and recommends timeline adjustments. • Analyzes work assignments, assesses individual knowledge and skills, determines workload, monitors performance and proposes hiring/staffing adjustments. • Pays attention to details, demonstrates initiative, monitors performance standards and follows up on assigned tasks. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates alternative solutions. • Uses mathematical processes and interprets mathematical data.

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>B3 <i>Supervise / respond to troubleshooting and system emergencies</i></p>	<ul style="list-style-type: none"> • Safety procedures are discussed and followed and proper personal protective equipment is utilized at all times. • One-lines, plans and profiles, engineering standards, construction data book are used as necessary. • Fault and target information is accurately analyzed. • Procedures for isolating problems are initiated correctly and followed through completely. • Clearances are obtained and released in accordance with agency operating bulletins. • All required materials and equipment not on hand are ordered in preparation for any required repair. • Crews, personnel and aerial support are called out in accordance with BPA procedures. • Line sections to be patrolled are properly assigned. • Assistance is requested from other utilities when required. • Management is notified of system problems in an effective and timely manner. • System problems are responded to and resolved in an effective and timely manner. • Crew call out list is maintained. • Emergency stock is up-to-date to respond to system emergencies. • Tools and rolling stock are available and in working order. • Repair tasks are prioritized to ensure system safety and reliability. 	<ul style="list-style-type: none"> • Knowledge of the power transmission system and how it impacts other systems, such as customer systems. • Ability to perform troubleshooting with no adverse impact on transmission system (BPA and customer). • Knowledge of normal and abnormal system functionality. • Knowledge of system components such as conductors and insulators. • Knowledge of safety procedures and personal protective equipment. • Knowledge of troubleshooting processes such as sectionalizing, testing, air or ground patrol, and fault location. • Knowledge of one-lines, plans and profiles, engineering standards, construction data book. • Knowledge of multiple trades and crafts and their functional boundaries and nomenclature. • Knowledge of information requirements of various departments and personnel. • Knowledge of procedures to obtain and release clearances. • Knowledge of materials and equipment ordering procedures. • Knowledge of call-out procedures and how to procure external resources. • Knowledge of access to lines, historic line conditions, gun/animal areas, current activities around the line, contractor activity around the line, ice loading. • Knowledge of procedures for contacting other utilities for assistance in emergencies. • Knowledge of system problems and solutions • Knowledge of procedures for maintaining emergency stock, tools and rolling stock. 	<ul style="list-style-type: none"> • Defends own viewpoints, accepts responsibility for own behavior, understands own impact on others and demonstrates self confidence, self reliance, and self discipline. • 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 of problems, generates and evaluates solutions and devises and implements plan of action. • Summarizes, integrates and analyzes information. • Analyzes work assignments, assesses individual knowledge and skills, determines workload, monitors performance and proposes hiring/staffing adjustments. • Works to improve team skills, encourages team members, assumes responsibility for accomplishing team goals, understands strengths/limitations, resolves conflicts and motivates team members. • 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
B4 Supervise repairs	<ul style="list-style-type: none"> • Proper personal protective equipment is worn or used. • Repair plan and job safety/hazard analysis are effectively communicated to appropriate personnel in a timely manner. • Work is performed in accordance with <i>Standards and Guides</i> when they exist. • Regional Manger and Dispatch are kept informed of repair progress. • Transmission system components are correctly repaired or replaced as necessary. • Work is scheduled to make temporary repairs permanent. • During repair process, components are thoroughly inspected to identify other repair needs. • Replaced parts are properly disposed of and used stock is reordered. • Repair is completed without need for additional outages on the system. 	<ul style="list-style-type: none"> • Knowledge of Standards and Guides, safety procedures and personal protective equipment. • Knowledge of system components such as relays, breakers, transformers, disconnects, CTs (current transformers), PTs (potential transformers), and capacitors. • Knowledge of technical requirements for specifications of system components to be repaired and manufactures recommended procedures. • Ability to identify the root cause of problems and malfunctions. • Knowledge of proper disposal and re-ordering procedures for parts and repairs. • Ability to coordinate with internal and external customers (other departments or vendors). • Knowledge of job briefing requirements and procedures. • Knowledge of procedures to request equipment outage. 	<ul style="list-style-type: none"> • Pays attention to details, demonstrates initiative, monitors performance standards and follows up on assigned tasks. • Monitors system performance, analyzes system operation, distinguishes trends in performance and diagnoses performance deviations. • Actively participates in discussion and presents complex ideas and information. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates alternative solutions. • Analyzes possible causes of problems, generates and evaluates solutions and devises and implements plan of action. • Analyzes work assignments, assesses individual knowledge and skills, determines workload, monitors performance and proposes hiring/staffing adjustments.
B5 <i>Document equipment maintenance</i>	<ul style="list-style-type: none"> • Documentation is performed according to agency and district policies and procedures. • Documents and appropriate files are input into database, filed, or distributed to correct parties. • Preventive maintenance schedule is accurately updated to reflect work completed. • Documentation is accurate, legible and complete and is completed in a timely manner. • Test results (i.e. rubber goods, ground line heart rot) are accurately recorded and documents are properly filed. 	<ul style="list-style-type: none"> • Knowledge of procedures to update prints (as-builts) and communicate updates to Engineering. • Knowledge of documentation policies and procedures. • Ability to input relevant and accurate data into the TLM Apps (transmission line maintenance application). • Knowledge of how documentation is used by other BPA departments and employees. • Ability to report findings and make recommendations based on documented history and findings. • Knowledge of test result documentation procedures. 	<ul style="list-style-type: none"> • Records information accurately, creates original documents and summarizes information. • Selects data relevant to the task, predicts outcomes, analyzes data and integrates multiple items of data. • Interprets information and transfers information between formats. • Summarizes, integrates and analyzes information. • Utilizes integrated software, utilizes networks and manipulates information. • Analyzes implications of decisions, responsibly challenges unethical practices and decisions and formulates ethical course 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
B6 <i>Supervise inspections</i>	<ul style="list-style-type: none"> • Workload checklists and proper tools are used correctly. • Problems are properly reported and prioritized. • Inspection is thorough and conducted in a timely manner. • Safety inspections are conducted on tools, equipment and personal protective equipment. • Safety procedures are followed. • Inspection documentation is filled out completely and in a timely manner. 	<ul style="list-style-type: none"> • Knowledge of workload checklists. • Knowledge of proper use of tools. • Ability to prioritize problems. • Knowledge of inspection procedures. • Knowledge of tools, equipment and personal protective equipment. • Knowledge of safety procedures. • Knowledge of inspection documentation policies and procedures. 	<ul style="list-style-type: none"> • Pays attention to details, demonstrates initiative, monitors performance standards and follows up on assigned tasks. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates alternative solutions. • Works to improve team skills, encourages team members, assumes responsibility for accomplishing team goals, understands strengths/limitations, resolves conflicts and motivates team members. • Analyzes possible causes of problems, generates and evaluates solutions and devises and implements plan of action. • Analyzes work assignments, assesses individual knowledge and skills, determines workload, monitors performance and proposes hiring/staffing adjustments. • Analyzes implications of decisions, responsibly challenges unethical practices and decisions and formulates ethical course of action.

Job: Lineman Foreman III

Critical Work Function: C. Ensure Availability of Mobile Equipment

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>C1 <i>Reserve pool equipment</i></p>	<ul style="list-style-type: none"> • Pool equipment is reserved in accordance with BPA procedures. • System outages and availability of equipment are taken into account when scheduling pool equipment. • Equipment is matched to job requirements such as safety, special needs and purpose. 	<ul style="list-style-type: none"> • Knowledge of BPA procedures for reserving pool equipment. • Knowledge of system outage schedules. • Ability to locate and analyze information on equipment availability. • Knowledge of job requirements including safety. • Ability to match equipment to job requirements. 	<ul style="list-style-type: none"> • Pays attention to details, demonstrates initiative, monitors performance standards and follows up on assigned tasks. • Maintains inventory, monitors safe and efficient utilization of materials and identifies future material needs. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates alternative solutions. • Uses logic to draw conclusions, analyzes rules and principles and examines information for relevance and accuracy. • Utilizes integrated software, utilizes networks and manipulates information.
<p>C2 <i>Manage maintenance schedule for mobile equipment</i></p>	<ul style="list-style-type: none"> • Vehicles are kept in good working order and scheduled maintenance is consistently performed. • Vehicle safety equipment is available and up-to-date. • Vehicles are rotated into maintenance in an effective manner to avoid conflicting with work schedules. 	<ul style="list-style-type: none"> • Knowledge of maintenance required for mobile equipment. • Knowledge of safety equipment requirements. • Knowledge of maintenance schedule and vehicle rotation procedures to minimize impact on work schedules. 	<ul style="list-style-type: none"> • Evaluates performance of technology; analyzes failures. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates alternative solutions. • Uses logic to draw conclusions, analyzes rules and principles and examines information for relevance and accuracy. • Identifies relevant details, facts, specifications, follows set of instructions and qualifies/analyzes 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
C3 <i>Order equipment to construct and maintain transmission system</i>	<ul style="list-style-type: none"> • Required equipment is accurately identified and equipment specifications are considered. • The proper procedures are followed to create an order request. • Special needs equipment orders are based on requirements for district maintenance and construction projects. 	<ul style="list-style-type: none"> • Ability to identify special needs requirements (such as load, reach, capacity) and knowledge of equipment to meet those requirements. • Knowledge of procedures to create order request (TEAP (Tool & Equipment Acquisition Program) and external vendor). • Knowledge of district maintenance and construction projects. • Knowledge of considerations regarding rent or loan vs. purchase of equipment. 	<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 develops budget proposals. • Monitors system performance, analyzes system operation, distinguishes trends in performance and diagnoses performance deviations. • Interprets and converts numerical data and predicts arithmetic results. • Utilizes integrated software, utilizes networks and manipulates information.

Job: Lineman Foreman III

Critical Work Function: D. Ensure Availability of Tools and Materials

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></p> <p><i>Manage materials, tools, equipment and emergency (EMS) stock levels</i></p>	<ul style="list-style-type: none"> • Sufficient stocks of maintenance materials are maintained. • Orders are placed in a timely manner. • Proper and accurate purchasing records are maintained. • Materials, tools, equipment and EMS (Emergency Management System) stock are kept in an orderly and accessible manner. • Maintenance and inspections are performed on tools and equipment as necessary. • Required forms and safety equipment are maintained in all vehicles. 	<ul style="list-style-type: none"> • Knowledge of materials, tools equipment and EMS stocks required for maintenance. • Knowledge of ordering materials through BES (Business Enterprise System). • Knowledge of requirements regarding maintenance of purchasing records. • Knowledge of materials, tool, equipment and EMS storage locations and procedures. • Knowledge maintenance and inspection requirements and procedures for tools and equipment. • Knowledge of forms and safety equipment required for all vehicles. 	<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 develops budget proposals. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates alternative solutions. • Pays attention to details, demonstrates initiative, monitors performance standards and follows up on assigned tasks. • Analyzes implications of decisions, responsibly challenges unethical practices and decisions and formulates ethical course of action.
<p><i>D2</i></p> <p><i>Manage personal property inventory</i></p>	<ul style="list-style-type: none"> • All assigned equipment is successfully accounted for. • Inventory is conducted at least annually and in accordance with agency policies. • Inventory is submitted to appropriate personnel and departments in a timely manner. • Inventory is accurate and complete. • Missing items are reported and inaccurate data is corrected. 	<ul style="list-style-type: none"> • Knowledge of policies regarding annual personal property inventory. • Knowledge of inventory submittal procedures (Sunflower). • Knowledge of reporting requirements and procedures for missing items. 	<ul style="list-style-type: none"> • Maintains inventory, monitors safe and efficient utilization of materials and identifies future material needs. • Utilizes integrated software, utilizes networks and manipulates information. • Pays attention to details, demonstrates initiative, monitors performance standards and follows up on assigned tasks. • 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>D3</i> <i>Ensure materials, tools and equipment meet job requirements and quality specifications</i></p>	<ul style="list-style-type: none"> • Materials are inspected to meet quality specifications and job requirements. • Materials that do not meet engineering design standards are returned. • Discrepancies in materials and design are communicated and resolved with Engineering. • Tools and equipment meet all safety and job requirements. • Quality deviations are reported to appropriate parties. 	<ul style="list-style-type: none"> • Knowledge of material specifications and job requirements. • Knowledge of procedures for returning materials. • Knowledge of Engineering Department and how to contact them and resolve discrepancies between materials and design. • Knowledge of safety and job requirements for tools and equipment. • Knowledge of reporting procedures for quality deviations. 	<ul style="list-style-type: none"> • Pays attention to details, demonstrates initiative, monitors performance standards and follows 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. • Analyzes implications of decisions, responsibly challenges unethical practices and decisions and formulates ethical course of action. • Understands the system organization and hierarchy, follows processes and procedures, and recognizes the organizational system strengths and limitations. • Maintains inventory, monitors safe and efficient utilization of materials and identifies future material needs. • Actively participates in discussion and presents complex ideas and information.

Job: Lineman Foreman III

Critical Work Function: E. Perform Planning and Scheduling

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>E1.</i> <i>Perform short and long range planning</i></p> <p><i>*Long Range planning = 6 months to 1 year.</i></p>	<ul style="list-style-type: none"> • Other crafts and districts are consulted regarding potential outages and system availability. • Customer requests are incorporated into the planning. • 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 to their systems. • Accurate input is provided to support the annual short and long range planning for the region in an effective 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 availability. • Prior project performance is reviewed and used to improve efficiencies. • Availability of manpower and materials is considered. • Annual work plans are utilized. 	<ul style="list-style-type: none"> • Knowledge of transmission system, equipment and district facilities • Knowledge of COMPASS (Coordinated Outage Management, Planning, and Scheduling System) scheduling formats and procedures. • Ability to consolidate outages with other districts and regions. • Knowledge of impact to customers' systems. • Knowledge of the long range outage planning process. • Ability to communicate with outage office and dispatch. • Knowledge of seasonal loading and system constraints. • Knowledge of effects of outages on transmission grid availability. • Knowledge of OB19/WECC (Western Electricity Coordinating Council) transmission system requirements. • Knowledge of annual work plans and how they are developed. 	<ul style="list-style-type: none"> • Effectively manages time; prepares and organizes multiple schedules and manages timelines and recommends timeline adjustments. • Performs routine recordkeeping, reconciles accounts and develops budget proposals. • Analyzes work assignments, assesses individual knowledge and skills, determines workload, monitors performance and proposes hiring/staffing adjustments. • Works to improve team skills, encourages team members, assumes responsibility for accomplishing team goals, understands strengths/limitations, resolves conflicts and motivates team members. • Moderates discussion, interprets complaints and concerns, analyzes group dynamics, detects underlying issues and summarizes both sides of issues. • Monitors system performance, analyzes system operation, distinguishes trends in performance and diagnoses performance deviations. • 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>E2</i> <i>Prioritize work</i></p>	<ul style="list-style-type: none"> • Agency goals are incorporated into scheduling priorities. • Construction schedules and maintenance schedule reports are utilized. • Maintenance work is scheduled to comply with published agency maintenance priorities. • Priorities are adjusted as required to meet changing situations. <ul style="list-style-type: none"> ▪ Remedial actions are supported by data. ▪ Coordination with other agencies is achieved and maintained in an effective manner. 	<ul style="list-style-type: none"> • Knowledge of construction schedules and maintenance schedule reports and how to use them. • Knowledge of agency goals. • Knowledge of published agency maintenance priorities. • Knowledge of processes and procedures for remedial actions. • Knowledge of other agencies that have an impact on the workplan and their roles and the ability to contact them. 	<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. • Works to improve team skills, encourages team members, assumes responsibility for accomplishing team goals, understands strengths/limitations, resolves conflicts and motivates team members. • Defends own viewpoints, accepts responsibility for own behavior, understands own impact on others and demonstrates self confidence, self reliance, and self discipline. • Effectively manages time; prepares and organizes multiple schedules and manages timelines and recommends timeline adjustments. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates alternative solutions. • Uses logic to draw conclusions, analyzes rules and principles and examines information for relevance and accuracy. • Summarizes, integrates and analyzes 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>E3</i> <i>Estimate manpower and dollar requirements for projects (both expense and capital)</i></p>	<ul style="list-style-type: none"> • Materials, overtime, tool and training budgets are managed so as to minimize costs and maximize efficiency. • Budget reports are reviewed to correctly allocate costs, and errors are corrected. • Annual work plans are utilized. • Outage constraints and system availability are considered. • Equipment availability, seasonal workloads, and weather are considered. • Access road and right-of-way constraints are considered. • Estimates are submitted in accordance with procedures. 	<ul style="list-style-type: none"> • Knowledge of materials, overtime, tool and training budgets. • Knowledge of budget reports. • Knowledge of annual work plans and the ability to apply them to estimating manpower and dollar requirements. • Knowledge of outage constraints and system availability. • Knowledge of equipment availability, seasonal workloads, and weather considerations. • Knowledge of access road and right-of-way constraints. • Knowledge of procedures for submitting estimates. • Knowledge of the typical number of hours it takes to travel to or from a job and perform a task or a project. 	<ul style="list-style-type: none"> • Interprets and converts numerical data and predicts arithmetic results. • Uses mathematical processes and interprets mathematical data. • Performs routine recordkeeping, reconciles accounts and develops budget proposals. • Analyzes work assignments, assesses individual knowledge and skills, determines workload, monitors performance and proposes hiring/staffing adjustments. • Pays attention to details, demonstrates initiative, monitors performance standards and follows up on assigned tasks.
<p><i>E4</i> <i>Coordinate work activity of crafts and crews</i></p>	<ul style="list-style-type: none"> • Project requirements, goals and timelines are communicated to crafts and crew members in a clear and concise manner. • Availability of materials, equipment, tools and personnel is ensured. • Personnel are appropriately assigned based on expertise, strengths and weaknesses. • Materials, equipment and personnel are used efficiently. 	<ul style="list-style-type: none"> • Knowledge of system conditions and priorities. • Knowledge of how to obtain system averages and coordinated work plan. • Knowledge of materials, tools, equipment and personnel required to complete a task. • Knowledge of location of reports on previous projects and how to analyze and apply information from reports. • Knowledge of project requirements, goals and timelines. • Ability to observe and assess job skills. • Ability to maximize efficient use of materials, equipment, and personnel. 	<ul style="list-style-type: none"> • Establishes rapport with co-workers and customers; modifies behavior to environment; shows understanding for others and encourages cooperation and negotiation. • Works to improve team skills, encourages team members, assumes responsibility for accomplishing team goals, understands strengths/limitations, resolves conflicts and motivates team members. • Analyzes and responds to customer needs; obtains additional resources to meet customer needs; makes exceptional effort on behalf of customer. • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors. • Interprets information and transfers information between formats.

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>E5 <i>Coordinate work projects (both expense and capital)</i></p>	<ul style="list-style-type: none"> • Ensure the correct prints, bills of materials, and all required documents are in hand. • Coordination and communication with project manager, crafts, crews, Resource Management Specialists (RMS), factory representatives and internal and external customers is clear and effective. • Timelines are completed and updated as required. • Priorities of projects are set and updated based on manpower, contractor availability, materials, outage schedule, maintenance needs, designs, contracts with customers, environmental compliance, weather, system conditions, Matrix team, safety and other factors as determined by the situation. • Projects are completed on time and to specification. • Pre-staging is properly performed prior to outages. • Materials, equipment and personnel are used efficiently. • COTR (Contract Officers Technical Representative) responsibilities are fulfilled when applicable. 	<ul style="list-style-type: none"> • Knowledge of project priorities, timelines, goals, and budgets and overall scope of the work. • Ability to analyze and track project progress. • Knowledge of the typical number of hours it takes to travel to or from a job and perform a task or a project. • Knowledge of BES. • Knowledge of pre staging procedures and processes. • Knowledge of roles and functions of project manager, crafts, crews, RMS (Resource Management Specialists), factory representatives and internal and external customers • Knowledge of system equipment and district facilities. • Knowledge of contacts in internal and external organizations. • Knowledge of typical challenges in managing project timelines, equipment, and personnel. • Knowledge of availability of manpower, materials, tools and crafts. • Knowledge of outage schedule and maintenance needs. • Ability to work with Engineering to obtain designs. • Knowledge of customer contracts and requirements and environmental compliance. • Knowledge of the impact of weather on projects and the system. • Knowledge of safety procedures and policies. • Knowledge of Matrix team role in planning projects. • Knowledge of project specification terminology, diagrams, documents, and schematics. • Knowledge of COTR responsibilities. 	<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. • Utilizes integrated software, utilizes networks and manipulates information. • Works to improve team skills, encourages team members, assumes responsibility for accomplishing team goals, understands strengths/limitations, resolves conflicts and motivates team members. • 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. • Establishes rapport with co-workers and customers; modifies behavior to environment; shows understanding for others and encourages cooperation and negotiation.

Job: Lineman Foreman III

Critical Work Function: F. 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>F1</i> <i>Maintain records, reference materials and reports</i></p>	<ul style="list-style-type: none"> • Records and reports are accurate, up to date and are filed in proper locations. • Records and reports are submitted in a timely manner to appropriate personnel and departments. • Records and reports are maintained in accordance with policies. • Security and retention protocols are accurately followed. • TLM Apps (transmission line maintenance application) is reviewed and updated on a regular basis and in a timely manner • One-lines, plan profiles, SPIFs (Standard Procedure, Information, and Instruction Procedures) , standards and design drawings are revised and are kept up-to-date 	<ul style="list-style-type: none"> • Knowledge of reporting requirements. • Knowledge of policies regarding records and reports. • Knowledge of security and retention protocols. • Knowledge of TLM Apps and ability to use TLM Apps system as needed. • Knowledge of and ability to update one lines, plan profiles, SPIFs, standards and design drawings and other reference materials. 	<ul style="list-style-type: none"> • Selects data relevant to the task, predicts outcomes, analyzes data and integrates multiple items of data. • Interprets information and transfers information between formats. • Utilizes integrated software, utilizes networks and manipulates information. • Pays attention to details, demonstrates initiative, monitors performance standards and follows up on assigned tasks. • Records information accurately, creates original documents and summarizes information. • 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>F2.</i> <i>Perform payroll and travel functions and authorization</i></p>	<ul style="list-style-type: none"> • Timesheets are submitted in collaboration with clerk and in accordance with BPA procedures. • Accuracy of entries into BES (Business Enterprise System) is verified. • Capital work orders are appropriately and accurately charged. • Travel expenses and authorization for travel are properly approved. 	<ul style="list-style-type: none"> • Knowledge of timesheet submittal process. • 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. • Knowledge of CPTC (Columbia Power Trades Council) agreement. 	<ul style="list-style-type: none"> • Analyzes implications of decisions, responsibly challenges unethical practices and decisions and formulates ethical course of action. • Identifies relevant details, facts, specifications, follows set of instructions and qualifies/analyzes information. • Records information accurately, creates original documents and summarizes information. • Uses mathematical processes and interprets mathematical data. • 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 appropriately modifies goals.

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>Maintain proficiency in current and new technologies</i></p>	<ul style="list-style-type: none"> • Technical training needs are identified and communicated in an effective manner. • Technical trainings and working demonstrations are attended with full participation. • Initiative is demonstrated to participate in continuous learning opportunities. • Construction data, design standards, one-line diagrams, plan and profiles and restoration documents are reviewed as required to perform construction and maintenance. • Knowledge of the power system is maintained and kept current. • Knowledge of transmission line maintenance procedures and technologies are kept current. 	<ul style="list-style-type: none"> • Ability to identify technical training needs. • Ability to access training provided by the organization. • Knowledge of location construction data, design standards, one-line diagrams, plan and profiles and restoration documents and how to use them. • Knowledge of location of material inventories for district transmission systems. 	<ul style="list-style-type: none"> • Pays attention to details, demonstrates initiative, monitors performance standards and follows up on assigned tasks. • Interprets and applies new knowledge and experience, and analyzes application of learning tools and integrates new learning techniques. • Understands technological requirements and results; analyzes task/technology relationship; proposes simple technological solutions. • Understands operation/interaction; manipulates technology for desired result; analyzes technology output; examines task/technology relationship. • Evaluates performance of technology; analyzes failures. • Identifies relevant details, facts, specifications, follows set of instructions and qualifies/analyzes 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>F4.</i> <i>Administer CPTC* contract</i></p> <p><i>*Columbia Power 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 (Columbia Power Trades Council) contract and MOU's (memorandums of understanding). • Knowledge of dispute settlement processes. • Knowledge of workload scheduling cost impacts. • Knowledge of contacts for resolution of disputes, concerns, and misunderstandings. ▪ Knowledge of craft boundaries. 	<ul style="list-style-type: none"> • Moderates discussion, interprets complaints and concerns, analyzes group dynamics, detects underlying issues and summarizes both sides of issues. • Uses logic to draw conclusions, analyzes rules and principles and examines information for relevance and accuracy. • Analyzes possible causes of problems, generates and evaluates solutions and devises and implements plan of action. • Analyzes implications of decisions, responsibly challenges unethical practices and decisions and formulates ethical course of action. • Defends own viewpoints, accepts responsibility for own behavior, understands own impact on others and demonstrates self confidence, self reliance, and self discipline. • Recognizes the value of diversity and responsibly challenges discriminatory practices and procedures.

Job: Lineman Foreman III

Critical Work Function: G. Promote Safety and Productivity

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>Participate in meetings and problem solving groups</i></p>	<ul style="list-style-type: none"> • Meetings are attended with proactive participation and with adequate preparation. • Issues are accurately and thoroughly discussed and solutions are defined. • Communications occur with courtesy and respect. • Action items are followed up in a timely manner. • Agenda items are turned-in in advance. 	<ul style="list-style-type: none"> • Knowledge of BPA and other crafts' terminology. • Knowledge of the power transmission system. • Knowledge of equipment. • Knowledge of the roles and responsibilities of agency personnel, work groups and departments. • Knowledge of construction and maintenance processes and procedures. • Knowledge of APM (Accident Prevention Manual) and Work Standards. • Knowledge of BPA ethics and diversity policies including EEO (Equal Employment Opportunity) and HFWP (Harassment Free Workplace). 	<ul style="list-style-type: none"> • Actively participates in discussion and presents complex ideas and information. • 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 and recommends timeline adjustments. • 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.

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>G2 <i>Communicate safety and job-specific needs</i></p>	<ul style="list-style-type: none"> • Communication is clear and relevant to maintenance practices and procedures. • JHA (job hazard analysis) and proper maintenance procedures are communicated to personnel effectively and in a timely manner. • The high priority of safety is communicated. • Job-related issues and concerns are discussed and work plans revised as needed. 	<ul style="list-style-type: none"> • Knowledge of the high priority of safety in the workplace. • Knowledge of BPA transmission system terminology. • Knowledge of APM (Accident Prevention Manual) requirements with respect to job briefings. 	<ul style="list-style-type: none"> • Understands the system organization and hierarchy, follows processes and procedures, and recognizes the organizational system strengths and limitations. • Actively participates in discussion and presents complex ideas and information. • Works to improve team skills, encourages team members, assumes responsibility for accomplishing team goals, understands strengths/limitations, resolves conflicts and motivates team members. • Defends own viewpoints, accepts responsibility for own behavior, understands own impact on others and demonstrates self confidence, self reliance, and self discipline. • Establishes rapport with co-workers and customers; modifies behavior to environment; shows understanding for others and encourages cooperation and negotiation. • Analyzes implications of decisions, responsibly challenges unethical practices and decisions and formulates ethical course of action. • Recognizes the value of diversity and responsibly challenges discriminatory practices and 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>G3 <i>Report observations of abnormalities</i></p>	<ul style="list-style-type: none"> • Ongoing preventive maintenance problems and safety concerns are documented and communicated to appropriate people in a timely manner. • Suggestions are made verbally and/or in written form. • Other entities are notified of possible problems on their systems. • Encroachment issues are reported in accordance with BPA procedures. 	<ul style="list-style-type: none"> • Knowledge of maintenance procedures and ability to recognize preventive maintenance problems. • Knowledge of the roles and responsibilities of company personnel and departments. • Knowledge of encroachment issues. • Knowledge of BPA reporting procedures. • Knowledge of normal and abnormal system functions and characteristics. 	<ul style="list-style-type: none"> • Records information accurately, creates original documents and summarizes information. • Understands the system organization and hierarchy, follows processes and procedures, and recognizes the organizational system strengths and limitations. • Monitors system performance, analyzes system operation, distinguishes trends in performance and diagnoses performance deviations. • Uses logic to draw conclusions, analyzes rules and principles and examines information for relevance and accuracy. • Analyzes implications of decisions, responsibly challenges unethical practices and decisions and formulates ethical course of action. • Establishes rapport with co-workers and customers; modifies behavior to environment; shows understanding for others and encourages cooperation and negotiation. • 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
<p>G4 <i>Coordinate with outside agencies and internal departments</i></p>	<ul style="list-style-type: none"> • Agencies and departments are notified of progress on current projects and plans for future projects in an appropriate timeframe. • Positive relationships are maintained with internal departments and outside agencies to facilitate a safe and productive work environment. • BPA needs and concerns are communicated to agencies effectively and in a timely manner. 	<ul style="list-style-type: none"> • Knowledge of functions of agencies and departments and how to contact them. • Knowledge of how outside agency issues are impacted by BPA activities and issues. • Knowledge of BPA policies regarding environmental awareness. 	<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. • Actively participates in discussion and presents complex ideas and information. • Records information accurately, creates original documents and summarizes information. • Establishes rapport with co-workers and customers; modifies behavior to environment; shows understanding for others and encourages cooperation and negotiation. • 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 of problems, generates and evaluates solutions and devises and implements plan of action. • 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
<p><i>G5.</i> <i>Communicate and coordinate with BPA management and coworkers</i></p>	<ul style="list-style-type: none"> • Regional Manager, other crafts and other TLM (transmission line maintenance) crews are kept informed of events in the region. • Regional Manager is consulted on matters of personnel and budget. • BPA policies, goals and targets are supported and clearly communicated to direct reports. 	<ul style="list-style-type: none"> • Knowledge of the roles and responsibilities of company personnel and departments • Knowledge of BPA policies, goals and targets. • Ability to determine when and how to consult with Regional Manager. 	<ul style="list-style-type: none"> • Defends own viewpoints, accepts responsibility for own behavior, understands own impact on others and demonstrates self confidence, self reliance, and self discipline. • Records information accurately, creates original documents and summarizes information. • Uses logic to draw conclusions, analyzes rules and principles and examines information for relevance and accuracy. • Interprets, clarifies and influences communication and compares multiple viewpoints. • Establishes rapport with co-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>G6. <i>Respond to requests from internal and external customers</i></p>	<ul style="list-style-type: none"> • Customer needs are recognized and acknowledged. • Information related to customer requests is gathered in a timely manner and thoroughly analyzed. • Customer requests are responded to in a timely manner. • Information about requests and actions taken are communicated to appropriate personnel effectively and in a timely manner. • Communications with customers comply with standards of conduct and sensitive communications policies. 	<ul style="list-style-type: none"> • Knowledge of customer needs, issues and priorities. • Knowledge of customer rules and protocols when working inside their facilities. • Knowledge of the power system and equipment. • Knowledge of the information needs of BPA departments and personnel regarding requests from customers. • Knowledge of standards of conduct and sensitive communications policies. • Knowledge of transmission system and roles and responsibilities of other crafts and departments. 	<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. • 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 and presents complex ideas and information. • Records information accurately, creates original documents and summarizes information. • Uses logic to draw conclusions, analyzes rules and principles and examines information for relevance and accuracy. • Establishes rapport with co-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><i>G7</i></p> <p><i>Engage with the public regarding safety and environmental issues</i></p>	<ul style="list-style-type: none"> • Health, safety and environmental information is on file and accessible. • Upon request, meetings are held with all relevant groups and individuals to educate them about health, safety and/or environmental assurance programs and topics. • Information is provided regarding working and living around energized transmission lines. • Discussions with the public are initiated when appropriate regarding safety and environmental issues. • Property owner and land use concerns are responded to in a timely manner. 	<ul style="list-style-type: none"> • Knowledge of health, safety and environmental information locations and sources. • Knowledge of land use, health, safety and/or environmental assurance topics and issues. • Knowledge of topics and concerns regarding living and working around energized transmission lines. 	<ul style="list-style-type: none"> • Actively participates in discussion and presents complex ideas and information. • Defends own viewpoints, accepts responsibility for own behavior, understands own impact on others and demonstrates self confidence, self reliance, and self discipline. • Conducts task-specific training, coaches others to apply related concepts, provides constructive feedback and develops appropriate training procedures. • Moderates discussion, interprets complaints and concerns, analyzes group dynamics, detects underlying issues and summarizes both sides of issues. • Analyzes and responds to customer needs; obtains additional resources to meet customer needs; makes exceptional effort on behalf of customer. • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors.

Job: Lineman Foreman III

Critical Work Function: H. Maintain a Safe Work Environment

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>Participate in or chair safety-district/crew meetings</i></p>	<ul style="list-style-type: none"> • Safety meeting agendas are prepared in advance and safety meeting protocols are followed. • Unsafe work practices are communicated in a clear and effective manner. • Participation of all is encouraged in an effective manner. • All communications in meetings are respectful. • Unanswered questions are followed up as an open item. • Appropriate training personnel/guest speakers are scheduled. 	<ul style="list-style-type: none"> • Knowledge of safety policies, procedures, goals and targets. • Knowledge of safe work practices. • Knowledge of the safety organization structure, roles and responsibilities. • Knowledge of procedures for requesting training personnel/guest speakers. • Knowledge of safety meeting protocols. 	<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 and presents complex ideas and information. • Interprets information and transfers information between formats. • Works to improve team skills, encourages team members, assumes responsibility for accomplishing team goals, understands strengths/limitations, resolves conflicts and motivates team members. • 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>H2.</i> <i>Conduct safety inspections</i></p>	<ul style="list-style-type: none"> • Potential hazards are correctly identified and corrected. • Routine tests / inspections are conducted and documented on safety equipment as required. • Inspections are thorough and are conducted on a regular basis. • Safety concerns are communicated to appropriate personnel effectively and in a timely manner. • Protocols are followed for OSHA (Occupational Safety and Health Administration) and WSHA (Washington State Safety and Health Administration) inspections. 	<ul style="list-style-type: none"> • Knowledge of BPA procedures for OSHA inspections. • Knowledge of potential hazards and how to recognize them. • Ability to perform and document 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 and summarizes information. • Interprets and converts numerical data and predicts arithmetic results. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates alternative solutions. • Selects data relevant to the task, predicts outcomes, analyzes data and integrates multiple items of data. • Pays attention to details, demonstrates initiative, monitors performance standards and follows up on assigned tasks.
<p><i>H3.</i> <i>Supervise documentation of inspection results and regulatory compliance</i></p>	<ul style="list-style-type: none"> • Documentation is completed according to agency policies and procedures. • Reports and appropriate records are input into appropriate database, filed and/or distributed to correct parties. • Reports and log books are accurate, legible and completed in a timely manner. 	<ul style="list-style-type: none"> • Knowledge of agency procedures and documentation protocols. • Knowledge of the pertinent items to log with respect to system conditions. • Knowledge of required documentation for each compliance requirement. 	<ul style="list-style-type: none"> • Pays attention to details, demonstrates initiative, monitors performance standards and follows up on assigned tasks. • Records information accurately, creates original documents and summarizes information. • Analyzes situations and information, considers risks and implications, compiles multiple viewpoints, and generates alternative solutions. • Utilizes integrated software, utilizes networks and manipulates information. • Analyzes implications of decisions, responsibly challenges unethical practices and decisions and formulates ethical course 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><i>H4.</i> <i>Ensure compliance with safety regulations</i></p>	<ul style="list-style-type: none"> • Safety laws and regulations are posted, supported and followed. • Mandatory safety training is attended by all personnel. • Discrepancies are followed up and appropriate action is taken in a timely manner in accordance with agency regulations. • JHA (job hazard analysis) is developed and communicated to all personnel prior to the start of the job. • Enforcement of all safety rules is consistent with BPA policies and procedures. • Safety violations are recorded and filed with appropriate offices in accordance with BPA policies and in a timely manner. 	<ul style="list-style-type: none"> • Ability to identify unsafe conditions. • Knowledge of safety laws and regulations. • 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. • Knowledge of procedures for enforcement of compliance. • Knowledge of procedures for reporting safety violations. 	<ul style="list-style-type: none"> • Understands the system organization and hierarchy, follows processes and procedures, and recognizes the organizational system strengths and limitations. • Interprets and applies new knowledge and experience, and analyzes application of learning tools and integrates new learning techniques. • Pays attention to details, demonstrates initiative, monitors performance standards and follows up on assigned tasks. • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors.
<p><i>H5.</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 corrected immediately where possible and if not, identified, reported, and documented promptly. • Appropriate parties are consulted about corrective actions. • Follow-up procedures are conducted and documented. 	<ul style="list-style-type: none"> • Ability to identify unsafe conditions. • Knowledge of corrective actions. • Knowledge of reporting procedures for unsafe conditions. • General knowledge of roles and responsibilities of offices, organizations and personnel at BPA. 	<ul style="list-style-type: none"> • Analyzes possible causes of problems, generates and evaluates solutions and devises and implements plan of action. • 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 alternative solutions. • Summarizes, integrates and analyzes information. • Defends own viewpoints, accepts responsibility for own behavior, understands own impact on others and demonstrates self confidence, self reliance, and self discipline. • Pays attention to details, demonstrates initiative, monitors performance standards and follows 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
H6. <i>Ensure subordinates are equipped with safety tools</i>	<ul style="list-style-type: none"> • Subordinates know and understand all safety requirements according to BPA policies, Work Standards and APM (Accident Prevention Manual). • Safety publications are reviewed with subordinates on a continuous basis. • MSDS (material safety data sheet) are current and accessible. • Hot line tools, rubber goods and grounds are maintained and tested as required. • PPE is assigned and replacements are available. • Safety training is provided in accordance with agency policies and procedures. • Subordinates have and effectively use safety tools. 	<ul style="list-style-type: none"> • Knowledge of MSDS. • Knowledge of hot line tool, rubber goods and grounds maintenance and testing. • Ability to provide appropriate PPE (personal protective equipment) 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 develops budget proposals. • Conducts task-specific training, coaches others to apply related concepts, provides constructive feedback and develops appropriate training procedures. • Analyzes possible causes of problems, generates and evaluates solutions and devises and implements plan of action.
H7 <i>Investigate and report accidents and incidents</i>	<ul style="list-style-type: none"> • Incident, accident or near miss is reported to BPA management, Safety Office and Dispatcher in an effective and timely manner. • Applicable reports are correctly filed on time. • Evidence is properly preserved. • Witness statements are taken immediately. • When appropriate, participate in accident investigation. • Initial supervisory accident investigation is performed in accordance with policies and procedures. 	<ul style="list-style-type: none"> • Knowledge of reporting procedures and requirements for incidents, accidents and near misses. • Knowledge of evidence preservation and chain of custody rules and procedures. • Knowledge of procedures for obtaining witness statements. • Knowledge of initial supervisory accident investigation procedures and requirements. 	<ul style="list-style-type: none"> • Analyzes implications of decisions, responsibly challenges unethical practices and decisions and formulates ethical course of action. • Pays attention to details, demonstrates initiative, monitors performance standards and follows 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. • Records information accurately, creates original documents and summarizes information. • Interprets, clarifies and influences communication and compares multiple viewpoints. • Analyzes possible causes of problems, generates and evaluates solutions and devises and implements plan of action.

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<p><i>H8</i></p> <p><i>Conduct J-1 job briefings</i></p>	<ul style="list-style-type: none"> • J-1 requirements are clearly communicated. • Where applicable JHA (job hazard analysis) is conducted and results are communicated and documented. • JHA is modified and communicated as needed to keep it current with changing conditions. 	<ul style="list-style-type: none"> • Knowledge of contents required for JHAs. • Knowledge of BPA transmission line construction and maintenance processes, procedures and equipment. • Knowledge of BPA safety rules, policies and procedures. 	<ul style="list-style-type: none"> • Actively participates in discussion and presents complex ideas and information. • Interprets, clarifies and influences communication and compares multiple viewpoints. • Pays attention to details, demonstrates initiative, monitors performance standards and follows up on assigned tasks. • Leads by example, motivates others to extend their capabilities, develops minority/majority views and persuades others to reverse negative attitudes and behaviors.