

**COMPETENCY MODEL FOR
LOAD DISPATCHER
CLASS CODE 5233**

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of Load Dispatcher.

Judgment and Decision Making
Tenacity
Listening
Initiative
Stress Tolerance
Clerical Speed and Accuracy
Safety Focus
Job Knowledge
Follow Oral Directions
Follow Written Directions
Oral Communication
Shares Knowledge and Information
Credibility
Objectivity

On the following pages are descriptions of each competency, including a definition, the level of the competency required for the class (*italicized and underlined*), examples of behavioral indicators, and satisfactory and superior performance levels.

4. JUDGMENT AND DECISION MAKING – Accurately assesses situations, seeks new information if necessary, and applies all available information to reach sound conclusions/formulate effective response.

Level of Competency Required by Job:

Level 1: Training and guidelines needed to respond to immediate situations within very specific function are provided (or supervisor available to assist).

Level 2: General information and guidance to assist in responding to a variety of situations across a range of circumstances are provided.

Level 3: Little guidance available for responding to a wide range of complex situations with far-reaching and/or enduring consequences.

Examples of Behavioral Indicators:

- Effectively responds to atypical situations.
- Asks questions or otherwise obtains additional relevant information to make a decision.
- Formulates a decision and necessary actions based on available facts.
- Correctly infers appropriate response based on information provided and existing policies, personal experience, and/or consultation with others.
- Discusses conclusions/possible responses with others before taking action as necessary.
- Considers impact of decisions on all affected parties.

Performance Levels:

Satisfactory

Correctly assesses routine and unusual situations and reaches appropriate conclusions for actions needed. Obtains additional information and/or consults with others as necessary.

Superior

Evaluates new situations accurately to establish an appropriate response or plan of action. Recognizes the impact on all affected parties, as well as the possible ramifications and repercussions of setting a precedent.

10. TENACITY – Persists in attempts to attain a goal; works through adversity.

Level of Competency Required by Job:

Level 1: Exert more effort or time to complete assigned work; continue to attempt to overcome difficulties encountered.

Level 2: Use a different approach and/or solicit advice/assistance to ensure goal attainment.

Level 3: Pursue goal over time, using different approaches, garnering additional resources as necessary, overcoming obstacles, and seeking new justifications when met with objections from others.

Examples of Behavioral Indicators:

- Repeats attempts to complete work/attain objective.
- Adjusts work plan as necessary to accomplish objectives.
- Secures additional resources when needed to attain goal.
- Defends goal when confronted with objections.
- Uses another means of attempting to obtain objective when the first attempt is ineffective or fails.

Performance Levels:

Satisfactory

Continues to pursue objective in the face of ineffective actions or failure. Exerts the necessary time and effort to ensure goal accomplishment.

Superior

Employs multiple means and repeated attempts to achieving a goal. Overcomes obstacles by personal persistence, seeking assistance, gaining support, and/or acquiring additional resources.

11. LISTENING – Hears and acknowledges what others say.

Level of Competency Required by Job:

Level 1: Attentive to others speaking in interpersonal interactions.

Level 2: Comprehend information from others one-on-one, in group settings, and from oral presentations.

Level 3: Comprehend information provided/questions asked by others in public forums or other stressful circumstances.

Examples of Behavioral Indicators:

- Demonstrates correct understanding of issue as expressed by customer.
- Recalls details of information provided by a speaker.
- Expresses subtleties/nuances in information conveyed by others.
- “Answers the question asked.”
- Conveys correct information based on information obtained from a speaker.

Performance Levels:

Satisfactory

Comprehends the message conveyed by the speaker. Rephrases information clearly and accurately; recalls information and details, and answers questions about the information correctly.

Superior

Recalls specific terminology used by a speaker when important. Accurately understands subtleties and nuances in spoken language. Answers questions completely, demonstrating clear and complete comprehension of the questioners' full inquiry.

13. INITIATIVE – Generates activity that facilitates accomplishment of work.

Level of Competency Required by Job:

Level 1: Offer to help co-workers and/or recognize things to do that facilitate work group accomplishment.

Level 2: Identify new tasks/projects to be undertaken and assist others with accomplishment of their work.

Level 3: Determine additional work necessary to improve the function and productivity of the organization or its services to citizens or other customers.

Examples of Behavioral Indicators:

- Makes suggestions for improvement in work quality or quantity.
- Finds work to do when own work is slow rather than allow diminished personal productivity.
- Expands scope of work/responsibility in appropriate directions.
- Anticipates upcoming events in order to prepare for them.

Performance Levels:

Satisfactory

Generates goal directed activity rather than waiting to be told what to do. Anticipates what is likely to occur in order to be able to prepare; recognizes that preparation for (and clean-up after) a job is part of doing the job.

Superior

Actively pursues additional tasks/responsibilities that will facilitate effectiveness. Makes extensive preparations for upcoming events or expected changes.

20. STRESS TOLERANCE – Maintains effective performance when under pressure, confronted with opposition or criticism, and/or when the situation is dangerous.

Level of Competency Required by Job:

Level 1: Assignment may include varied or heavy workload; new tasks may need to be learned; members of the public and, at times, co-workers may be rude.

Level 2: Insufficient staff or resources may be available to accomplish work. Priorities/objectives may be unclear and/or direction uncertain. Role ambiguity regarding responsibilities may exist. May encounter disagreement or criticism when performing job activities.

Level 3: Presentation and defense of position in a public forum, which at times entails facing opposition, may be required. Work environment may be fast-paced and one in which urgent decisions must be made. Making life-or-death decisions may be necessary.

Examples of Behavioral Indicators:

- Remains composed and focused on the task at hand in the presence of obvious stressors.
- Understands that rudeness or opposition is not typically personal attacks.
- Continues to make good decisions under urgent circumstances or when in danger.
- Soothes others who are more adversely affected by stress.

Performance Levels:

Satisfactory

Continues to perform effectively under stressful circumstances.

Superior

Acknowledges stress, but appears to be unaffected by it. Concentrates extra effort on accomplishing the task at hand. Assists others with effective coping.

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

Level of Competency Required by Job:

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

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

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

Examples of Behavioral Indicators:

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

Performance Levels:

Satisfactory

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

Superior

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

26. SAFETY FOCUS – Performs work in a way that minimizes risk of injury to self or others.

Level of Competency Required by Job:

Level 1: Maintain awareness of unsafe conditions and actions to avoid injury.

Level 2: Follow safety rules/procedures; avoid known hazards in the work environment.

Level 3: Carefully follow safety rules and procedures and consistently use all necessary safety equipment.

Examples of Behavioral Indicators:

- Wears seat belt.
- Ensures safe physical work environment by taking actions such as eliminating unstable stacks of materials, closing drawers so filing cabinets will not tip over, and keeping pathways clear of tripping hazards.
- Reviews safety procedures before beginning each job with known hazards.
- Follows safety procedures while performing work even when it takes more time.
- Uses safety equipment such as goggles, gloves, and earplugs as required or warranted.
- Frequently checks safety equipment for proper condition and operation.

Performance Levels:

Satisfactory

Maintains awareness of personal safety to avoid injury or property damage during all work activities.

Superior

“Safety first.” Places avoidance of injury or property damage above all other job requirements. Mentions the need to follow safe work practices to co-workers. Actively seeks ways to avoid injury.

29. JOB KNOWLEDGE – Knows information required to perform a specific job. Includes both widely available courses of study (for example, chemistry, human resources management, graphic arts) and City-specific information (parking regulation and ticketing practices; purchasing procedures; provisions of the City Charter).

Level of Competency Required by Job:

Level 1: Knowledge acquired after hire in a brief orientation, short training program, or through on-the-job training.

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

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

Examples of Behavioral Indicators:

- Performs work correctly/avoids technical (job content related) errors.
- Answers technical questions about work accurately.
- Asks few technical questions about the performance of routine work activities.
- Offers advice (“coaching”) to new employees regarding their work.
- Develops training programs for other employees.

Performance Levels:

Satisfactory

Sufficient job knowledge to perform work correctly independently. Answers technical questions about work correctly.

Superior

Expertise in technical job information sufficient to serve as a resource to others. May develop training manuals/programs and/or give internal and/or external presentations related to work.

Note: Specific Job Knowledge Areas required to perform the tasks of Load Dispatcher are identified on the following pages.

LOAD DISPATCHER JOB KNOWLEDGE AREAS

System Operation

1. Ability to read system diagrams and maps sufficient to perform such tasks as calculating distances and to locate work sites or trouble sites.
2. Ability to read graphic material such as single line charts or bar graphs sufficient to perform such tasks as calculating effects of changes in loads or rates of energy use.
3. Knowledge of special terminology used for equipment and operation of high voltage direct current and alternating current transmission systems by DWP and by other agencies, such as "contact hold "OK to work hot" or "blue clearance."
4. Ability to understand data shown on computer screens quickly and accurately to facilitate the actual operations of the system.
5. Knowledge of potential dangers to DWP personnel and/or other persons sufficient to make rapid and correct changes in operations of the system.
6. Knowledge of potential damage to lines and equipment sufficient to make rapid and correct changes in operations of the system.
7. Knowledge of common types of trouble with electric transmission and distribution lines and associated equipment such as overcurrent or undervoltage.
8. Knowledge of microwave, dedicated telephonic communication systems, two-way radio, and other communications systems used by DWP and other utilities.
9. Knowledge of remedial action schemes such as generator runback, Intermountain Power Project stability enhancement scheme, and Scattergood remedial action scheme.
10. Knowledge of types of changes in system operations which can be controlled from the ECC such as switching or testing relayed circuits sufficient to make appropriate changes or to decide when changes should be made by field personnel.
11. Knowledge of various types of relays such as differential, phase comparison, or overcurrent relays and of the procedure for testing and/or resetting each type, both from ECC and at stations and line locations.

12. Knowledge of system transmission capabilities sufficient to ensure adequate, reliable, and stable transmission of energy.
13. Knowledge of energy transmission, subtransmission, and distribution systems sufficient to oversee restoration of service, to review planned outages, and to identify problem areas.
14. Knowledge of DWP energy generation resources and reactive assets (frequency and voltage) sufficient to ensure adequate capacity and reserves to meet system loads.
15. Knowledge of capabilities and limitations of hydro and thermal generation such as time required to start up and/or to bring on line, fuel reserves, limitations on use of fuels, water supplies to hydro plants, or effects of equipment failure.
16. Knowledge of various automatic generation control modes such as tie-line bias, flat frequency, and time-error correction.
17. Knowledge of elements required to coordinate hydro and thermal generation such as peak shaving, equipment response times, comparative costs and availability, and the effects of load changes on the long term reliability of each type of generation method.
18. Knowledge of external generation resources and/or assets sufficient to use them effectively in meeting system loads.
19. Knowledge of factors involved in load estimating such as effects of weather (e.g., cloud cover, humidity, temperature), seasonal loads, DC line losses, and scheduled events.
20. Knowledge of backup operations procedures such as automatic generation control.
21. Knowledge of manual operating procedures for automatic generation control, interchange scheduling, and all other tasks normally performed with the aid of computers.
22. Knowledge of black start procedures contained within the emergency response manual in order to restore power after a blackout.

Switching

23. Knowledge of the layout of the City electric generation, transmission, subtransmission, and distribution systems sufficient to direct switching and to locate trouble.

24. Knowledge of typical layout and circuit configurations of distribution stations.
25. Knowledge of typical layout and circuit configurations of high voltage transmission stations sufficient to locate trouble and to direct switching.
26. Ability to give clear oral instructions about switching and making other changes in system status and circuits to field personnel.
27. Knowledge of synchronicity of the systems sufficient to compensate for differences such as differences in frequency or phase angle.
28. Knowledge of how system auxiliary equipment affects generation and/or transmission capabilities such as effects of pre-heaters at thermal plants or series capacitors on transmission lines.
29. Knowledge of effects of transferring loads on lines and equipment such as changes in voltage or current sufficient to select the best way of economically maintaining continuous service or of deenergizing circuits and equipment when that is required.
30. Knowledge of procedures for issuing switching instructions and/or OKs TO or CLEARANCES including the placement of accident prevention tags and software inhibit tags sufficient to provide safe working conditions for field crews.
31. Knowledge of procedures for load shedding including switching, notification of DWP station operators, and operators of interconnected systems.
32. Knowledge of lines and/or equipment which can accept brief overloads in emergencies.
33. Knowledge of emergency overload capabilities of system lines and transformer banks.
34. Ability to identify conditions/situations that may require management level input.

Procedures

35. Knowledge of appropriate agencies to notify in various types of emergencies such as DWP and other agencies (e.g., National Forest Service or paramedics).
36. Knowledge of operating procedures for interconnected utilities and agencies sufficient to coordinate switching for scheduled work, reliability, and restoration of service in case of outages.

37. Knowledge of procedures for wheeling energy sufficient to permit efficient operation of the system.
38. Knowledge of procedures for purchase or sale of energy sufficient to meet firm commitments which comply with contract agreements and which permit secure and efficient operation of the system including,
 - a. getting information about energy supplies and demands of utilities in the Western Electricity Coordinating Council (WECC) network;
 - b. determining path availability for energy transmission;
 - c. the interchange scheduling computer program including data entry formats, operating characteristics, and effects on the energy management system programs;
 - d. confirming intertie schedules.
 - e. using web based services such as OATI, WIT, Web Data
39. Working knowledge of procedures for firm energy accounting scheduling for DWP and for co-owners of jointly operated generation facilities and transmission lines.
40. Knowledge of DWP organization sufficient to identify appropriate personnel to provide necessary information and/or support and to provide assistance and direction to others.

Resources and Reference Materials

41. Knowledge of Operating Orders, Operating Bulletins, and Instructions to Load Dispatchers (ILD) sufficient to take required actions, to answer questions, and to use correct procedures.
42. Ability to keep abreast of issued and carried out oral instructions to load dispatchers and other qualified field personnel, sufficient to take required actions, answer questions, and use correct procedures.
43. Knowledge of National Electric Reliability Council guides, Western Electricity Coordinating standards sufficient to operate interconnection safely, securely, and economically and to notify the correct staff personnel at DWP and at other agencies in various circumstances.
44. Knowledge of interconnection agreements and contracts sufficient to operate interconnected systems safely, securely, and economically and to notify the correct staff personnel at other agencies in various circumstances.

Math and Science

45. Knowledge of arithmetic and algebra sufficient to perform such calculations as determination of distances, and changes in line loads.
46. In depth Knowledge of electrical theory and concepts such as Ohm's Law, energy flow, voltage and VAR requirements, voltage transformation, and circuit loading as they relate to energy generation, transmission, distribution and system restoration.
47. Skill in use of nomograms sufficient to arm remedial action schemes or to maintain the system within stability operation limits.

Communication and Record Keeping

48. Ability to use a personal computer or computer terminal sufficient to enter and to retrieve data from data bases.
49. Ability to use computer programs such as security monitor programs, contingency arming programs, interchange scheduling programs, economic dispatch programs or spreadsheet programs sufficient to operate the system safely, securely, and economically.
50. Ability to use word processing software sufficient for preparation of such work as memos and schedules.

General

51. Ability to remain calm in situations requiring frequent decision making and to adapt to the requirements of situations which change unexpectedly.
52. Ability to take charge and/or to give orders.
53. Ability to perform multiple tasks simultaneously.
54. Ability to set priorities and to resolve conflicting orders.
55. Willingness to work evenings, nights, weekends, and/or holidays, and/or extended hours and to work with irregular schedules for breaks and meals.
56. Ability to maintain North American Electric Reliability Corporation (NERC) credentials through ongoing/continuing education classes.

30. FOLLOW ORAL DIRECTIONS – Performs work accurately as directed orally.

Level of Competency Required by Job:

Level 1: Receive specific, complete oral directions daily or by individual task assignment throughout the day.

Level 2: Receive general instructions orally that span across days or for entire assignments.

Level 3: Receive general instructions/assignments orally regarding long-term objectives/responsibilities.

Examples of Behavioral Indicators:

- Does work assigned orally properly and on time.
- Asks pertinent questions for clarification of assignments.
- Performs work correctly when instructions were given orally.
- Explains assignments to others who received the same instructions.
- Performs work in accordance with general outline provided orally.
- Correctly infers details of assignments given only in general terms.

Performance Levels:

Satisfactory

Properly performs work when concrete, specific instructions are given orally. Asks pertinent questions when parts of the instructions are unclear or omitted.

Superior

Properly performs work assigned orally. Answers questions or explains work to others. Correctly infers details or portions of instructions that were omitted.

31. FOLLOW WRITTEN DIRECTIONS – Performs work accurately as directed in writing.

Level of Competency Required by Job:

Level 1: Perform tasks assigned in writing.

Level 2: Perform work after reading instructional manual.

Level 3: Perform work after completion of training modules or programs presented in writing.

Examples of Behavioral Indicators:

- Correctly completes work assigned in writing.
- Answers questions and/or explains work to others who received the same instructions.
- Learns and applies information presented in writing (instruction manual; training program).
- Correctly infers details of work to be performed that were unclear or omitted as presented in writing.

Performance Levels:

Satisfactory

Correctly performs work assigned or for which training was provided in writing.

Superior

Understands instructions and training materials presented in writing to the extent that is able to answer questions or explain to others. Correctly infers unclear or omitted details.

37. ORAL COMMUNICATION – Communicates orally in a clear, concise, and effective manner.

Level of Competency Required by Job:

Level 1: Exchange specific, job-related information with others in the immediate work environment or via telephone and/or radio.

Level 2: Obtain/provide/present general and/or job-specific information orally to a variety of others in various situations.

Level 3: Obtain/provide/present a diverse array of information at varying levels of complexity to a wide range of others across many different situations and circumstances.

Examples of Behavioral Indicators:

- Audience clearly understands the intended message.
- Rarely must repeat information in response to questions.
- Refrains from use of unnecessary words, phrases, or jargon.
- Provides a level of detail appropriate to the situation (avoids too much or too little detail).
- Speaks at a level appropriate to the audience in terms of terminology, sentence structure, and simplicity/complexity of ideas expressed.
- Uses words with precision (vocabulary) to convey exact information.

Performance Levels:

Satisfactory

Speaks clearly and audibly, providing the appropriate information and level of detail. Typically conveys the message on the first attempt. Answers questions accurately and directly.

Superior

Speech is direct and to the point. Speaks convincingly and with authority when appropriate. Maintains sensitivity to the audience while providing thorough information with the appropriate level of detail through the use of precise language.

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

Level of Competency Required by Job:

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

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

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

Examples of Behavioral Indicators:

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

Performance Levels:

Satisfactory

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

Superior

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

39. CREDIBILITY – Is truthful and sincere; objectively and clearly provides all pertinent information rather than being vague, omitting negative information or only stating what listeners “want to hear.”

Level of Competency Required by Job:

Level 1: Freely and openly share accurate job-related information with co-workers.

Level 2: Provide complete, accurate information to other City employees and members of the public.

Level 3: Represent department to the Mayors’ Office, City Council, City Commissions, and/or department heads, and/or to external organizations, professional associations, and/or the media.

Examples of Behavioral Indicators:

- Admits mistakes.
- Information provided is consistent (not contradictory or stating different things to different people).
- Answers questions directly and thoroughly.
- Shares credit for achievements.
- Acts in the best interest of the organization, not self interest.

Performance Levels:

Satisfactory

“Tells the complete story” from the onset. Is forthcoming with full information when questioned. Statements are consistent. Readily admits mistakes and gives credit to others.

Superior

Information provided is complete and accurate, and includes any negative information or information contrary to self interest. Does not attempt to be vague or put a “spin” on negative information to make it appear more positive

45. OBJECTIVITY – Demonstrates fairness and equity toward others; understands different perspectives; states sides of a conflict non-evaluatively; uses facts and logic.

Level of Competency Required by Job:

Level 1: Respond to the situation at hand and its specific circumstances as opposed to being influenced by previous encounters, stereotypes, or biases.

Level 2: Appropriately align self/organizational unit interest with objectives to benefit the overall organization and/or citizenry.

Level 3: Appropriately aligns self/organizational interest with the “common good” (citizens, other public sector agencies, elected officials).

Examples of Behavioral Indicators:

- Notes facts and circumstances specific to the situation.
- Formulates plans for action based on the totality of factual information.
- Gives full attention to each task/issue within areas of responsibility
- Clearly demonstrates the benefits of actions to the overall organization, citizens, and/or the “common good.”
- Does not take positions or promote actions/causes that reflect blatant self interest.

Performance Levels:

Satisfactory

Focuses on and reacts to all facts and information available for each situation/issue. Disregards personal preferences or biases in appraisal of situation/issue and response to it.

Superior

Strives to serve the “common good.” Responds in a manner contrary to self-interest when appropriate.

