

**COMPETENCY MODEL FOR  
WIND PLANT TECHNICIAN  
CLASS CODE 3826**

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

- 5. Learning Ability
- 8. Safety Focus
- 10. Physical Capability
- 20. Job Knowledge
- 24. Mechanical Aptitude
- 26. Electrical Understanding
- 35. Teamwork
- 43. Follow Oral Directions

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

## **5. LEARNING ABILITY** – Readily acquires and applies new information.

### Level of Competency Required by Job:

- Level 1: Learn job-related information, rules, and procedures, and apply them correctly.
- Level 2: **Learn and apply extensive job-related information correctly.  
Make reasonable inferences when specific information needed  
in a given instance was not presented.**
- Level 3: Access new job-related information via print or electronic media, in educational/training programs, and/or by speaking with others, and apply it correctly to the job.

### Examples of Behavioral Indicators:

- Recalls information presented in educational/training programs.
- Recognizes how to apply newly acquired information to the job.
- Applies new information to the job in a way that increases productivity.
- Applies “lessons learned” from prior work experiences to current work.
- Answers questions/coaches others who received the same instruction.

### Performance Levels:

#### Satisfactory

Learns new information and applies it appropriately to situations/issues.

#### Superior

Readily acquires new information, makes appropriate inferences based on it, and integrates it with prior learning and experience to maximize its use in a variety of situations or with respect to a variety of issues.

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

Level of Competency Required by Job:

- Level 1: Maintain awareness of unsafe conditions and actions to avoid injury.
- Level 2: Follow safety rules/procedures; avoid known hazards in the work environment.
- Level 3: **Carefully follow safety rules and procedures and consistently use all necessary safety equipment.**

Examples of Behavioral Indicators:

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

Performance Levels:

Satisfactory

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

Superior

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

## **Safety Focus Areas**

1. Knowledge of electrical, mechanical, environmental, and fall hazards while working on and/or near wind turbines, such as energized or rotating equipment, extreme wind speeds, and elevated heights sufficient to perform maintenance and repair activities in a safe and secure manner.
2. Knowledge of safety procedures, practices, and regulations as required by California Occupational Safety and Health Administration (Cal-OSHA) and the Los Angeles Department of Water and Power (LADWP) while working with or around mechanical, electrical and hydraulic equipment in a wind turbine, including lock-out tag-out (LOTO) procedures, one-hundred percent (100%) tie-off in and around the wind turbine, heat illness prevention, and/or proper ladder placement sufficient to ensure safety of oneself and others.
3. Knowledge of personal protective equipment (PPE) used when working on or near wind turbines, such as fall protection or climb assist equipment, fire retardant clothing, work boots, safety glasses, hard hat, and gloves sufficient to ensure safety of oneself.
4. Knowledge of proper rigging procedures used to move turbine parts such as yaw drives and nacelle lids, including sling inspection and shackle installation sufficient to select the correct rigging for the job and locate the proper position on equipment for rigging.

## **10. PHYSICAL CAPABILITY** – Strength, endurance, flexibility, and/or coordination.

### Level of Competency Required by Job:

- Level 1: Sitting and/or standing for extended periods of time.
- Level 2: Awkward body position and/or precise motions required; and/or repeated lifting, carrying, and/or manipulation of objects; and/or walking for extended periods of time.
- Level 3: **Continuous or extreme exertion of physical effort.**

### Examples of Behavioral Indicators:

- Sits and may occasionally stand or walk for entire workday (except breaks).
- Walks for the duration of the workday.
- Repetitive motion required to perform task.
- Repeatedly lifts and carries heavy objects.
- Exerts maximal effort for extended periods of time.

### Performance Levels:

#### Satisfactory

Performs tasks requiring physical capability satisfactorily and without undue physical stress or harm.

#### Superior

Performs tasks requiring physical capability correctly with relative ease. May be asked to perform the most physically demanding tasks or be sought by co-workers for assistance.

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

Level of Competency Required by Job:

- Level 1: **Knowledge is concrete, factual, and/or procedural and may be defined by the organization. Situations in which it is applied are quite consistent.**
- Level 2: Knowledge is substantive and may be defined by an external trade, field, or profession. Situations in which it is applied vary and, as such, require breadth and depth of understanding.
- Level 3: Knowledge is abstract, conceptual, and/or complex and may be supported by a well-defined academic discipline or authoritative sources (e.g., laws, ordinances, government guidelines/regulations/codes). Situations in which it is applied may vary greatly or be novel.

Examples of Behavioral Indicators:

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

Performance Levels:

Satisfactory

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

Superior

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

## **Job Knowledge Areas**

1. Knowledge of hand, power, and diagnostic tools used to perform routine maintenance and repairs on wind turbines, such as wrenches, gauges, hydraulic torqueing equipment, and electric meters sufficient to ensure the wind turbine is operating properly.
2. Knowledge of software programs used in the maintenance and operation of wind turbines, such as MAXIMO, Supervisory Control and Data Acquisition (SCADA), and/or human-machine interface (HMI) systems sufficient to track service maintenance schedules, monitor the status of the wind turbines, or identify issues for maintenance and repair.
3. Knowledge of the procedures used to operate and maintain a wind turbine and transmission equipment, such as starting and stopping the wind turbine, isolating electrical, mechanical, and hydraulic systems, and/or changing appropriate control parameters sufficient to resolve any mechanical, electrical, or hydraulic issue with the wind turbine generator.
4. Knowledge of the operating principles and structure of a wind turbine, such as required wind speed, the synchronization between the wind turbine and the online monitoring system, and turbine components sufficient to diagnose and identify which part of a wind turbine needs to undergo routine or preventative maintenance.

**24. MECHANICAL APTITUDE** – Accurately predicts the impact of forces on objects and assesses the behavior of other physical phenomena (e.g., volume, weight, velocity). Readily learns work involving the application of mechanical principles.

Level of Competency Required by Job:

- Level 1: Maintain a safe work environment by ensuring objects in it are stable, tools and equipment are properly used.
- Level 2: *Know the physical properties of objects in the work environment and correctly anticipate the action of forces upon them; performs work accordingly (correctly and safely).*
- Level 3: In-depth understanding of mechanical and physical phenomena sufficient to design and/or oversee the construction of systems.

Examples of Behavioral Indicators:

- Recognizes the impact of an earthquake on objects in the work environment and re-arranges them as possible to avoid possible damage or destruction and potential to cause injury.
- Uses tools properly to accomplish work correctly and safely.
- Recognizes the effects of various actions on objects and performs only those actions that will accomplish intended result and will not cause property damage or injury.
- Systems designed and/or for which construction is overseen operate as intended upon completion.

Performance Levels:

Satisfactory

Recognizes the operation of mechanical/physical phenomena sufficient to readily learn and perform work of a mechanical nature.

Superior

Displays exceptional insight into the operation of mechanical phenomena, and makes correct inferences regarding it. Promptly and accurately troubleshoots problems.

**26. ELECTRICAL UNDERSTANDING** – Comprehends the concept and the operation of flow of electrical current.

Level of Competency Required by Job:

- Level 1: Know the properties of electricity relevant to the work environment and work to be performed in order to correctly perform work and recognize hazards that will be created by the failure to do so.
- Level 2: **Sufficient understanding of electricity to recognize problems and determine repair needed to prevent disaster/restore operation.**
- Level 3: In-depth understanding of electrical principles and phenomena sufficient to design and/or oversee the installation of complex electrical systems.

Examples of Behavioral Indicators:

- Ensures safe physical work environment by taking actions such as eliminating exposed electrical wire, faulty connections, empty sockets, and overloaded circuits.
- Recognizes the danger of fire from faulty electrical installations.
- Uses tools, equipment, and instruments properly to accomplish electrical work correctly and safely.
- Systems designed and/or for which installation is overseen perform as intended upon completion.

Performance Levels:

Satisfactory

Understands the operation of electricity sufficient to readily learn and perform electrical work.

Superior

Displays exceptional insight into the operation of electrical systems, and makes correct inferences regarding them. Promptly and accurately troubleshoots problem.

### **Electrical Understanding Area**

1. Knowledge of the fundamental principles of electricity related to its generation, transmission, and distribution, including direct and alternating current and Ohm's Law sufficient to properly use electrical testing equipment and troubleshoot or repair mechanical, electrical, or hydraulic components in the wind turbine.

**35. TEAMWORK** – Interacts effectively with others to achieve mutual objectives; readily offers assistance to others to facilitate their goal accomplishment.

Level of Competency Required by Job:

- Level 1: Work effectively as a member of a work unit or project team. Readily offer assistance to others when they have too much work or have too little.
- Level 2: **Work effectively as a team member in which different people have different roles/responsibilities and perspectives. Identify points for collaboration with co-workers; readily offer and request assistance.**
- Level 3: Work effectively as a part of an interdependent team (your work gets done only if the work of the whole team is done; evaluation of team performance is more relevant than individual performance).

Examples of Behavioral Indicators:

- Discusses work-related matters with co-workers.
- Offers and requests assistance readily.
- Offers and is receptive to suggestions.
- Identifies problems with workflow that will prevent team from accomplishing its goals.
- Provides constructive criticism and feedback to team members to improve overall functioning of team.
- Assigns credit to team for accomplishments.

Performance Levels:

Satisfactory

Cooperates with co-workers and fulfills responsibilities as a member of a project team. Maintains a focus on common objectives and offers and requests assistance readily.

Superior

Sees the team as a whole; acknowledges that performance of the team is what in reality is evaluated by others. If anyone fails, everyone on the team fails.

**43. 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.