

**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**. (Numbers refer to the order of the competencies in the Competency Bank.)

- 2. Mathematics
- 3. Judgment and Decision Making
- 4. Analytical Ability
- 5. Learning Ability
- 6. Attention to Detail
- 8. Safety Focus
- 12. Conscientiousness
- 13. Stress Tolerance
- 20. Job Knowledge
- 29. Fact Finding
- 45. Oral Communication

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.

2. MATHEMATICS – Performs arithmetic or higher-level mathematical computations accurately.

Level of Competency Required by Job:

- Level 1: Perform arithmetic computations (add, subtract, multiply, divide, ratios, percentages).
- Level 2: Use algebra (substitute numbers for letters in a formula), geometry (angles, distances, area), and/or descriptive statistics (mean/median/mode, standard deviation, range).**
- Level 3: Apply and interpret calculus, inferential statistics (t-tests, correlations, ANOVA, multiple regression) or other very high level mathematics.

Examples of Behavioral Indicators:

- Quickly and accurately performs arithmetic computations.
- Appropriately selects and applies formulas for stated purpose.
- Correctly identifies an appropriate analysis for a specific purpose and selects the appropriate computer program for computation.
- Accurately interprets and presents results of mathematical/statistical computations.

Performance Levels:

Satisfactory

Knows mathematical requirements of the job and performs them correctly. Verifies work to ensure accuracy.

Superior

Identifies additional opportunities for the application of mathematics in work. Answers questions/trains others to assist them in their use of mathematics.

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

Level of Competency Required by Job:

- Level 1: Training and guidelines needed to respond to immediate situations within very specific function are provided (or supervisor available to assist).
- Level 2: General information and guidance to assist in responding to a variety of situations across a range of circumstances are provided.
- Level 3: Little guidance available for responding to a wide range of complex situations with far-reaching and/or enduring consequences.**

Examples of Behavioral Indicators:

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

Performance Levels:

Satisfactory

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

Superior

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

4. ANALYTICAL ABILITY – Identifies, obtains, and evaluates relevant information to establish relationships or patterns, cite causes, and reach logical conclusions.

Level of Competency Required by Job:

- Level 1: Recognize similarities/differences in current situation to those previously encountered and is guided accordingly. Apply existing policies correctly. Ask pertinent questions or otherwise seek additional information to formulate appropriate response.
- Level 2: Consider multiple, varied factors when evaluating a situation or issue. Seek additional information to provide further insight. Reach conclusions that logically follow from the information obtained.
- Level 3: Consider a multitude of diverse factors, their interrelationships, the perspectives of others, alternative courses of action and their likely ramifications when evaluating information to reach a conclusion.**

Examples of Behavioral Indicators:

- Obtains the necessary amount of relevant information.
- Recognizes the impact of each type of information on conclusions.
- Evaluates the quality/source of information when considering it.
- States the shortcomings of the information and, therefore, the analysis.

Performance Levels:

Satisfactory

Recognizes available relevant information, seeks additional information to consider, and reaches a conclusion. Provides sound, convincing justification for conclusions, citing relevant data and facts.

Superior

Uses a great deal of existing and obtained information and data to develop and evaluate alternatives and arrive at a final conclusion. Provides compelling arguments in support of conclusions.

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.

6. ATTENTION TO DETAIL – Extremely careful in addressing all aspects of each work assignment in order to produce “completed staff work” and/or avoid any negative outcomes.

Level of Competency Required by Job:

- Level 1: Ensure all aspects of work assignment are completed as directed.
- Level 2: Verify that each aspect of work assignment is properly completed; make logical inference regarding additional activities that may need to be performed to produce “completed staff work.”
- Level 3: Include evaluation of final work/work product in its accomplishment; make adjustments as possible to improve.**

Examples of Behavioral Indicators:

- Carefully checks all aspects of work for completion and accuracy before submitting.
- Identifies errors (for example, typo’s, computations, measurements, application of laws/rules/policies) and corrects them prior to submitting.
- Cross-checks work against available resources.
- Sets up a means of checks and balances to ensure work accuracy.
- Considers changes in final work product to ensure usability by recipient.
- Completes all revisions upon request.

Performance Levels:

Satisfactory

Ensures that each task accomplished represents “completed staff work.” No remaining details/ inconsistencies for others to address.

Superior

All aspects of each task completed are verified to be correct. Identifies any foreseeable consequences of work that may need to be addressed and does so.

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.

12. CONSCIENTIOUSNESS – Dependable, reliable, diligent, and attends to all aspects of assignments (the “details”).

Level of Competency Required by Job:

- Level 1: Remain on-task and make every reasonable effort to complete work in time allotted. Note discrepancies and takes action or informs appropriate person when “things don’t seem right” in information or data.
- Level 2: Note when own work logically relates to the work of others and coordinate with them and when additional tasks must be performed to complete an assignment and perform/assign them. Recognize when, despite best efforts, work will not be done and notifies supervision.
- Level 3: Attend to each area of responsibility, and if all are not being addressed, arrange for transfer or elimination of some of them. Ensure that all aspects of programs/projects are properly addressed to ensure success.**

Examples of Behavioral Indicators:

- Seeks all necessary information to do the job well.
- Learns from experience so can recognize when things are not right.
- Maintains a high level of task-related behavior.
- Continues to work diligently in the absence of supervision.
- Fully attends to seemingly minor as well as major aspects of each work assignment.

Performance Levels:

Satisfactory

Fully attends to work at hand; notes details, errors, and discrepancies and follows-up as necessary. Reliably performs and completes work. Punctual; respectful of others’ time.

Superior

Notes relationship of own work to work of others to ensure all aspects are coordinated. Performs additional tasks and otherwise follows-up to ensure thoroughness.

13. 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.

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.

LOAD DISPATCHER JOB KNOWLEDGE AREAS

System Operation

1. 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."
2. Knowledge of potential dangers to DWP personnel and/or other persons sufficient to make rapid and correct changes in operations of the system.
3. Knowledge of potential damage to lines and equipment sufficient to make rapid and correct changes in operations of the system.
4. Knowledge of common types of trouble with electric transmission and distribution lines and associated equipment such as overcurrent or undervoltage.
5. Knowledge of microwave, dedicated telephonic communication systems, two-way radio, and other communications systems used by DWP and other utilities.
6. Knowledge of remedial action schemes such as generator runback, Intermountain Power Project stability enhancement scheme, and Scattergood remedial action scheme.
7. 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.
8. 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.

9. Knowledge of system transmission capabilities sufficient to ensure adequate, reliable, and stable transmission of energy.
10. Knowledge of energy transmission, subtransmission, and distribution systems sufficient to oversee restoration of service, to review planned outages, and to identify problem areas.
11. Knowledge of DWP energy generation resources and reactive assets (frequency and voltage) sufficient to ensure adequate capacity and reserves to meet system loads.
12. 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.
13. Knowledge of various automatic generation control modes such as tie-line bias, flat frequency, and time-error correction.
14. 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.
15. Knowledge of external generation resources and/or assets sufficient to use them effectively in meeting system loads.
16. 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.
17. Knowledge of backup operations procedures such as automatic generation control.
18. Knowledge of manual operating procedures for automatic generation control, interchange scheduling, and all other tasks normally performed with the aid of computers.
19. Knowledge of black start procedures contained within the emergency response manual in order to restore power after a blackout.

Switching

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

21. Knowledge of typical layout and circuit configurations of distribution stations.
22. Knowledge of typical layout and circuit configurations of high voltage transmission stations sufficient to locate trouble and to direct switching.
23. Knowledge of synchronicity of the systems sufficient to compensate for differences such as differences in frequency or phase angle.
24. 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.
25. 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.
26. Knowledge of procedures for issuing operating instructions and/or work authorities including the placement of accident prevention tags and software inhibit tags sufficient to provide safe working conditions for field crews.
27. Knowledge of procedures for load shedding including switching, notification of DWP station operators, and operators of interconnected systems.
28. Knowledge of lines and/or equipment which can accept brief overloads in emergencies.
29. Knowledge of emergency overload capabilities of system lines and transformer banks.
30. Ability to identify conditions/situations that may require management level input. – Covered in Judgement and Decision Making or Conscientiousness

Procedures

31. Knowledge of appropriate agencies to notify in various types of emergencies such as DWP and other agencies (e.g., National Forest Service or paramedics).
32. 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.

33. Knowledge of procedures for wheeling energy sufficient to permit efficient operation of the system.
34. 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 Interconnection;
 - 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
35. Working knowledge of procedures for firm energy accounting scheduling for DWP and for co-owners of jointly operated generation facilities and transmission lines.
36. 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

37. 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.
38. 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.
39. 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.

Electrical Theory

40. Knowledge of electrical theory and concepts such as Ohm's Law, energy flow, voltage and VAR requirements, voltage transformation, circuit loading, and power system equipment as they relate to energy generation, transmission, distribution and system restoration.*
41. Knowledge of the use of nomograms sufficient to arm remedial action schemes or to maintain the system within stability operation limits.*

Communication and Record Keeping

42. Knowledge of computer programs such as security monitoring programs, contingency arming programs, interchange scheduling programs, economic dispatch programs or spreadsheet programs sufficient to operate the system safely, securely, and economically.
43. Knowledge of word processing software sufficient to prepare documents such as memos and schedules.

* Knowledge that is required prior to entry.

29. FACT FINDING – Obtains required information through questioning, review of existing materials, or securing new materials to answer a question or address a problem.

Level of Competency Required by Job:

- Level 1: Look up information available in the workplace (including use of the internet) or by asking questions of co-workers or supervisor.
- Level 2: Interview individuals and/or obtain necessary information from files, the library, and/or the internet.**
- Level 3: Conduct in-depth interviews/interrogations or depositions. Locate obscure reference material containing germane information by correctly identifying needed information, making logical inferences regarding where it might be available, and discerning from newly acquired information relevant additional materials.

Examples of Behavioral Indicators:

- Asks a series of insightful questions in a logical order.
- Correctly identifies persons most likely to have the needed information.
- Listens carefully to responses from others to discern all relevant information stated.
- Makes logical assumptions about where certain types of information might be found; or asks others who are likely to know.
- Persists in locating relevant information until a sufficient amount is available to permit answering question or addressing the problem fully.

Performance Levels:

Satisfactory

Obtains necessary information through scrutiny of existing files and other resources, correctly identifying and obtaining other sources of information, and/or asking questions.

Superior

Exhibits great insight in identifying who would have certain information, or in what materials it might be located. Carefully crafts questions to extract needed information. Persists until sufficient information is gathered to formulate a logical conclusion.

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

Level of Competency Required by Job:

- Level 1:** **Exchange specific, job-related information orally with others in the immediate work environment or via telephone and/or radio.**
- Level 2: Obtain/provide/present general and/or job-specific information orally to a variety of others in various situations.
- Level 3: Obtain/provide/present a diverse array of information orally at varying levels of complexity to a wide range of others across many different situations and circumstances.

Examples of Behavioral Indicators:

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

Performance Levels:

Satisfactory

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

Superior

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