electricity
HUMAN RESOURCES CANADA

Electricity Human Resources Canada is a non-profit organization supporting the human resources needs of the Canadian electricity sector.

Skills for Success Profile: **Power Protection and Control Technician**

Canada This project is funded by the Government of Canada's Sectoral Initiatives Program.

Skills for Success Profile:
Power Protection and Control Technician

Power Protection and Control Technicians install, commission, maintain, troubleshoot and repair the critical system equipment used for detecting and responding to power system faults, controlling system devices, metering schemes and telecom throughout a region or area. They may also perform design functions under the supervision of Professional Engineers. They are employed by electric power utilities and private electrical contractors. Their range of duties and responsibilities is dependent upon the type of operation for which they are employed.

Skills for Success Profiles provide real-world examples of how individuals use the various Skills for Success when performing their daily work activities. These Profiles are meant to provide a snapshot of the skills used by job incumbents; additional examples of each skill are possible and not every example presented in the profile will apply to every job incumbent.

Learn more on the **Office of Skills for Success (OSS) website.**

electricity
HUMAN RESOURCES CANADA

Skill for Success: **Reading**

The ability to find, understand, and use information presented through words, symbols, and images. For example, at work we use this skill to read memos, e-mails, reports, instructions, and safety manuals; as well as to locate information on forms and drawings.

Why Reading is Important

The changing labour market and advances in technology require reading skills for learning and work. Strong reading skills are needed to do our jobs and to work safely, and efficiently. We use reading skills to learn other skills, for example, by reading online learning resources. Reading is also important in day-to-day activities, for example to understand road signs, or to follow the instructions on a medicine bottle.

Levels of Complexity

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Read relatively short texts to locate a single piece of information; follow simple written directions.	Read more complex texts to locate a single piece of information or read simpler texts to locate multiple pieces of information; make low-level inferences.	Choose and integrate information from various sources or from several parts of a single text; make low-level inferences from multiple sources.	Integrate and synthesize information from multiple sources or from complex and lengthy texts; make complex inferences and use general background knowledge; evaluate quality of text.	Interpret dense and complex texts; make high-level inferences and use specialized knowledge.

Examples of Reading:

- Locate data in signs. For example, they refer to warning signs that describe mandatory personal protective equipment (PPE) or alert of potential hazards. (1)
- Read lists. For example, they read lists of routine tests to complete when installing meters or relays. (1)
- Locate data on labels and tags. For example, they review work permit tags on electrical equipment to verify when equipment had been isolated and by whom. They review labels on equipment to obtain operational and safety data. (1)
- Read notes and memos. For example, they may read notes and memos from their supervisors or training departments that outline upcoming training sessions and programs. (2)
- Locate data in sketches, pictures and icons. For example, they interpret icons and data in Supervisory Control and Data Acquisition Systems (SCADA) and Remote Terminal Units (RTUs) to identify system disturbances on the display screens. (2)
- Read e-mail messages on a variety of topics. For example, they read messages from supervisors, co-workers and engineers that

describe project progress, request information and notify them of changes to work orders. (2)

- Locate data in tables and schedules. For example, they review equipment outage schedules within maintenance program systems to determine when particular pieces of equipment will be maintained. (2)
- Read policies and procedures in manuals and handbooks. For example, they read maintenance, functional and commissioning procedures to learn the steps required to complete tasks. (3)
- Locate data in completed forms. For example, they review tailboard conference forms when they arrive on-site to locate information about the work to be completed, the hazards identified, and the issues considered prior to beginning the work. (3)
- Read technical reference books. For example, they refer to training and reference books to determine how to correctly apply a particular protection philosophy to the work to be performed. (3)
- Read reports. For example, they may read daily outage reports that provide a brief description of equipment taken out of service, as well as reports provided by various sources, such as IEEE and NERC, that propose recommendations related to power protection and control work. (3)
- Read manufacturers' manuals for various equipment, including relays and meters. For example, they read technical manuals when commissioning and troubleshooting relays and meters to ensure that they follow the correct steps when completing the work. (3)
- Interpret schematic drawings. For example, they interpret manufacturers' drawings related to a particular system or piece of equipment to commission, troubleshoot or change a circuit. (3)
- Interpret drawings of electrical systems to understand their operation. For example, they interpret drawings of control circuits to determine where power is flowing, where voltage and currents are located, and how an action creates a particular reaction to determine the overall operation of the protection relaying system. (3)
- Recognize common angles on diagrams and drawings. For example, they recognize and interpret angles on phaser diagrams to review setting angles in preparation for conducting fault analyses or installing PTs and phase shifting transformers. (3)
- Locate data and trends in graphs. For example, they interpret the waveforms of voltages and currents on graphs to identify operating capacities and potential malfunctions of relays and other equipment. (3)

Skills for Success: **Writing**

The ability to share information using written words, symbols, and images. For example, at work we use this skill to fill out forms and write e-mails, instructions, and reports.

electricity
HUMAN RESOURCES CANADA

Why Writing is Important

The changing labour market and advances in technology require writing skills that are suitable for different situations and digital platforms. Writing skills are used in many ways. At work, they can be used to write memos, e-mails, or reports. Writing skills are also needed in daily life to fill out a credit card or job application. Knowing what to write, how much to write, and in which style to write is important. Writing skills ensure our writing is suitable for our purpose, the intended reader, and the context.

Levels of Complexity

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Write less than a paragraph to organize, remind or inform.	Write brief text that is a paragraph or longer, to serve a variety of purposes. The content of writing is routine, with little variation from one instance to the next.	Write either longer or shorter pieces to inform, explain, request information, express opinions or give directions.	Write longer pieces, which present considerable information, and which may feature a comparison or analysis.	Write pieces of any length which demand originality and effectiveness. This includes creative writing. Appropriate tone and mood may be as important as the content.

Examples of Writing:

- Enter data into forms. For example, they complete commissioning forms for work completed, adding quantitative data such as test readings, and briefly describing the work completed and any problems that were encountered. (1)
- Write e-mail messages to co-workers, colleagues and supervisors to request information or assistance, coordinate activities, describe problems encountered in the field, and respond to inquiries. (2)
- Create tables and charts to gather, organize and analyze equipment test data for various parameters. (2)
- Write job steps. For example, they outline and document the key steps required to complete a job to be referenced in the future by those completing the assigned task. (3)
- Complete entries in logbooks. For example, they may write short descriptions of the work that they completed and what problems were encountered during their shifts. (3)
- Create graphs that plot voltages over a period of time to use as a comparison to manufacturer's standards for acceptable performance of a relay. (3)
- May create cable schedules to identify the types and sizes of wire and cables that need to be run to terminal ends and equipment. (3)
- Complete field marks on prints. For example, they make field marks on existing prints to be reviewed by the drafting department to reflect changes resulting from new installations and upgrades. (3)
- Draw common shapes on phaser diagrams. For example, they illustrate phase circuits on phaser diagrams by drawing shapes, including circles and squares, to represent elements within the electrical system. (3)
- May create schematic drawings for feeder protections, control schemes and telemetry installations. (4)

- May write near-miss or incident reports. For example, they may describe in detail the events that led up to the near-miss or incident and what should be done in the future to prevent the incident from recurring. (4)
- Create relay test sheets using macros and formulae to evaluate the functionality of the relay. (4)
- Write reports. For example, they write outage reports that describe the cause of the outage and recommendations for follow-up; commissioning reports that document how the job proceeded and areas for future improvement; and recommendation reports that put forth proposals for the purchase of new equipment based on test results. These reports may be used to inform future decisions. (4)
- May write letters of justification for test equipment. For example, they may write letters of approval for equipment over a certain dollar value to be sent to supervisors as justification. (4)
- May write procedures that describe to other workers exactly how complex job tasks should be performed. For example, they may write procedures for how to change the settings on a new piece of equipment by condensing the complex information presented in the manual into a 6-10 page document. (4)
- May write training materials. For example, they may prepare course materials for procedures and processes to be delivered to new trainees. The training materials must present technical information in a way that can be easily understood by the learner. (4)

Skills for Success: **Numeracy**

The ability to find, understand, use, and report mathematical information presented through words, numbers, symbols, and graphics. For example, at work we use this skill to perform calculations, order and sort numbers, make estimations, and analyze and model data.

Why Numeracy is Important

The modern economy requires numeracy skills that go beyond basic arithmetic and understanding numbers remains critical to functioning in today's society. Many jobs require the ability to work with numbers and math. For example, we may use numeracy skills to measure materials or count inventory at work. Numeracy skills are also needed in a wide variety of daily contexts. For example, we use numeracy skills to manage our finances or to make sense of statistics in the news.

Levels of Complexity

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Operations Required: Only the simplest operations are required and the operations to be used are clearly specified. Only one type of mathematical operation is used in a task. ***Translation:*** Only minimal translation is required to turn the task into a mathematical operation. All information required is provided.	***Operations Required:*** Only relatively simple operations are required. The specific operations to be performed may not be clearly specified. Tasks involve one or two types of mathematical operation. Few steps of calculations are required. ***Translation:*** Some translation may be required, or the numbers needed for the solution may need to be collected from several sources. Simple formulae may be used.	***Operations Required:*** Tasks may require a combination of operations or multiple applications of a single operation. Several steps of calculation are required. ***Translation:*** Some translation is required but the problem is well defined. Combinations of formulae may be used.	***Operations Required:*** Tasks involved multiple steps of calculation. ***Translation:*** Considerable translation is required.	***Operations Required:*** Tasks involve multiple steps of calculation. Advanced mathematical techniques may be required. ***Translation:*** Numbers needed for calculations may need to be derived or estimated; approximations may need to be created in cases of uncertainty and ambiguity. Complex formulae, equations or functions may be used.

Examples of Numeracy:

- Calculate amounts for expense account reimbursements. They calculate amounts for travel in personal vehicles using per kilometre rates. They may add amounts for per diem allowances and meals. (1)
- Measure physical properties using test equipment and gauges. For example, they may measure temperatures and pressures using gauges on equipment. (1)
- May prepare schedules. For example, they may work with their supervisors, forepersons and managers to schedule the work activities of their departments. (2)
- Calculate amperages, voltages and resistances using Ohm's law. (2)
- Calculate the percentage of error between "as found" and expected values. For example, they measure the "as found" readings for equipment, subtract the "as found" reading from the expected value, divide by the expected value, and multiply by 100 to determine the percentage of error. (2)
- Compare measurements and equipment readings to specifications. For example, they test and record equipment pressures, temperatures and voltage levels on a variety of equipment and compare the data to standards and norms. They determine if the equipment is operating within an acceptable range and use their analyses to identify

the need for recalibration, repair or replacement of the equipment. (3)

- Analyze trends in quantitative data. For example, they analyze temperature point data over a period of time as recorded by the SCADA system. They may analyze the data by creating graphs to identify anomalies and trends and to compare readings to standards. (3)

Skills for Success: **Digital**

The ability to use digital technology and tools to find, manage, apply, create, and share information and content. For example, at work we use this skill to take measurements, create spreadsheets, safely use social media, and make online purchases using digital devices such as smartphones, sensors, and computers.

Why Digital Skills are Important

Digital technology is being introduced to all jobs and has changed the way we find and share information, solve problems, and communicate with others. We need digital skills when we apply other skills such as reading, writing, and numeracy to working on computers or online. Digital skills help us keep up with changing demands in the modern workplace. In daily life, we need digital skills to be safely connected socially and to make use of online resources and services.

Levels of Complexity

ENTRY (E)	Individuals at the entry level can use basic functions of familiar digital devices. They need guidance to find and evaluate the relevance and reliability of online information, and to engage in safe online practices.
INTERMEDIATE (I)	Individuals at the intermediate level can use a wider range of functions of familiar and unfamiliar digital devices, including customizing devices for specific purposes (e.g., download and use an app, set up macros to automate tasks). They can find and use relevant and reliable online information and engage in safe online practices.
ADVANCED (A)	Individuals at the advanced level have in-depth knowledge of digital device operations and information technology system. They can find, use, and build on relevant and reliable online information to improve digital processes, including enhancing their own online safety. They can assess future digital needs and keep their own digital skills up to date.

Examples of Digital Skills:

- Use cell phones and/or two-way radios to communicate verbally among fellow technicians, supervisors and controlling authorities. (E)
- Use word processing software. For example, they use basic desktop publishing features of MS Word to write, edit and format reports, procedures, and other documents. (E)
- Use database software. For example, they access equipment databases to view, enter or retrieve data that describes equipment inventory, and documents maintenance and repairs. (E)
- Use spreadsheet software. For example, they enter quantitative test data into spreadsheets to monitor the response of equipment; to enter dates and times into spreadsheets; to create maintenance schedules; and to create test plans using formula calculations and macros. (E)
- Use the Internet. For example, they access user manuals and product information on manufacturers' websites. They may use company intranets to access company policies and procedures, schedules and forms. (E)
- Use communications software. For example, they use communications software to send and receive e-mail messages and retrieve attachments from supervisors, managers and co-workers. (E)
- Use other computer and software applications. For example, they may use Supervisory Control and Data Acquisition Systems (SCADA) and Remote Terminal Units (RTUs) to monitor the operation of equipment. They use specific software applications for their test equipment and relays, such as RTS, Power System Communicate, and SEL. (I)
- Use computer-assisted design software to view design drawings and to make design modifications. (A)

Skills for Success: **Problem-Solving**

The ability to identify, analyze, propose solutions, and make decisions to address issues; monitor success; and learn from the experience. For example, at work we use this skill to make hiring decisions, select courses of action, and troubleshoot technical failures.

Why Problem-Solving is Important

Every day we use information to make decisions, solve problems, and take actions. This can include thinking about different ways to complete a task and choosing the best solution or deciding what to do first when several activities are competing for our attention. The ability to think, make decisions, and solve problems effectively can improve the way we carry out activities, and meet goals and deadlines at work or in other daily life situations. Strong problem-solving skills help us gather the right information, to identify and solve problems and make better decisions. As we learn from these experiences, we strengthen our problem-solving skills and more quickly and effectively adapt to change.

Levels of Complexity

ENTRY (E)	Individuals at the entry level can make decisions or solve problems when there are limited or familiar variables, all the information is provided, and the stakes are low with few consequences. They can use their general knowledge and skills to process information, do simple or routine troubleshooting if needed, identify the decision or solution, and confirm the issue is resolved.
INTERMEDIATE (I)	Individuals at the intermediate level can make decisions or solve problems when there are multiple well-defined variables, information is not provided but easily identified, and the stakes are moderate with some consequences. They can identify useful information sources, analyze the information, select the best option from multiple choices, and evaluate the effectiveness of the solution or decision based on given or standard criteria.
ADVANCED (A)	Individuals at the advanced level can make decisions or solve problems when there are many complex unfamiliar variables that can be unpredictable or contradictory, little information is provided or certain, and the stakes are high with significant consequences. They can search for information using diverse unfamiliar sources or conduct your own research, synthesize and analyze complex information to determine multiple options, select the best option, and determine how to assess the effectiveness of the process and solution or decision.

Examples of Problem-Solving:

- May encounter issues with leased lines. For example, they are notified by an operator that communication has been lost on a line leased to a telecommunications company. They complete an end-to-end test of the line to verify the circuitry and to determine the source of the problem. If the problem lies within the jurisdiction of the telecommunications company, they will assist the company employees to troubleshoot the issue and restore communication across the lines. (I)
- Detect design-related problems or inefficiencies. For example, when reviewing completed work, they may detect that a setting is incorrect for the application. They contact the engineering department to inform them of what the setting should be and to gain approval to make the change. The changes made must be reflected on the "as-built" drawings. (I)
- Assess the efficacy of a system in the commissioning process. They check the design drawings, verify the placement of the equipment, and review the quantitative test data to determine if the system will perform as expected. (I)
- Evaluate the appropriateness of a piece of equipment for an installation. They review the product specifications and compare them to the design requirements to determine if the product will in fact produce the desired outcome or perform the correct function for the application. (I)
- Decide in what sequence to complete commissioning procedures for a large system. They consider the work being completed by other working groups to determine what they can complete now and what tasks have to be deferred to a later time. (I)
- Decide whether to repair a piece of faulty equipment or to order a replacement part. They consider their knowledge of the piece of equipment, the availability of tools and equipment to repair the defect, and the time and costs associated with a repair versus a replacement. (I)
- Encounter problems when commissioning equipment. For example, they may find that they are not obtaining the correct readings when commissioning a new relay. They review their procedures and refer to the manufacturers' manuals to verify their processes. They may also discuss the issue with the engineering group and complete an internal inspection of the relay components to determine the cause of the problem, which could range from an inaccurate setting to an anomalous defect. (I)
- Encounter equipment malfunctions that they are required to troubleshoot. For example, they receive calls that breakers or disconnects are not opening properly. They rely on their past experience to consider what could be causing the malfunction prior to arriving on site. Once on site, they communicate with the control center to discuss the alarms shown and the sequence of events to determine which aspect of the circuitry to troubleshoot. They check the fuses, wiring and equipment components point-by-point to eliminate areas that are operational in an attempt to locate the source of the fault. (I)
- May decide to recommend adjustments or changes to systems and equipment during the commissioning phase. For example, they may decide to modify a system from the design drawing to ensure that the system operates at optimal efficiency. They must base their decisions on their knowledge and experience and ensure that the integrity of the system and the safety of others is not compromised. (I)
- Judge the quality and veracity of equipment readings. To confirm that data is sufficient and accurate, they may conduct equipment tests and diagnostics, compare test results to data from previous tests, ask co-workers for opinions and read manuals and specifications. (I)
- Decide to change work procedures. For example, they decide to revise or change the format or sequence of a work procedure that they feel is not formatted in a chronological order or logical sequence. They make these changes to improve worker efficiency and productivity without compromising worker safety. (A)
- May assess the completeness and quality of installation, commissioning or repair of systems or equipment by their fellow co-workers or other work crews. For example, they may review work orders to verify that appropriate maintenance tasks have been performed. They may test equipment after work has been completed to verify functionality and visually inspect work areas to ensure the installation, commissioning or repair is complete. (A)

Skills for Success: **Communication**

The ability to receive, understand, consider, and share information and ideas through speaking, listening, and interacting with others. For example, at work we use this skill to discuss ideas, listen to instructions, and serve customers in a socially appropriate manner.

Why Communication is Important

Strong communication skills help us share information in a way that others can clearly understand. We also need strong communication skills to listen to, pay attention to, and understand others. In all jobs, communication skills are important for developing good working relationships with co-workers and clients, including those from different backgrounds and cultures. We also need these skills to work effectively in a team, and to gather and share information while problem-solving.

Levels of Complexity

ENTRY (E)	Individuals at the entry level can speak and listen to a narrow range of subject matter, using factual and concrete language in predictable and familiar contexts, interacting one-on-one. They can use and interpret straightforward non-verbal cues (e.g., facial expression, eye contact).
INTERMEDIATE (I)	Individuals at the intermediate level can speak and listen to a moderate range of subject matter, using both factual and abstract language, in less predictable contexts, interacting one-on-one or in small groups. They can interpret more complex non-verbal cues, including those with cultural implications, to better understand a speaker's intention and purpose.
ADVANCED (A)	Individuals at the advanced level can speak and listen to a wide range and depth of subject matter, using both factual and abstract or conceptual language, in a variety of contexts shifting from routine to unpredictable, interacting with familiar and unfamiliar audiences of various sizes. They can interpret complex and subtle non-verbal cues, and use them to adapt their own communication styles.

Examples of Communication:

- Discuss product malfunctions or technical questions with suppliers and manufacturers' representatives. (E)
- Discuss ongoing work with co-workers. They communicate daily with their fellow technicians to provide updates on work to be completed, to gain advice and assistance when troubleshooting faults and to coordinate job tasks. (E)
- Receive guidance and work orders from their supervisors and managers. They provide them with updates on job progress and discuss issues or problems that they are encountering with their work. (I)
- Talk to customers and the public. For example, they may communicate with representatives from utilities to whom they are supplying power. They may also speak with telecommunications providers who lease their lines to discuss bonding and protection issues. (I)
- Discuss potential hazards, barriers and special considerations to ensure safety on the job site during daily tailboard conference meetings with co-workers and colleagues prior to commencing work. (I)
- May facilitate training sessions. They may prepare and deliver training information to a group of trainees related to a new product or relay that will be put into use. (I)
- Discuss matters such as the current status of projects, policy and procedure changes, health and safety hazards, and issues encountered with co-workers and supervisors at general project and safety meetings. They may be asked to present pertinent information as these meetings and to provide their insight and knowledge in solving problems and issues. (I)
- Discuss technical aspects of work assignments with colleagues. For example, they may consult with system control personnel, electrical engineers, draftsmen, industrial electricians, telecommunications technicians, and powerline technicians to discuss processes, procedures and standards and to coordinate work tasks. (I)

Skills for Success: **Creativity & Innovation**

The ability to imagine, develop, express, encourage, and apply ideas in ways that are novel, unexpected, or challenge existing methods and norms. For example, at work we use this skill to discover better ways to complete tasks, to develop new products, and to deliver services in a new way.

Why Creativity and Innovation is Important

Creativity and innovation skills help us come up with new, unique, or "outside the box" ideas or to approach something completely differently than in the past. A curious mindset that finds inspiration from a broad range of experiences and perspectives helps develop creativity and innovation skills. Employers are increasingly seeking people who can apply creativity and innovation skills to their work in our increasingly diverse settings, and to come up with new solutions or approaches to tackling challenges. With strong creativity and innovation skills, we can also support and inspire others to do the same.

Levels of Complexity

ENTRY (E)	Individuals at the entry level can generate a limited number of novel ideas under guidance and support. They are open to applying new ideas but are quick to revert to norms and habits when the new ideas fail or face uncertainties.
INTERMEDIATE (I)	Individuals at the intermediate level can generate a larger number of novel ideas on their own. They acknowledge and work with uncertainties, accept failures, and learn from failures to improve their ideas. They are receptive to new ideas from others.
ADVANCED (A)	Individuals at the advanced level can generate a wider range of novel ideas, with diverse dimensions of originality. They evaluate limitations of novel ideas and find ways to improve them to minimize failures and uncertainties. They facilitate an environment for others to be creative and innovative.

Description:

As technology continues to evolve, many Power Protection and Control Technicians are required to integrate legacy systems with new equipment and processes. They often rely on their training and experience to devise innovative ways to ensure integration of existing and new technologies in their systems to ensure optimal performance. When troubleshooting, Power Protection and Control Technicians often balance their learned knowledge with creative and innovative approaches to find solutions to issues. ***(Intermediate)***

Skills for Success: **Collaboration**

The ability to contribute and support others to achieve a common goal. For example, at work we use this skill to provide meaningful support to team members while completing a project.

Why Collaboration is Important

Today people are more connected within communities, across the country, and around the world. Modern workplaces are more diverse, and many jobs require us to work with others from different backgrounds and cultures to complete tasks and solve problems. It is important to be able to work respectfully with people who have different professions, experiences, cultures, and backgrounds. Collaboration skills help us perform better in a team by understanding how to support and value others, manage difficult interactions, and contribute to the team's work. Strong collaboration skills help us build and maintain positive relationships with others at work, in school, and in other parts of our lives.

Levels of Complexity

ENTRY (E)	Individuals at the entry level can interact with familiar people or a small number of diverse unfamiliar people to share information to complete routine independent tasks. They can maintain cooperative respectful behaviours toward others and minimize conflict.
INTERMEDIATE (I)	Individuals at the intermediate level can work with familiar and diverse unfamiliar groups of people to coordinate tasks or work together to achieve simple or well-defined goals. They can support and adapt to others when appropriate and manage conflicts when needed.
ADVANCED (A)	Individuals at the advanced level can work in large teams of diverse people to achieve complex goals that might involve unpredictable situations. They can take on responsibility for integrating work, coaching and motivating others, managing conflicts, and evaluating and improving teamwork.

electricity
HUMAN RESOURCES CANADA

Description:

Power Protection and Control Technicians work as members of teams comprised of various technicians and technologists, as well as engineers, draftsman and other skilled workers, including electricians and powerline technicians. They work with their teams to install, test, commission and troubleshoot electrical systems and components. They regularly co-ordinate their work activities with other electrical and mechanical personnel to complete their job tasks. Power Protection and Control Technicians typically work independently to test and commission equipment. They may work with a partner or a helper when troubleshooting a system or commissioning a complex system. ***(Intermediate)***

Skills for Success: **Adaptability**

The ability to achieve or adjust goals and behaviours when expected or unexpected change occurs, by planning, staying focused, persisting, and overcoming setbacks. For example, at work we use this skill to change our work plans to meet new deadlines, to learn how to work with new tools, and to improve our skills through feedback.

Why Adaptability is Important

Major changes in society are affecting how we work, live, and learn and requiring us to constantly adapt to change. Strong adaptability skills will help us deal effectively with change and to learn new skills and behaviours when needed, stay focused on our responsibilities and goals, and not giving up when situations are difficult. They will help us stay positive and manage the stress that can come from change in the workplace, community, and our lives at home.

Levels of Complexity

ENTRY (E)	Individuals at the entry level can follow direction to adjust and complete plans, tasks, and goals in response to expected and unexpected changes requiring minor adjustment or learning that is provided. They can stay positive, persist, and manage emotions in response to minor stress.
INTERMEDIATE (I)	Individuals at the intermediate level can adjust and complete plans, tasks, and goals with some supervision in response to expected and unexpected changes requiring moderate adjustment or learning with some resources provided. They can stay positive, persist, and manage emotions in response to moderate stress.
ADVANCED (A)	Individuals at the advanced level can adjust plans, tasks, and goals independently in response to expected and unexpected complex changes requiring significant adjustment or learning that is self-directed using diverse resources. They can stay positive, persist, and manage emotions in response to high stress.

Description:

Power Protection and Control Technicians are required to complete routine maintenance and testing, in addition to troubleshooting, installing and commissioning systems and equipment. They are typically assigned tasks by their supervisors or follow prescribed schedules as outlined by their company departments. They are able to prioritize their tasks by responding to immediate demands while also completing scheduled tasks. Their work may be interrupted by unexpected and unpredictable factors, including trouble calls, equipment malfunctions or weather disturbances. They must be able to coordinate and integrate their work with others to complete their work as efficiently as possible.

Power Protection and Control Technicians are required to continually update their skills and knowledge to keep up with changes in technology related to their jobs. They learn informally on a daily basis through talking with co-workers and reading information contained in manufacturers' manuals, websites, reports and e-mails. They may be required to develop a learning plan with their supervisors to identify areas and methods for which they require training. They are required to complete and maintain mandatory safety training and certifications, including CPR, first aid, fall arrest, and WHMIS. They also take part in training sessions pertaining to new equipment or methodologies related to their work.

Technological advancements and enhanced digital equipment are changing the way in which Power Protection and Control Technicians complete their work. As relays, test equipment and computers become more technologically advanced, they will be required to complete specialized training and learn new processes and methodologies in a short amount of time. As a result of this anticipated rise in the use of advanced technologies and computer programs and applications, Power Protection and Control Technicians will have to be increasingly computer literate to be efficient and capable practitioners.

(Intermediate)

Notes

Notes

Notes

Skills for Success are the skills needed to participate and thrive in learning, work and life.

Skills for Success include skills that are foundational for building other skills and knowledge and are important for effective social interaction. These skills overlap and interact with each other, and with other technical and life skills. They are inclusive and can be adapted to different contexts.

Skills for Success are for everyone – employers, workers, training providers, governments and communities.

electricity
HUMAN RESOURCES CANADA

Canada
This project is funded by the Government of Canada's Sectoral Initiatives Program.