



BC Forest Safety

Supervisor Package

Table of Contents

| | |
|---|----|
| Regulation..... | 4 |
| Common Terms | 5 |
| Industry Toolbox | 6 |
| How do I Use this Toolbox | 7 |
| Tips for Using the Assessment Tools | 9 |
| Units in this Package..... | 12 |
| Transferability | 13 |
| Contact Us | 72 |



Version

Version includes date and control number. Comment section lists a summary of changes from previous version.

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|------------|--------|-------------|
| 2021-07-14 | v. 1.0 | Final draft |
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In consultation with industry subject matter experts, the BC Forest Safety Council (BCFSC) facilitated the production of this material.

Printed copies are considered uncontrolled and may be outdated. Current versions are available from the BCFSC.

Feedback is welcome and may be sent to training@bcforestsafe.org



Regulation

The following legislation has been identified as related to the occupation of supervisor and is embedded where applicable in the Units of Competency.

| | |
|---------|---|
| WCA 21 | General duties of employers |
| WCA 22 | General duties of workers |
| WCA 23 | General duties of supervisors |
| WCA 24 | Coordination of multiple-employer workplaces |
| WCA 25 | General duties of owners |
| OHSR 1 | Definitions |
| OHSR 2 | Application |
| OHSR 3 | Schedule 3 A Table 1-6 – First Aid Requirements Guideline Part 3 3.4 – Incident investigation reports 3.10 – Accident reporting and investigation 3.17.1 – Air transportation (where applicable) 3.23 – Young and new worker orientation 3.25 – Documentation |
| OHSR 4 | 4.19 – Physical or mental impairment 4.20 – Impairment by alcohol, drug, or other substance 4.24 – Definition (workplace conduct) |
| OHSR 12 | Tools, machinery, and equipment |
| OHSR 15 | Rigging |
| OHSR 16 | 16.3(8) – Record of inspections (mobile equipment) |
| OHSR 17 | Transportation of workers |
| OHSR 19 | Electrical safety |
| OHSR 21 | Blasting operations |
| OHSR 26 | Forestry operations |



Common Terms

| | |
|-----------------------------------|---|
| Competency | Consistently able to demonstrate the skills, knowledge and attributes required to perform effectively in the workplace to a Standard defined by industry. |
| Competency Conversation | A knowledge assessment tool with standardized questions and responses. |
| Formative Assessment | The act of formally or informally assessing knowledge, skills or attributes during the learning process. |
| Gap Plan | A document that provides a specific and measurable plan to fill identified gaps in skills, knowledge, or attributes. |
| Learning Management System | The software that the BC Forest Safety Council uses to deliver, and track training for industry partners. |
| Practical Assessment | A standardized skills assessment tool. |
| Summative Assessment | An assessment that is the sum of the learning or experience measured against the Standard. |
| Unit of Competency | Statements developed and approved by industry that describe, in terms of outcomes, effective performance in the workplace. Also known as the Standard or benchmark. |



Industry Toolbox

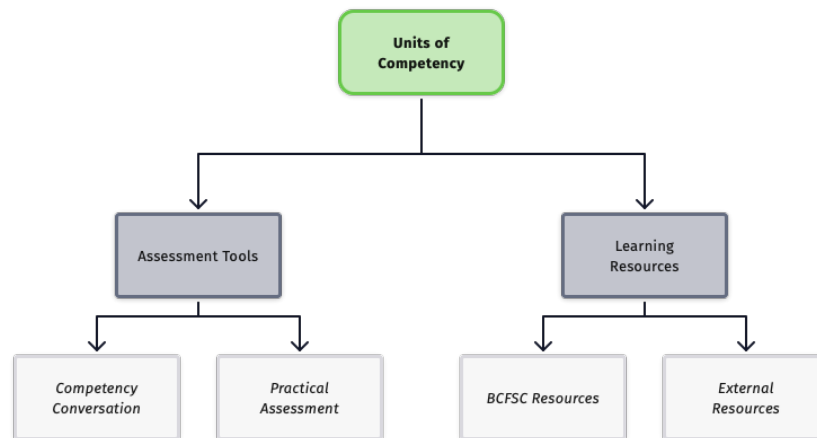
What is in an industry toolbox?

An industry toolbox is a collection of training and assessment tools to help organizations ensure their supervisors have the skills, knowledge, and attributes to perform effectively in the workplace.

Using the toolbox supports safety, due diligence and helps ensure supervisors are qualified as required under regulation.

Who developed the toolbox?

All Training and Assessment tools were developed in consultation with industry subject matter experts. The BC Forest Safety Council (BCFSC) facilitated the production of this material.



What is a Package?

A package is the foundation document in the toolbox for an occupation or group of related occupations. The package provides the framework for the occupation(s) and includes:

- Relevant regulations
- Transferability with other packages
- Units of Competency which specify in terms of outcomes what is required to work effectively to a standard required by industry and regulations where applicable.

Companion documentation to this package may include:

- Formative assessments (where applicable)
- Summative assessments
- Online and PDF learning resources

The purpose of the above documentation and process is to provide industry with a 'toolbox' that will support training and assessment of workers in the relevant occupations.

Using the Toolbox

Learning Resources

Learning takes place in both formal and informal settings. The tools provided are intended to compliment workplace training.

A competency-based system focuses on the outcomes not the pathway to get there unless regulation specifically requires it.

The BCFSC has a wide variety of training material and courses available and is adding more on a regular basis. Training opportunities may include online modules, in-class session or blended learning.

There are cases where material may not be available to support a learner. In these cases you may want to look at other avenues such as:

- Courses in the public domain
- In-house training
- Building a plan internally to bridge the gap.

To support the use of this toolbox the BCFSC has a online courses available including:

- Fundamentals of Coaching
- Training in the Workplace
- Assessing in the Workplace

Moderation and Validation

It is recommended that from time to time that those using the tools set a time to come together and review the assessment descions, tools and supporting documentation. This is often done at the same time as an industry conference.

Moderation

Moderation is the process of bringing assessment judgements into alignment so that assessment decisions are reliable and defensible.

The purpose of moderation activities are to ensure that all Assessors are interpreting the outcomes the same.

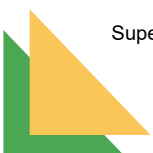
Validation

Validation is the quality assurance process that supports continuous improvement.

Validation activities are often held at the same time as moderation activities.

Validation is a review of all documentation, systems and processess related to the assement tools and supporting products and documentation.

This ensures the process works for industry.



Implementing Change

At the heart of any quality system (in a company or sector) is implementation of change when it is required. Quality in a system cannot be maintained if monitoring of a system and subsequent recognized changes do not occur when required. From a quality assurance perspective, this means having clear policies and procedures and evidence that those policies and procedures are being followed.

Implementation on the validation side is the easier of the two as the changes are often black and white and are easily documented. The implementation on the moderation side is more difficult and harder to measure as it can involve attitudes, preconceived ideas, and lack of understanding or even knowing that a lack exists.

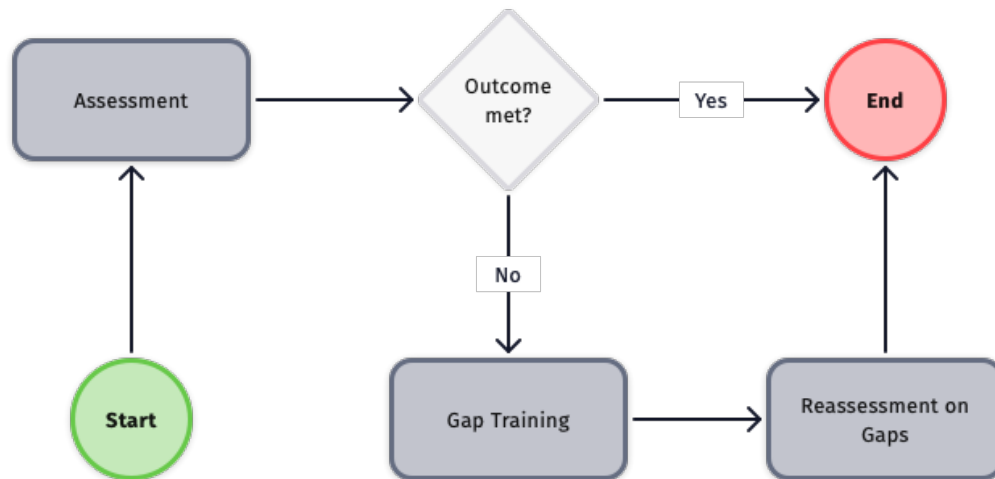
Moderation activities showcase the best and the worst in terms of assessment decisions. Assessors must approach this process with an open mind, a willingness to change, and to support fellow Assessors in the assessment journey.

Contact the BCFSC with any comments or suggestions for change.



Using the Assessment Tools

Following best practice when using the assessment tools helps ensure reliable and defensible decisions. There are over 250 outcomes in the Supervisor package. Therefore, it is important to train and assess in the areas that best fit the current need - when they are needed.



The Competency Conversation.

A competency conversation is a powerful assessment tool if used correctly. If there are many questions to ask, complete it in multiple sessions or cover the areas where the need is obvious. The assessment tool is there to support you.

Before a Competency Conversation

- Introduce yourself to the candidate.
- Find common ground with the candidate to put them at ease. For example, their interests or why they enjoy the occupation.
- Respect personal and professional boundaries.
- Suggest to the candidate that breaks will be taken every 45 minutes and discuss timelines for the assessment.
- If others are present explain their roles and responsibilities.
- Ask the candidate if they have any questions before you begin.

During a Competency Conversation

- Do not train during the competency conversation. Remember the time for training has passed.
- Be comfortable with silence. Allow the candidate sufficient time to respond.
- Reword the question or explain a scenario if the candidate is not understanding the question but do not lead.
- If the candidate has provided most of the responses, refocus the candidate or read back what responses they have given already.
- If the candidate is not providing the correct responses, ask the candidate if they have anything more to add before moving to the next question.
- Refrain from nodding, agreeing, or any other positive or negative affirmation of the responses given.
- Make notes as you ask questions to make it easier to report on later.
- Be consistent in your approach no matter the responses given

After a Competency Conversation

- Thank the candidate and ask if they have any questions.
- Explain the review and quality assurance processes and timelines for receiving the results.
- Explain that if gap training is required a gap plan will be included and reassessment will only be on the areas where gaps exist.
- If no gaps exist, explain the process for the practical assessment.
- As soon as reasonably possible, summarize the assessment findings in the report while the information is still fresh.

The Practical Assessment.

- A practical assessment is the observation of skills and in some cases asking questions within the practical assessment to ensure that the candidate knows why they are doing what they are doing.
- Practical assessments conducted in the workplace should mirror the actual work activities for the day and cause minimal disruptions to the worker or workplace.
- The Assessor has the right and is expected to stop the assessment if any activity or conduct put the candidate, Assessor, others, or the site in an unsafe position. Safety is paramount in all practical assessments.



- Do not add to the predetermined scope of the assessment. This is not the time to explore the candidate's knowledge or skills outside of the agreed scope and level the assessment is set at.
- If the candidate does something differently than how you would do it and it is not prescriptive in the assessment tool, do not show bias towards it.

Gap Plans.

There are no marks in a competency-based system. When gaps are identified it is important to provide a pathway to fill those gaps. A gap training plan should:

- Be specific and measurable
- Directly relate to an identified gap
- Have a time frame associated with the gap plan
- Be fact not opinion
- Be professional and use appropriate language

Re-assessment should only be on the identified gaps



Units in this Package

All Units of Competency listed are relevant to Supervision in the Forestry Sector. Sector specific units are listed separately.

General Supervisor Units

| | |
|------|---|
| 1098 | Describe and Apply Safety Culture and Safety Management Systems |
| 1099 | Describe and Apply Communication Skills |
| 1100 | Describe and Apply Legal, Regulatory and Legislative Requirements |
| 1101 | Describe and Apply Due Diligence |
| 1102 | Describe and Apply Leadership and Professionalism |
| 1104 | Report and Investigate Incidents |
| 1106 | Plan and Manage Day to Day Activities |
| 1107 | Describe and Apply Productivity and Performance for Supervisors |
| 1109 | Orientate New Workers |
| 1110 | Describe and Apply Disciplinary Process |
| 1111 | Conduct Performance Evaluations and Provide Feedback |
| 1112 | Describe and Apply return to Work and Modified Programs |
| 1113 | Describe and Manage Grievance Process |
| 1114 | Describe and Implement Quality Management Plan |
| 1115 | Manage, Inspect and Maintain Assets |
| 1066 | Fundamentals of Coaching |
| 1103 | Describe Human Factors and System Safety |

Units Specific to Silviculture

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|------|--------------------------------------|
| 1105 | Apply Silviculture Supervisor Skills |
|------|--------------------------------------|



Transferability

Units of Competency are designed to be transferable between related occupations. This means that when moving from one occupation to another, competency as expressed in the relevant units move with the candidate. This recognition allows the worker to focus on meeting the outcomes of the units that are distinct to the occupation. For example, if Unit 1066 – Fundamentals of Coaching is achieved it does not have to be reassessed when moving between occupations if it is part of another occupation or package.

Supervisor to Plant Operator package

The following units are transferable to the **Plant Operator Package**

| | |
|-------------|---|
| 1099 | Describe and Apply Communication Skills |
| 1101 | Describe and Apply Due Diligence |
| 1102 | Describe and Apply Leadership and Professionalism |
| 1103 | Describe Human Factors and System Safety |
| 1104 | Report and Investigate Incidents |

Supervisor to Coach/Trainer package

The following units are transferable to the **Coach/Trainer Package**:

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|-------------|--------------------------|
| 1066 | Fundamentals of Coaching |
|-------------|--------------------------|



Unit Colour Codes

General Supervision

Silviculture

Supervisor Units

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|-----------------|--------------------------|
| Unit | 1066 |
| Title | Fundamentals of Coaching |
| Document | Unit of Competency |

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| Description | <p>This unit is about:</p> <ul style="list-style-type: none">• Coaching Techniques;• Code of Conduct; and• Coaching and gap plans. |
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|--------------------------------|---|
| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
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|------------------------|---|
| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none">• There are no prerequisites for this unit. |
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| | |
|--------------------|---|
| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none">• Trainer• Coach• Supervisor• Other occupations as required. |
|--------------------|---|



| Element of Competence | Competence Outcomes |
|-------------------------------|--|
| <p>1. Coaching Techniques</p> | <p>1.1. Describe roles in the training environment. Roles in the training environment must include:</p> <ul style="list-style-type: none"> • Trainer, Coach, Mentor <p>1.2. Describe personal attributes and limitations in the training environment. Personal attributes may include:</p> <ul style="list-style-type: none"> • Patient, confident <p>Limitations must include:</p> <ul style="list-style-type: none"> • Recognize personal limits; teach with trainers' experience level, personal boundaries, due diligence, personal triggers <p>1.3. Explain how to motivate learners. Motivate learners may include:</p> <ul style="list-style-type: none"> • Keeping learners engaged, indicators of success, lead by example, <p>1.4. Explain verbal and non-verbal attributes to set a candidate at ease. Non-verbal attributes must include:</p> <ul style="list-style-type: none"> • Eye contact, facial expressions, gestures, body posture • Signals of interest, signals of comprehension, signals of agreement. <p>Verbal attributes must include:</p> <ul style="list-style-type: none"> • Speaking, active listening, tone, clarity, volume, language, signals from learners • Think before speaking, keep an open mind, discuss not argue, respect others. <p>1.5. Compare coaching styles. Coaching styles must include:</p> <ul style="list-style-type: none"> • Facilitative, authoritative |



| Element of Competence | Competence Outcomes |
|------------------------------|--|
| | 1.6. Describe questioning techniques . Questioning techniques must include: <ul style="list-style-type: none"> • Types of questions, 3 P's of questioning, coaching answering questions. |
| 2. Code of conduct | 2.1. Explain personal and professional boundaries including confidentiality. |
| 3. Coaching/Gap Plans | 3.1. Describe how to deal with a range of performance 3.2. Develop, track, and adjust coaching plans as needed according to learners' needs. |
| 4. Feedback | 4.1. Give and receive constructive feedback. |

Summary of Knowledge and Skills

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| Summary of Knowledge to be Assessed | For this unit, a competent worker must understand: <ul style="list-style-type: none"> • Fundamentals of coaching • Questioning techniques • How to motivate learners • Personal attributes and limitations • Verbal and non-verbal attributes • Personal and professional boundaries • Range of performance • Coaching plans • Feedback. |
| Summary of Skills to be Assessed | For this unit a competent worker must be able to: <ul style="list-style-type: none"> • Develop coaching plans • Track coaching plans • Complete evidence requirements. • Give and receive constructive feedback. |



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| Unit | 1098 |
| Title | Describe and Apply Safety Culture and Safety Management Systems |
| Document | Unit of Competency |

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| Description | <p>This unit is about:</p> <ul style="list-style-type: none"> • Safety Culture; • Safety Management Systems; and • Safe Work Practices. |
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| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> • There are no prerequisites for this unit. |
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|--------------------|---|
| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> • Supervisors |
|--------------------|---|



| Element of Competence | Competence Outcomes |
|--|--|
| <p>1. Safety Culture</p> | <p>1.1. Promote and improve safety and efficiency as part of workplace activities including using a feedback loop.</p> <p>1.2. Recognize, validate, and communicate hazards, including relevant documentation to report the hazard.</p> <p>1.3. Recognize mental and physical well-being and symptoms of help being required.</p> |
| <p>2. Safety Management Systems</p> | <p>2.1. Explain the five-step process of right to refuse unsafe work.</p> <p>2.2. Explain why it is important to respect the process of right to refuse unsafe.</p> <p>2.3. Describe how the application of safe work procedures promotes workplace safety.</p> <p>2.4. Explain how safety statistics impact WorkSafeBC base rates.</p> |
| <p>3. Safe Workplace Practices</p> | <p>3.1. Assess job tasks and communicate safe work practices and procedures to employees.</p> <p>3.2. Train workers on safe work practices and procedures.</p> <p>3.3. Monitor for compliance to safe work practices and procedures.</p> <p>3.4. Recognize indications of literacy and language barriers and their impact on safety.</p> |



Summary of Knowledge and Skills

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| <p>Summary of Knowledge to be Assessed</p> | <p>For this unit, a competent worker must understand:</p> <p>Safety Culture</p> <ul style="list-style-type: none"> • Recognize, validate and communicate hazards • Promote and recognize physical and mental well being • Safety and efficiency as part of work activities (feedback loop) • Promote the requesting for qualified assistance or alternate means. <p>Safety Management Systems</p> <ul style="list-style-type: none"> • The five step process of refusal of unsafe work • Support workers in the refusal of unsafe work • Assessing risk and hazards in the work area • Monitor and promote safe work procedures • Managing levels of risk in the work area • Maintaining safe work distances |
| <p>Summary of Skills to be Assessed</p> | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none"> • Promote safety through the use of a feedback loop • Assess job tasks and communicate safe work practices • Train workers to use safe work practice • Monitor workers for continued use of safe work practices • Recognize individual barriers that may affect safety. |



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| Unit | 1099 |
| Title | Describe and Apply Communication Skills |
| Document | Unit of Competency |

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| Description | <p>This unit is about:</p> <ul style="list-style-type: none"> • Verbal: and • Non-verbal communication. |
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| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> • There are no prerequisites for this unit. |
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| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> • Supervisors |
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| Element of Competence | Competence Outcomes |
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| 1. Verbal | 1.1. Communicate in a clear concise way so that the message is received and understood. 1.2. Describe how communication can support or work against safety . Support or work against safety may include: <ul style="list-style-type: none"> • Barriers, distractions • Sharing knowledge, raising awareness, suggesting solutions. 1.3. Communicate with stakeholders in a professional manner. |
| 2. Non-Verbal | 2.1. Describe the pros and cons of using technology to communicate. 2.2. Demonstrate effective writing so records are clear, concise, and understood in accordance with workplace policy and procedures. 2.3. Describe and be aware how body language can affect communication. 2.4. Explain confidentiality requirements in accordance with workplace policy and procedures and relevant legislation. |

Summary of Knowledge and Skills

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|-------------------------------------|---|
| Summary of Knowledge to be Assessed | For this unit, a competent worker must understand: <ul style="list-style-type: none"> • How communication can support or work against safety • How to communicate with stakeholders in a professional manner • The pros and cons of using technology to communicate • How to write effectively • How body language can affect communication • Confidentiality requirements. |
| Summary of Skills to be Assessed | For this unit a competent worker must be able to: <ul style="list-style-type: none"> • Communicate in a clear, concise manner • Communicate in a professional manner with all stakeholders • Write effectively. |



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|-----------------|---|
| Unit | 1100 |
| Title | Describe and Apply Legal, Regulatory and Legislative Requirements |
| Document | Unit of Competency |

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|--------------------|---|
| Description | <p>This unit is about:</p> <ul style="list-style-type: none"> • Labour Laws and Employment Standards; • Regulations; • Workplace Standards, By-laws, Codes, Manufacturers specifications; • Environmental Responsibilities; • Vehicle Inspection Requirements; and • Personal Information Protection Act. |
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|--------------------------------|---|
| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> • There are no prerequisites for this unit. |
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| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> • Supervisors |
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| Element of Competence | Competence Outcomes |
|---|---|
| 1. Labour and Employment Standards and Laws | 1.1. Describe industrial relations. 1.2. Describe provincial and federal employment standards. 1.3. Explain where to access information related to labour standards and laws including updates. |
| 2. Regulations and Legislation | 2.1. Explain OHSR related to supervision. 2.2. Explain rights and responsibilities of the employer and employee. 2.3. Explain where to access regulations information including updates. 2.4. Monitor workers to ensure compliance with regulations. |
| 3. Workplace Standards, By-laws, Codes, Manufacturers Specifications | 3.1. Communicate relevant standards, by laws, regulations and codes. 3.2. Demonstrate that equipment and resources adhere to manufacturers recommendations. 3.3. Monitor for compliance of standards, bylaws, codes and manufacturer's specification in the workplace. |
| 4. Environmental Responsibilities | 4.1. Describe how to manage environmental risk and promoting environmentally friendly workplaces. 4.2. Explain legislation governing environmental responsibilities. 4.3. Ensure workplace policies and procedures align with environmental responsibilities. 4.4. Monitor for compliance of environmental responsibilities. |
| 5. Vehicle Inspection Requirements | 5.1. Describe the purpose and scope of the Vehicle Inspection program. 5.2. Describe which vehicles are subject to mandatory inspections and ensure inspections are completed. 5.3. Describe the vehicle inspection procedure. 5.4. Monitor for vehicle inspection compliance. |



| Element of Competence | Competence Outcomes |
|---|--|
| 6. Personal Information Protection Act | 6.1. Describe the purpose and scope of PIPA. 6.2. Collect and store personal information in accordance with the Act. 6.3. Maintain privacy of individuals and disclose information only as required and allowed under the Act. 6.4. Conduct periodic audits for compliance. |

Summary of Knowledge and Skills

| | |
|-------------------------------------|---|
| Summary of Knowledge to be Assessed | For this unit, a competent worker must understand: <ul style="list-style-type: none"> • Industrial relations • Provincial and Federal employment standards • How to access labour laws information • OHSR related to supervision • Rights and responsibilities of employers and employees • How to access OHSR including updates • How to promote environmentally friendly workplaces • Vehicle inspection programs, requirements, and procedures • Purpose and scope of PIPA • How to store personal information to be compliant with Act. |
| Summary of Skills to be Assessed | For this unit a competent worker must be able to: <ul style="list-style-type: none"> • Communicate provincial and federal employment standards with staff • Monitor worker compliance with regulations, workplace standards, by-laws, and codes • Workers adhere to environmental requirements • Monitor vehicles and equipment to ensure compliance with inspections • Collect, store, and maintain personal information including audits as required. |



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| Unit | 1101 |
| Title | Describe and Apply Due Diligence |
| Document | Unit of Competency |

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| Description | <p>This unit is about:</p> <ul style="list-style-type: none"> • General Due Diligence; and • Legislation and Regulations related to Due Diligence. |
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|--------------------------------|---|
| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> • There are no prerequisites for this unit. |
|------------------------|---|

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| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> • Supervisors |
|--------------------|---|



| Element of Competence | Competence Outcomes |
|--|---|
| <p>1. General Due Diligence</p> | <p>1.1. Describe <i>due diligence</i>.</p> <p><i>Due diligence</i> must include:</p> <ul style="list-style-type: none"> • Practice, defense. <p>1.2. Demonstrate application of best practices to support due diligence</p> <p>1.3. Define reasonable in relation to the application of due diligence.</p> <p>1.4. Use documentation to support due diligence.</p> |
| <p>2. Due Diligence Legislation and Regulations</p> | <p>2.1. Describe legislation, regulation, guidelines, and policy associated with due diligence.</p> <p>2.2. Describe inspections in accordance with OHS Regulations.</p> <p>2.3. Describe worker assessments in accordance with OHS Regulations</p> <p>2.4. Describe safety programs</p> <p>2.5. Explain due diligence as a defense.</p> |



Summary of Knowledge and Skills

| | |
|-------------------------------------|---|
| Summary of Knowledge to be Assessed | <p>For this unit, a competent worker must understand:</p> <ul style="list-style-type: none">• Due diligence as it relates to supervision• Best practices related to supervision• What is considered reasonable in relation to supervision• Importance of documentation in relation to due diligence• Legislation related to due diligence• Inspections related to due diligence• Worker assessment related to due diligence.• Safety programs• Due diligence as a defense |
| Summary of Skills to be Assessed | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none">• Apply best practice related to due diligence• Use documentation to support due diligence• Promote due diligence in workers. |



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|-----------------|---|
| Unit | 1102 |
| Title | Describe and Apply Leadership and Professionalism |
| Document | Unit of Competency |

| | |
|--------------------|---|
| Description | <p>This unit is about:</p> <ul style="list-style-type: none"> • Personal Awareness; • Leadership Skills and Professionalism; and • Team Building and Worker Relations. |
|--------------------|---|

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|--------------------------------|---|
| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
|--------------------------------|---|

| | |
|------------------------|---|
| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> • There are no prerequisites for this unit. |
|------------------------|---|

| | |
|--------------------|---|
| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> • Supervisors |
|--------------------|---|



| Element of Competence | Competence Outcomes |
|--|---|
| <p>1. Personal Awareness</p> | <p>1.1. Describe how personal strengths and limitations and how they affect leadership and professionalism.</p> <p>1.2. Describe how leadership style is adapted/modified based on personality traits of workers.</p> <p>1.3. Lead by example by using safe work procedures in accordance with regulations and workplace policies and procedures.</p> |
| <p>2. Leadership Skills and Professionalism</p> | <p>2.1. Describe effective leadership.</p> <p>2.2. Describe leadership skills and behavior.</p> <p>2.3. Describe professional qualities and the impact on other workers.</p> <p>2.4. Explain how leadership fosters the safety culture of an organization.</p> <p>2.5. Describe how to build trust in relationships.</p> <p>2.6. Recognize and resolve conflict.</p> <p>Resolve conflict must include:</p> <ul style="list-style-type: none"> • Bullying, harassment, sexism, intimidation, types of abuse, violence. <p>2.7. Describe how to motivate people.</p> <p>Motivate must include:</p> <ul style="list-style-type: none"> • Intrinsic and external motivators, value of reward systems. |
| <p>3. Team Building and Worker Relations</p> | <p>3.1. Explain the characteristics of effective workers.</p> <p>3.2. Describe how engage with other workers and create effective teams.</p> <p>3.3. Explain how to build and lead safe high functioning teams.</p> |



Summary of Knowledge and Skills

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| Summary of Knowledge to be Assessed | <p>For this unit, a competent worker must understand:</p> <ul style="list-style-type: none">• Personal strengths and limitations and effect on supervision• How to modify supervision based on personal traits and traits of workers• Qualities of effective leadership• Leadership skills and behavior• How leadership sets the safety culture of an organization• How to build trust in relationships• How to motivate people• Characteristics of good leaders• How to build high functioning teams. |
| Summary of Skills to be Assessed | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none">• Lead by example using safe work practices and procedures• Recognize and resolve conflict• Build trust in relationships• Motivate people• Engage with staff and create effective teams. |



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| Unit | 1103 |
| Title | Describe Human Factors and System Safety |
| Document | Unit of Competency |

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| Description | <p>This unit is about:</p> <ul style="list-style-type: none"> • Terms and Concepts; • Perspectives on Performance; • Performance Shaping Factors; • Building a Just Learning Culture. |
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| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> • There are no prerequisites for this unit. |
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| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> • Supervisors |
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| Element of Competence | Competence Outcomes |
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| <p>1. Terms and Concepts</p> | <p>1.1. Define human factors and system safety terminology. Terminology must include:</p> <ul style="list-style-type: none"> • Workplace system, interrelated, interconnected, interactive, context, local rationality principle, performance shaping factors. <p>1.2. Define concepts related to human factors and system safety. Concepts must include:</p> <ul style="list-style-type: none"> • Workplace system influences performance, local rationality principle, error is normal, just culture. |
| <p>2. Perspectives on Performance</p> | <p>2.1. Describe how workers contribute to safety.</p> <p>2.2. Describe how to manage a dynamic workplace.</p> <p>2.3. Describe the differences between new and experienced (novice and competent) workers.</p> <p>2.4. Describe how error can manifest and perpetuate through workplace system.</p> |
| <p>3. Performance Shaping Factors</p> | <p>3.1. Explain how workplace system factors influence performance.</p> <p>3.2. Explain organizational factors that affect performance. Organizational factors may include:</p> <ul style="list-style-type: none"> • Executive decisions, business planning, pay rates and compensation, work volume, production pressure <p>3.3. Describe task factors that affect performance. Task factors may include:</p> <ul style="list-style-type: none"> • Environment – Noise, lighting, vibration, terrain, weather, air quality, temperature, SWP/SOP's • Equipment – Availability, accessibility, ease of use, maintenance, design • Physical – Force, repetition, duration, posture. |



| Element of Competence | Competence Outcomes |
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| | <p>3.4. Describe individual factors that affect performance.</p> <p>Individual factors may include:</p> <ul style="list-style-type: none"> • Knowledge and expertise • Job related stress • Expectations and experience • Sensory limitations – vision, touch, hearing, smell • Biases and heuristics • Fatigue/sleep – Acute, chronic, causes/symptoms, control measures. |
| <p>4. Building a Just Learning Culture</p> | <p>4.1. Describe safety and occurrence reporting.</p> <p>4.2. Explain just learning culture.</p> <p>Just learning culture must include:</p> <ul style="list-style-type: none"> • Positive outcomes, industry best practice, sharing, learning from other. <p>4.3. Explain the importance of teamwork and communication in reducing error.</p> <p>Teamwork and communication must include:</p> <ul style="list-style-type: none"> • Exchange of information, critical communication situations, what goes right and what can go wrong, improving communication. |



Summary of Knowledge and Skills

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| <p>Summary of Knowledge to be Assessed</p> | <p>For this unit, a competent worker must understand:</p> <ul style="list-style-type: none"> • General terminology related to human factors and system Safety • Concepts related to human factors and system safety • How workers contribute to safety • How experts manage a dynamic workplace • Differences between new and competent workers • How error can manifest and perpetuate through workplace system • How workplace system factors influence performance • Organizational factors that affect performance • Task factors that affect performance • Individual factors that affect performance • Safety and occurrence reporting • Just learning culture • Importance of communication and teamwork in reducing error. |
| <p>Summary of Skills to be Assessed</p> | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none"> • This is a knowledge only unit. |



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| Unit | 1104 |
| Title | Report and Investigate Incidents |
| Document | Unit of Competency |

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| Description | <p>This unit is about:</p> <ul style="list-style-type: none"> • Reporting • Reasons to Investigate; • How to Investigate; and • Concluding Investigations. |
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| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> • There are no prerequisites for this unit. |
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| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> • Supervisors |
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| Element of Competence | Competence Outcomes |
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| 1. Reporting | 1.1. Describe why reporting is important. 1.2. Explain what types of <i>incidents</i> must be reported. Incidents that must be reported: <ul style="list-style-type: none"> • Hazards, close calls (near miss), injuries, damage, production issues, quality issues • Bullying, harassment, workplace violence |
| 2. Reasons to Investigate | 2.1. Explain what triggers an investigation. 2.2. Explain the connection between investigation and incident reduction. 2.3. Explain business reasons to investigate incidents. 2.4. Explain reasons of conscience in relation to investigations. 2.5. Explain regulations and legislation related to investigations. 2.6. Describe time frames related to investigations. |
| 3. How to Investigate | 3.1. Explain how to investigate. 3.2. Explain the steps of an investigation. 3.3. Explain how to meet regulatory reporting requirements related to investigations. 3.4. Describe how to gather information for an investigation. 3.5. Describe immediate and contributing factors (root cause analysis). |
| 4. Conclude Investigation | 4.1. Describe how to take corrective actions and improvement opportunities because of an investigation. 4.2. Describe follow up communication and how to wrap up the investigation. |



Summary of Knowledge and Skills

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| Summary of Knowledge to be Assessed | <p>For this unit, a competent worker must understand:</p> <ul style="list-style-type: none">• Why it is important to report• Types of incidents that should be reported• Triggers of an investigation• Connections between investigations and incidents• Business reasons to investigate incidents• Reasons of conscience in relation to investigations• OSHR and legislation related to investigations• Time frames related to investigations• How to investigate• Regulatory reporting related to investigations• How to gather information for an investigation• Root cause analysis• How to take corrective action• Follow up communication and investigation wrap up |
| Summary of Skills to be Assessed | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none">• This is a knowledge only unit. |



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| Unit | 1106 |
| Title | Plan and Manage Day to Day Activities |
| Document | Unit of Competency |

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| Description | <p>This unit is about:</p> <ul style="list-style-type: none"> • Preparing for Work Activity; • Manage Time and Activity; • Delegate Activity; and • Manage change. |
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| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> • There are no prerequisites for this unit. |
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| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> • Supervisors |
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| Element of Competence | Competence Outcomes |
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| 1. Prepare for Work Activity | 1.1. Describe scope of and process for completing work. 1.2. Describe the concept of time management including setting priorities. 1.3. Describe time wasters and how to eliminate them. 1.4. Manage work schedules for self and others. 1.5. Organize physical worksite. 1.6. Evaluate quality and quantity of work performed in accordance with workplace expectations and employer requirements. |
| 2. Manage Time and Activity | 2.1. Use schedules, project plans and lists to move projects forward effectively. 2.2. Describe how to determine scope of tasks and what resources are needed to complete tasks. 2.3. Prioritize and manage multiple tasks. 2.4. Manage conflicting demands. |
| 3. Delegate Activity | 3.1. Describe the concepts of delegation and accountability. 3.2. Describe which activities can be delegated. 3.3. Communicate work schedules and responsibilities to others. 3.4. Implement strategies to monitor progress. |
| 4. Change Management | 4.1. Describe minor changes that need to be managed in forestry operations. 4.2. Describe major changes that need to be managed in forestry operations. 4.3. Explain the steps of an effective change management process. 4.4. List the responsibilities for supervisors when implementing change. 4.5. Identify common problems or challenges when implementing change. |



Summary of Knowledge and Skills

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| Summary of Knowledge to be Assessed | <p>For this unit, a competent worker must understand:</p> <ul style="list-style-type: none">• Scope and process for completing work• Time management including how to eliminate time wasters• Delegation and accountability• Change management. |
| Summary of Skills to be Assessed | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none">• Manage work schedules• Organize worksites• Evaluate quality and quantity of work performed• Use schedules, project plans and lists to move projects forward• Determine scope of tasks• Prioritize and manage multiple tasks• Communicate work schedules and responsibilities• Implement strategies to monitor progress• Manage change. |



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| Unit | 1107 |
| Title | Describe and Apply Productivity and Performance for Supervisors |
| Document | Unit of Competency |

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| Description | <p>This unit is about:</p> <ul style="list-style-type: none"> • Managing Company Expectations; • Maximize and Monitor Work Progress; • Communicating Through Shift Transitions; • Process Improvements; • Project Management; and • Supervisor Performance. |
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| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> • There are no prerequisites for this unit. |
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| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> • Supervisors |
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| Element of Competence | Competence Outcomes |
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| <p>1. Manage Company Expectations</p> | <p>1.1. Describe organizational expectations and business goals.</p> <p>1.2. Describe how management measures performance and the tools used to do so.</p> <p>1.3. Manage gaps between expectations and performance.</p> |
| <p>2. Maximize and Monitor Worker Progress</p> | <p>2.1. Describe how to establish goals and benchmarks.</p> <p>2.2. Communicate and monitor employees against the benchmark and goals.</p> <p>2.3. Support and resource employees to reach goals and benchmarks including feedback.</p> <p>2.4. Describe how to administer an incentive program.</p> |
| <p>3. Communicate Through Shift Transitions</p> | <p>3.1. Describe information that must be communicated with shift hand over.</p> <p>3.2. Ensure employees are aware of shift hand over requirements and protocols.</p> <p>3.3. Describe how implement shift transition procedures.</p> |
| <p>4. Process Improvements</p> | <p>4.1. Describe how to examine current state against the benchmark to identify places to improve.</p> <p>4.2. Describe how to identify root causes.</p> <p>4.3. Describe how to recommend process improvement to management, implement process improvements and verify success.</p> |
| <p>5. Project Management</p> | <p>5.1. Describe how define project scope, resources and timelines.</p> <p>5.2. Describe the PMI process. <i>PMI process</i> must include:</p> <ul style="list-style-type: none"> • Initiating, planning, executing, monitor/control, closing <p>5.3. Describe project management constraints. <i>Project management constraints</i> must include:</p> <ul style="list-style-type: none"> • Scope, time, budget, quality. <p>5.4. Describe how to identify roles and responsibilities within the project framework.</p> |



| Element of Competence | Competence Outcomes |
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| | 5.5. Describe how to adhere to budgets and adjust for cost over runs. 5.6. Describe how to project management tools to maximize control of project. 5.7. Describe how to monitor progress and communicate with all stakeholders. |
| 6. Supervisor Performance | 6.1. Describe common measures of supervisor productivity 6.2. Describe common measures of supervisor performance |



Summary of Knowledge and Skills

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| <p>Summary of Knowledge to be Assessed</p> | <p>For this unit, a competent worker must understand:</p> <ul style="list-style-type: none"> • Organization expectations and business goals • How management measures performance • Information that must be communicated over shift transitions • Frameworks for process improvements • How to define scope, resources, and timelines for projects • Basic knowledge of the PMI process • Project management constraints. • Supervisor performance |
| <p>Summary of Skills to be Assessed</p> | <ul style="list-style-type: none"> • For this unit a competent worker must be able to: • Manage gaps between expectation and performance • Establish goals and benchmarks • Communicate with, and monitor employees against benchmarks and goals • Support employees to achieve benchmarks and goals • Ensure employees are aware of shift hand over requirements and protocols • Recommend process improvements to management. |



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| Unit | 1109 |
| Title | Orientate New Workers |
| Document | Unit of Competency |

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| Description | <p>This unit is about:</p> <ul style="list-style-type: none"> • Organization; and • Legal and Safety Requirements. |
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| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> • There are no prerequisites for this unit. |
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| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> • Supervisors |
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| Element of Competence | Competence Outcomes |
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| <p>1. Organization</p> | <p>1.1. Communicate Chain of Command (Organization Structure).</p> <p>1.2. Communicate workplace expectations.</p> <p>1.3. Describe pay and benefits in accordance with company policy and procedures.</p> <p>1.4. Communicate tools, equipment, and PPE required for the job.</p> <p>1.5. Manage new worker documentation.</p> <p>1.6. Communicate company policy and procedures.</p> |
| <p>2. Legal and Safety</p> | <p>2.1. Communicate ERP and First Aid protocols including hazards and personal health and wellness.</p> <p>2.2. Communicate relevant regulations and standards including right to refuse unsafe work.</p> <p>2.3. Communicate legal requirements.</p> |



Summary of Knowledge and Skills

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| <p>Summary of Knowledge to be Assessed</p> | <p>For this unit, a competent worker must understand:</p> <ul style="list-style-type: none"> • Chain of command • Workplace expectations • Pay and benefits • Tools, equipment, and PPE required for job • Workplace policy and procedures • ERP and first aid protocols • Regulations, standards, and legal requirements. |
| <p>Summary of Skills to be Assessed</p> | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none"> • Communicate chain of command • Communicate workplace expectations • Communicate pay and benefits • Communicate tools, equipment and PPE required for job • Communicate workplace policy and procedures • Communicate ERP and first aid protocols • Communicate regulations, standards, and legal requirements. |



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| Unit | 1110 |
| Title | Describe and Apply Disciplinary Process |
| Document | Unit of Competency |

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| Description | <p>This unit is about:</p> <ul style="list-style-type: none"> • Employers Rights and Responsibilities; • Functions of, Degrees, and Progressive Discipline; and • Preliminary Investigations and Just Cause. |
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| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> • There are no prerequisites for this unit. |
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| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> • Supervisors |
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| Element of Competence | Competence Outcomes |
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| <p>1. Employer Rights and Responsibilities</p> | <p>1.1. Describe employers' rights in relation to discipline or discharge.</p> <p>1.2. Describe condonation and how it affects discipline in the workplace.</p> <p>1.3. Describe onus of proof in relation to discipline.</p> <p>1.4. Describe rules and policies in accordance with worker and employer rights.</p> <p>Worker and employer rights must include:</p> <ul style="list-style-type: none"> • Consistent with collective agreement, not unreasonable, clear, and unequivocal, consistently enforced, brought to attention of affected employee. |
| <p>2. Functions of, Degrees, and Progressive Discipline</p> | <p>2.1. Describe triggers of discipline.</p> <p>Triggers of discipline may include but are not limited to:</p> <ul style="list-style-type: none"> • Absenteeism, tardiness, AWOL, sleeping on job, alcohol or drugs, theft, sexual and personal harassment, safety violations, fraud, misrepresentation, insubordination, abusive language, bullying, assault of supervisor, fighting between employees, conduct outside work hours, Failure to carry out instructions, errors, low productivity, poor quality, minor violations of policy and procedures, safety infractions. <p>2.2. Describe progressive discipline.</p> <p>Progressive discipline may include:</p> <ul style="list-style-type: none"> • Verbal warning, written warning, suspension, termination. <p>2.3. Describe types of infractions that cause deviation from progressive discipline.</p> <p>Types of infractions may include:</p> <ul style="list-style-type: none"> • Assault, fighting, use of weapon, theft, sabotage, serious safety infractions, unfit for duty. <p>2.4. Describe types of progressive discipline.</p> <p>Types of progressive discipline must include:</p> <ul style="list-style-type: none"> • Counseling, verbal warning, written warning, |



| Element of Competence | Competence Outcomes |
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| | <p>suspension, termination.</p> <p>2.5. Describe culpable misconduct.</p> <p>2.6. Describe non-culpable grounds.</p> <p>Non-culpable grounds may include:</p> <ul style="list-style-type: none"> • Absenteeism, incapacity. <p>2.7. Describe the function of discipline.</p> <p>Function of discipline must include:</p> <ul style="list-style-type: none"> • Fair, impartial, consistent, prompt and timely, predictable, non-punitive, progressive. <p>2.8. Describe just cause.</p> <p>2.9. Describe condonation.</p> <p>2.10. Describe onus and standard of proof.</p> <p>2.11. Describe qualities of good discipline.</p> |
| <p>3. Preliminary Investigation and just Cause</p> | <p>3.1. Conduct preliminary investigations in accordance with workplace policy and procedures.</p> <p>3.2. Collect evidence and document preliminary investigation.</p> <p>3.3. Describe just cause and how it frames the preliminary investigation.</p> |



Summary of Knowledge and Skills

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| <p>Summary of Knowledge to be Assessed</p> | <p>For this unit, a competent worker must understand:</p> <ul style="list-style-type: none"> • Employers' rights • Condonation • Onus of proof • Workers' rights • Triggers of discipline • Progressive discipline • Types of infractions • Types of progressive discipline • Standard of proof • Culpable misconduct • Nonculpable grounds • Functions of discipline • Investigation and just cause and how it frames investigation process. |
| <p>Summary of Skills to be Assessed</p> | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none"> • Conduct a disciplinary investigation including preliminary investigation, process, and conclusion. |



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| Unit | 1111 |
| Title | Conduct Performance Evaluations and Provide Feedback |
| Document | Unit of Competency |

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| Description | <p>This unit is about:</p> <ul style="list-style-type: none"> • Performance Evaluation Administration; • Scheduling of Evaluations; • Conducting Performance Evaluations; and • Conclusion and Providing Feedback. |
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| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> • There are no prerequisites for this unit. |
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| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> • Supervisors |
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| Element of Competence | Competence Outcomes |
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| 1. Performance Evaluation Administration | 1.1. Design a legally valid performance review process in accordance with job description and competence outcomes. 1.2. Design and use forms for performance appraisals. 1.3. Explain schedules related to performance reviews in the workplace. |
| 2. Scheduling | 2.1. Schedule performance reviews. 2.2. Initiate the performance review process. |
| 3. Performance Evaluations | 3.1. Put the worker at ease. 3.2. Seek input from the worker on updates to the job description. 3.3. Conduct the performance review in an objective and non-discriminatory manner. |
| 4. Conclusion and Provide Feedback | 4.1. Conclude the performance review and complete relevant documentation. 4.2. Communicate to the worker in a constructive manner the outcomes of the review. 4.3. Plan to improve performance where needed and follow up where required. |



Summary of Knowledge and Skills

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| Summary of Knowledge to be Assessed | <p>For this unit, a competent worker must understand:</p> <ul style="list-style-type: none">• How to design a legally valid performance review process• Schedules relate to performance review• How to use documentation related to performance reviews. |
| Summary of Skills to be Assessed | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none">• Design and use performance review documentation• Schedule and initiate performance reviews• Put worker at ease• Seek input from work on job description• Conduct objective performance reviews• Conclude performance reviews• Communicate in a constructive manner outcomes of review• Follow up with process and performance improvements. |



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| Unit | 1112 |
| Title | Describe and Apply Return to Work and Modified Programs |
| Document | Unit of Competency |

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| Description | <p>This unit is about:</p> <ul style="list-style-type: none"> • Administration of return to work and modified work programs; • Preparing for return to work; and • Return to work. |
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| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> • There are no prerequisites for this unit. |
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| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> • Supervisors |
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| Element of Competence | Competence Outcomes |
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| <p>1. Administration related to Return to Work and Modified work Programs</p> | <p>1.1. Describe return to work and modified work programs and its benefits for employers and workers.</p> <p>1.2. Describe company policy and procedure and WorkSafeBC policy in relation to return to work and modified work programs.</p> <p>1.3. Use documentation related to return to work or modified work program.</p> |
| <p>2. Prepare to Return to Work</p> | <p>2.1. Describe when return to work can occur.</p> <p>2.2. Describe <i>return to work strategies</i>. <i>Return to work strategies</i> may include:</p> <ul style="list-style-type: none"> • Refresher, training or skills upgrading, graduated return to work, work assessment, modified worksite or equipment, training on the job. <p>2.3. Describe accommodation in relation to return to work.</p> <p>2.4. Conduct a job analysis to support return to work and modified work programs.</p> <p>2.5. Make a return to work or modified work programs based on injury and recommendations.</p> <p>2.6. Identify modified or transitional work opportunities that are meaningful, flexible and productive.</p> <p>2.7. Communicate return to work plan with relevant personnel, including worker.</p> |
| <p>3. Return to Work</p> | <p>3.1. Manage return to work or modified work program.</p> <p>3.2. Monitor and adjust return to work or modified work program as required.</p> |



Summary of Knowledge and Skills

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| Summary of Knowledge to be Assessed | <p>For this unit, a competent worker must understand:</p> <ul style="list-style-type: none">• Return to work and modified work programs and benefits• WorkSafeBC policy in relation to return to work and modified work programs• Documentation related to return to work and modified work programs• Return to work strategies• Accommodation and its application. |
| Summary of Skills to be Assessed | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none">• Make or modify return to work programs• Conduct job analysis• Identify opportunities for modified or transitional work• Communicate return to work plans• Manage and monitor return to work plans• Use documentation related to return to work and modified work programs. |



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| Unit | 1113 |
| Title | Describe and Manage Grievance Process |
| Document | Unit of Competency |

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| Description | <p>This unit is about:</p> <ul style="list-style-type: none"> • Legal Framework for Grievance Administration; • Contractual and Statutory Obligations; • Grievance Administration • Grievance Procedure; and • Grievance Resolution. |
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| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> • There are no prerequisites for this unit. |
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| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> • Supervisors |
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| Element of Competence | Competence Outcomes |
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| <p>1. Legal Framework for Grievance Administration</p> | <p>1.1. Describe agreement articles related to the grievance process.</p> <p>1.2. Describe Labour Relations Code related to grievance in the workplace.</p> |
| <p>2. Contractual and Statutory Obligations</p> | <p>2.1. Describe employers' obligation and rights under the collective agreement.</p> <p>Employers' obligation and rights may include:</p> <ul style="list-style-type: none"> • Management and Direction, hiring and discipline, unilateral right to manage the enterprise, right to make rules and policies. <p>2.2. Describe an employee's obligation and rights under the collective agreement.</p> <p>2.3. Define past practice.</p> <p>Past practice must include:</p> <ul style="list-style-type: none"> • Definition, as a source of obligation, dealing with condonation. |
| <p>3. Grievance Administration</p> | <p>3.1. Describe steps in the grievance process.</p> <p>3.2. Explain the definition and nature of a grievance.</p> <p>3.3. Describe the goals/objectives of the grievance process.</p> <p>3.4. Define the issue in a dispute.</p> <p>3.5. Describe timelines related to the grievance process.</p> <p>3.6. Investigate incidents and grievances.</p> <p>Investigate incidents and grievances must include:</p> <ul style="list-style-type: none"> • Interview techniques, basic principles, timing, purpose and context, union representation, imposing discipline, discipline process, and documentation. <p>3.7. Handle grievances in an effective manner.</p> <p>Effective manner must include:</p> <ul style="list-style-type: none"> • Understanding common causes, when you should act, work now grieves later principal, timelines, |



| Element of Competence | Competence Outcomes |
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| | communication. |
| 4. Grievance Procedure | 4.1. Conduct grievance meetings. Conduct grievance meetings must include: <ul style="list-style-type: none"> • Benefits, status of parties, privileged communication, statement in writing, overcoming barriers to communication, evaluating proposed resolutions, abandonment, and withdrawal. |
| 5. Grievance Resolution | 5.1. Describe basic requirements for success when resolving grievances. Basic requirements for success must include: <ul style="list-style-type: none"> • Patience, fairness, promptness, following grievance procedure, knowing rights and obligations settlement • Resolution letter, denied letter, written reasons. |



Summary of Knowledge and Skills

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| Summary of Knowledge to be Assessed | <p>For this unit, a competent worker must understand:</p> <ul style="list-style-type: none">• Master agreements and collective agreements• Labour relations code• Employers' obligations and rights• Past practice• Steps of the grievance process• Definition and nature of a grievance• Issues at dispute• Timelines related to the grievance process• How to investigate incidents and grievances• How to conduct grievance meetings• Basic requirements for success. |
| Summary of Skills to be Assessed | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none">• Follow the grievance process• Handle the process in an effective manner• Investigate grievance• Conduct meetings related to grievance process• Conclude grievance process• Follow up grievance process. |



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| Unit | 1114 |
| Title | Describe and Implement Quality Management Plan |
| Document | Unit of Competency |

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| Description | <p>This unit is about:</p> <ul style="list-style-type: none"> • Understand Standards; • Implement Quality Management Plans; and • Complete Quality Inspections. |
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| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> • There are no prerequisites for this unit. |
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| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> • Supervisors |
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| Element of Competence | Competence Outcomes |
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| <p>1. Understand Standards</p> | <p>1.1. Explain the scope and development of standards and where to access them.</p> <p>Standards may include:</p> <ul style="list-style-type: none"> • ISO, ANSI, ICE. <p>1.2. Explain how standards fulfill customer quality and regulatory requirements.</p> <p>1.3. Describe standards enhance customer satisfaction and promote continuous improvement.</p> |
| <p>2. Implement Quality Management Plans</p> | <p>2.1. Describe what types of quality control information is needed and best methods for collection.</p> <p>2.2. Develop and implement a quality management plan in the workplace.</p> <p>2.3. Collect record and report data for quality management purposes.</p> <p>2.4. Correct non-compliance in staff.</p> |
| <p>3. Complete Quality Inspection</p> | <p>3.1. Communicate to employees the importance of maintaining quality.</p> <p>3.2. Record, track and report outcomes of quality inspections.</p> <p>3.3. Identify failures in quality control and take corrective actions and re-inspect to ensure corrections meet quality expectations.</p> |



Summary of Knowledge and Skills

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| Summary of Knowledge to be Assessed | <p>For this unit, a competent worker must understand:</p> <ul style="list-style-type: none">• Basic standard frameworks• How standards fulfill quality and regulatory requirements• Types of quality control• Methods of collection for quality control purposes. |
| Summary of Skills to be Assessed | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none">• Communicate to employees in relation to maintaining quality• Record, track and report outcomes• Identify failures in quality control• Take corrective actions• Re-inspect• Collect and report data. |



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| Unit | 1115 |
| Title | Manage, Inspect and Maintain Assets |
| Document | Unit of Competency |

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| Description | <p>This unit is about:</p> <ul style="list-style-type: none"> • Inspecting and Maintaining Equipment and Infrastructure; • Managing and Tracking Tools and Equipment; • Controlling Loss; • Procurement Process; and • Purchasing Process. |
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| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> • There are no prerequisites for this unit. |
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| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> • Supervisors |
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| Element of Competence | Competence Outcomes |
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| 1. Inspect and Maintain Equipment and Infrastructure | 1.1. Define an asset. 1.2. Describe policies and procedures related to asset management in accordance with company requirements. 1.3. Conduct maintenance checks and inspections as required. 1.4. Ensure inspection personnel are trained and qualified to carry out inspections. 1.5. Monitor and track inspections as required. |
| 2. Manage and Track Tools and Equipment | 2.1. Describe tools and equipment required for the job. 2.2. Ensure tools and equipment required are available in and in good working order. 2.3. Implement systems to monitor and track tools and equipment. 2.4. Use an inventory control system. |
| 3. Control Loss | 3.1. Describe the principles of loss control. 3.2. Implement systems to monitor and minimize loss. 3.3. Ensure that employees adhere to loss control practices. |
| 4. Procurement Process | 4.1. Describe the procurement process in accordance with company policy and procedure. 4.2. Describe timelines associated with the procurement process. 4.3. Describe administrative process required in the procurement process. |
| 5. Purchase Process | 5.1. Describe policies and procedures related to authorizing and implementing purchase process. 5.2. Describe the purchase process. 5.3. Describe budgeting requirements related to the purchase process. 5.4. Describe of sole source and bid requirements. |



Summary of Knowledge and Skills

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| Summary of Knowledge to be Assessed | <p>For this unit, a competent worker must understand:</p> <ul style="list-style-type: none">• Policies and procedures related to asset management• Maintenance and inspection requirements and timelines• Tools and equipment required for the job• Inventory control systems• Principles of loss control• Procurement process• Purchase process• Administrative process• Budgeting requirements• Sole source and bid process and requirements. |
| Summary of Skills to be Assessed | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none">• Conduct maintenance checks and inspections• Ensure personnel are trained and qualified• Monitor and track maintenance and inspections• Ensure tools and equipment are in working order• Use inventory control system• Implement systems to monitor and minimize loss• Ensure employees adhere to systems. |



Silviculture

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| Unit | 1105 |
| Title | Apply Silviculture Supervisor Skills |
| Document | Unit of Competency |

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| Description | <p>This unit is about:</p> <ul style="list-style-type: none"> • Prescriptions; • Site Safety; • Block Layout • Documentation and Due Diligence; • Worker Inspections • Asset Management; and • Home Sites. |
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| Regulatory Requirements | <p>It is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulations related to the work being conducted. A full list of OHSR related to this unit can be found in the relevant package.</p> |
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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> • There are no prerequisites for this unit. |
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| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> • Silviculture Supervisor |
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| Element of Competence | Competence Outcomes |
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| 1. Prescription | 1.1. <i>Follow prescription.</i> <i>Follow prescription</i> must include: <ul style="list-style-type: none"> • Have plan, correct keys for site, microsite, MITD, quality, stock handling, FS704 or other quality assurance process. |
| 2. Site Safety | 2.1. Organize <i>site safety.</i> <i>Site safety</i> must include: <ul style="list-style-type: none"> • Hazard assessment, ERP, fire safety, danger tree marked, muster points, access, first aid location, First Aid attendant and designate, correct First Aid supplies, fire tools, communication type identified, prime contractor assigned, PPE, signs posted, alternate supervisor, trucks towards exit, access and egress marked. |
| 3. Block Layout | 3.1. <i>Organize and layout block.</i> <i>Organize and layout block</i> must include: <ul style="list-style-type: none"> • Piece size, piece shape, maximize production, work assigned based on experience, correct species size and selection, Caches. |
| 4. Documentation and Due Diligence | 4.1. Complete <i>documentation and due diligence.</i> <i>Documentation and due diligence</i> must include: <ul style="list-style-type: none"> • Pre-trip, ERP, hazard assessment, new and young workers, inspection reports competency assessment, block and area map, first aid, close call and incident reports. <i>Documentation and due diligence</i> may include: <ul style="list-style-type: none"> • Driver's license, First Aid certificate, journal, other certificates. |
| 5. Worker Inspections | 5.1. <i>Inspect workers</i> as per policy or contract. <i>Inspect workers</i> must include: <ul style="list-style-type: none"> • Safety, PPE, Quality, New workers. |



| Element of Competence | Competence Outcomes |
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| | 5.2. Manage new and young workers. New and young workers must include: <ul style="list-style-type: none"> • More frequent check-ins, evidence of training and orientation. |
| 6. Asset Management | 6.1. Manage assets. Manage assets must include: <ul style="list-style-type: none"> • Defects reported, pre-trips, services, housekeeping, lockout • Competent operators. |
| 7. Home Sites | 7.1. Manage home sites. Manage homes site may include: <ul style="list-style-type: none"> • Camp chores assigned • Personal and professional boundaries maintained |



Summary of Knowledge and Skills

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| Summary of Knowledge to be Assessed | For this unit, a competent worker must understand: <ul style="list-style-type: none">• This is an 'ability to' unit |
| Summary of Skills to be Assessed | For this unit a competent worker must be able to: <ul style="list-style-type: none">• Follow prescriptions• Organize site safety• Organize block layout• Complete documentation• Conduct due diligence activities• Inspect workers• Manage assets• Manage home sites. |



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