



**BC Forest Safety**

# **Manufacturing Supervisor Package**

# Units in this Package

## Manufacturing Supervisor Units

### Level 1

- 1098 Describe and Apply Safety Culture and Safety Management Systems
- 1099 Describe and Apply Communication Skills
- 1101 Describe and Apply Due Diligence
- 1104 Report and Investigate Incidents
- 1106 Plan and Manage Day to Day Activities
- 1109 Orientate and Train Workers
- 1110 Describe and Apply Disciplinary Process
- 1072 Manage Problems and Emergencies
- 1148 Supervising a Leadhand/Chargehand

### Level 2

- 1066 Fundamentals of Coaching
- 1100 Describe and Apply Legal, Regulatory and Legislative Requirements
- 1107 Describe and Apply Productivity and Performance for Supervisors
- 1115 Manage, Inspect and Maintain Assets
- 1112 Describe and Apply return to Work and Modified Programs

### Level 3

- 1102 Describe and Apply Leadership and Professionalism
- 1103 Describe Human Factors and System Safety
- 1111 Conduct Performance Evaluations and Provide Feedback
- 1154 Contractor Management
- 1170 Maintenance Project Management



# Supervisor Units

## Level 1

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| <b>Unit</b>     | 1098                                                            |
| <b>Title</b>    | Describe and Apply Safety Culture and Safety Management Systems |
| <b>Document</b> | Unit of Competency                                              |

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| Description | This unit is about:<br><br>Safety Culture;<br>Safety Management Systems; and<br>Safe Work Practices. |
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| Regulatory Requirements | 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. |
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| Prerequisite(s) | This unit has the following prerequisites:<br><br><input type="checkbox"/> There are no prerequisites for this unit. |
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| Occupations | This unit is a component of the following occupations:<br><br>Supervisors |
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| Element of Competence    | Competence Outcomes                                                                                                                                                                                            |
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| 1. <b>Safety Culture</b> | 1.1. Describe key components of <b>Safety Culture</b> .<br><br><b>Safety culture</b> must include:<br><br><input type="checkbox"/> Continual improvement<br><br><input type="checkbox"/> Reduction in injuries |



| <b>Element of Competence</b>               | <b>Competence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|                                            | <ul style="list-style-type: none"> <li><input type="checkbox"/> Importance of reporting</li> <li><input type="checkbox"/> Don't take shortcuts</li> <li><input type="checkbox"/> Don't walk by hazards</li> <li><input type="checkbox"/> Fix the root cause(s) of problem</li> </ul> <p>1.2. Promote and improve safety and efficiency as part of workplace activities including using a feedback loop.</p> <p>1.3. Recognize, validate, and communicate hazards, including relevant documentation to report the hazard.</p> <p>1.4. Recognize mental and physical well-being and symptoms of help being required.</p>                                                                                                                                                                                                                                                                                       |
| <p>2. <b>Safety Management Systems</b></p> | <p>2.1. Describe key components of a <b>Safety Management System</b>.</p> <p><b>Safety Management System</b> may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Company specific policies</li> <li><input type="checkbox"/> Refusal of unsafe work</li> <li><input type="checkbox"/> Safe work procedures</li> <li><input type="checkbox"/> Incident investigation</li> <li><input type="checkbox"/> Safety observations</li> <li><input type="checkbox"/> Indicators (e.g. injury rates)</li> <li><input type="checkbox"/> Inspections</li> <li><input type="checkbox"/> Collective agreement</li> </ul> <p>2.2. Explain the five-step process of right to refuse unsafe work.</p> <p>2.3. Explain why it is important to respect the process of right to refuse unsafe work.</p> <p>2.4. Describe how the application of safe work procedures promotes workplace safety.</p> |
| <p>3. <b>Safe Workplace Practices</b></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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



| Element of Competence | Competence Outcomes                                                                                                                                                                                                                                                     |
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|                       | <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> <p>3.5. Understanding when to and how to request qualified assistance or alternate means.</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> <p>Safety Culture</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe key components of Safety Culture.</li> <li><input type="checkbox"/> Recognize, validate and communicate hazards</li> <li><input type="checkbox"/> Promote and recognize physical and mental well being</li> <li><input type="checkbox"/> How to work safely while maintaining efficiency as part of work activities (feedback loop)</li> <li><input type="checkbox"/> Promote the requesting for qualified assistance or alternate means.</li> </ul> <p>Safety Management Systems</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The key components of a Safety Management System</li> <li><input type="checkbox"/> The five step process of refusal of unsafe work</li> <li><input type="checkbox"/> Support workers in the refusal of unsafe work</li> <li><input type="checkbox"/> Assessing risk and hazards in the work area</li> <li><input type="checkbox"/> Monitor and promote safe work procedures</li> <li><input type="checkbox"/> Managing levels of risk in the work area</li> </ul> |
| Summary of Skills to be Assessed    | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Promote safety through the use of a feedback loop</li> <li><input type="checkbox"/> Assess job tasks and communicate safe work practices</li> <li><input type="checkbox"/> Train workers to use safe work practices</li> <li><input type="checkbox"/> Monitor workers for continued use of safe work practices</li> <li><input type="checkbox"/> Recognize individual barriers that may affect safety.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



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| <b>Unit</b>     | 1099                                                            |
| <b>Title</b>    | Describe and Apply Communication Skills                         |
| <b>Document</b> | Unit of Competency                                              |
| Description     | This unit is about:<br>Verbal: and<br>Non-verbal communication. |

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| Prerequisite(s) | This unit has the following prerequisites:<br><input type="checkbox"/> There are no prerequisites for this unit. |
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| Occupations | This unit is a component of the following occupations:<br>Supervisors |
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| <b>Element of Competence</b> | <b>Competence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 1. <b>Verbal</b>             | <p>1.1. Communicate in a clear, concise and respectful way so that the message is received and understood.</p> <p>1.2. <b>Verify the message</b> is understood.<br/><b>Verify the message</b> may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Worker repeats message back</li> <li><input type="checkbox"/> Appropriate feedback</li> <li><input type="checkbox"/> Use open ended questions</li> <li><input type="checkbox"/> Worker demonstrates action</li> </ul> <p>1.3. Describe how communication can <b>support or work against safety</b>.</p> |



| <b>Element of Competence</b> | <b>Competence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                              | <p><b>Support or work against safety</b> may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Barriers, distractions</li> <li><input type="checkbox"/> Sharing knowledge, raising awareness, suggesting solutions.</li> </ul> <p>1.4. Communicate with stakeholders in a professional manner.</p> <p>1.5. Demonstrate how to hold workers accountable for following procedures and policies.</p> <p>1.6. Demonstrate how to conduct effective meetings and crew talks.</p>              |
| <b>2. Non-Verbal</b>         | <p>2.1. Describe the pros and cons of using technology to communicate</p> <p>2.2. Describe company policies on the use of technology for communication.</p> <p>2.3. Demonstrate effective writing so records are clear, concise, and understood in accordance with workplace policy and procedures.</p> <p>2.4. Describe and be aware how body language can affect communication.</p> <p>2.5. Explain confidentiality requirements in accordance with workplace policy and procedures and relevant legislation.</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"> <li><input type="checkbox"/> How communication can support or work against safety</li> <li><input type="checkbox"/> How to communicate with stakeholders in a professional manner</li> <li><input type="checkbox"/> The pros and cons of using technology to communicate</li> <li><input type="checkbox"/> How to write effectively</li> <li><input type="checkbox"/> How body language can affect communication</li> <li><input type="checkbox"/> Confidentiality requirements.</li> <li><input type="checkbox"/> Describe how to best hold workers accountable for following procedures and policies.</li> </ul> |
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| Summary of Skills to be Assessed | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate in a clear, concise manner</li> <li><input type="checkbox"/> Communicate in a professional manner with all stakeholders</li> <li><input type="checkbox"/> Write effectively.</li> <li><input type="checkbox"/> Demonstrate how to hold workers accountable for following procedures and policies.</li> <li><input type="checkbox"/> Demonstrate ability to hold an effective meeting.</li> </ul> |
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| <b>Unit</b>     | 1101                                                                                                                                                                              |
| <b>Title</b>    | Describe and Apply Due Diligence                                                                                                                                                  |
| <b>Document</b> | Unit of Competency                                                                                                                                                                |
| Description     | <p>This unit is about:</p> <p style="padding-left: 40px;">General Due Diligence; and</p> <p style="padding-left: 40px;">Legislation and Regulations related to Due Diligence.</p> |

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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There are no prerequisites for this unit.</li> </ul> |
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| Occupations | <p>This unit is a component of the following occupations:</p> <p style="padding-left: 40px;">Supervisors</p> |
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| Element of Competence                               | Competence Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 1. <b>General Due Diligence</b>                     | 1.1. Describe <b>due diligence</b> .<br><b>Due diligence</b> must include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Practice, defense.</li> <li><input type="checkbox"/> How due diligence practices work to keep people safe.</li> </ul> 1.2. Demonstrate ongoing application of best practices to support due diligence<br>1.3. Define reasonable in relation to the application of due diligence.<br>1.4. Use documentation to support due diligence. |
| 2. <b>Due Diligence Legislation and Regulations</b> | 2.1. Describe legislation, regulation, guidelines, and policy associated with due diligence.<br>2.2. Describe inspections in accordance with OHS Regulations.<br>2.3. Describe worker assessments in accordance with OHS Regulations<br>2.4. Explain due diligence as a defense.                                                                                                                                                                                                |

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



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| <b>Unit</b>     | 1104                                                                                                                                                                                                                                                                                             |
| <b>Title</b>    | Report and Investigate Incidents                                                                                                                                                                                                                                                                 |
| <b>Document</b> | Unit of Competency                                                                                                                                                                                                                                                                               |
| Description     | <p>This unit is about:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reporting</li> <li><input type="checkbox"/> Reasons to Investigate;</li> <li><input type="checkbox"/> How to Investigate; and</li> <li><input type="checkbox"/> Concluding Investigations.</li> </ul> |

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| Prerequisite(s) | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There are no prerequisites for this unit.</li> </ul> |
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| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supervisors</li> </ul> |
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| <b>Element of Competence</b> | <b>Competence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 1. <b>Reporting</b>          | <p>1.1. Describe why reporting is important.</p> <p>1.2. Explain what types of <b>incidents</b> must be reported.</p> <p><b>Incidents</b> that must be reported:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hazards, close calls (near miss), injuries, damage, production issues, quality issues, environmental</li> <li><input type="checkbox"/> Bullying, harassment, workplace violence</li> </ul> |



| <b>Element of Competence</b>            | <b>Competence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>2. Reasons to Investigate</b></p> | <p>2.1. Explain what triggers an investigation.</p> <p>2.2. Explain the connection between investigation and incident reduction.</p> <p>2.3. Explain business reasons to investigate incidents.</p> <p>2.4. Explain reasons of conscience in relation to investigations.</p> <p>2.5. Explain regulations and legislation related to investigations.</p> <p>2.6. Describe time frames related to investigations.</p> <p>2.7. Describe roles in an investigation and when to seek assistance or expertise.</p> <p>2.8. Explain the difference between a safety investigation and a disciplinary investigation</p> |
| <p><b>3. How to Investigate</b></p>     | <p>3.1. Explain how to investigate.</p> <p>3.2. Explain the steps of an investigation as per company procedure and documentation system.</p> <p>3.3. Explain how to meet regulatory reporting requirements related to investigations.</p> <p>3.4. Describe how to gather information for an investigation.</p> <p>3.5. Describe immediate and contributing factors (root cause analysis).</p> <p>3.6. Describe additional programs that can assist in an investigation such as drug and alcohol programs.</p>                                                                                                   |
| <p><b>4. Conclude Investigation</b></p> | <p>4.1. Describe how to take corrective actions and improvement opportunities because of an investigation.</p> <p>4.2. Describe follow up communication and how to wrap up the investigation.</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"> <li><input type="checkbox"/> Why it is important to report</li> <li><input type="checkbox"/> Types of incidents that should be reported</li> <li><input type="checkbox"/> Triggers of an investigation</li> <li><input type="checkbox"/> Connections between investigations and incidents</li> <li><input type="checkbox"/> Business reasons to investigate incidents</li> <li><input type="checkbox"/> Reasons of conscience in relation to investigations</li> <li><input type="checkbox"/> OSHR and legislation related to investigations</li> <li><input type="checkbox"/> Time frames related to investigations</li> <li><input type="checkbox"/> When to seek assistance with the investigation.</li> <li><input type="checkbox"/> How to investigate</li> <li><input type="checkbox"/> Regulatory reporting related to investigations</li> <li><input type="checkbox"/> How to gather information for an investigation</li> <li><input type="checkbox"/> Root cause analysis</li> <li><input type="checkbox"/> How to take corrective action</li> <li><input type="checkbox"/> Follow up communication and investigation wrap up</li> <li><input type="checkbox"/> The difference between a safety investigation and a disciplinary investigation</li> </ul> |
| Summary of Skills to be Assessed    | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete all the necessary steps of an investigation and document it appropriately.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>Unit</b>     | 1106                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Title</b>    | Plan and Manage Day to Day Activities                                                                                                                                                                                                                                                                                                                                  |
| <b>Document</b> | Unit of Competency                                                                                                                                                                                                                                                                                                                                                     |
| Description     | <p>This unit is about:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Preparing for Work Activity;</li> <li><input type="checkbox"/> Manage Time and Activity;</li> <li><input type="checkbox"/> Delegate Activity;</li> <li><input type="checkbox"/> Managing change; and</li> <li><input type="checkbox"/> Human Resource functions.</li> </ul> |



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| Prerequisite(s) | This unit has the following prerequisites:<br><input type="checkbox"/> There are no prerequisites for this unit. |
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| Occupations | This unit is a component of the following occupations:<br><input type="checkbox"/> Supervisors |
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| Element of Competence               | Competence Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| 1. <b>Prepare for Work Activity</b> | 1.1. Describe scope of and process for completing work.<br>1.2. Describe the concept of time management including setting priorities and not compromising on safety.<br>1.3. Describe time wasters and how to eliminate them.<br>1.4. Manage work schedules for self and others.<br>1.5. Organize physical worksite.<br>1.6. Evaluate quality and quantity of work performed in accordance with safety, workplace expectations and employer requirements. |
| 2. <b>Manage Time and Activity</b>  | 2.1. Use schedules, project plans and lists to move projects forward effectively.<br>2.2. Describe how to determine scope of tasks and what resources are needed to complete tasks.<br>2.3. Prioritize and manage multiple tasks.<br>2.4. Manage conflicting <b>demands</b> while maintaining safe operations.<br><br><b>Demands</b> may include:<br><input type="checkbox"/> Cost                                                                        |



| <b>Element of Competence</b> | <b>Competence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                              | <ul style="list-style-type: none"> <li><input type="checkbox"/> Quality</li> <li><input type="checkbox"/> Production</li> </ul> <p>2.5. Recognize the role of supervisor in managing workers and organizing tasks and no longer doing the tasks themselves.</p> <p>2.6. Describe how to transition from worker to supervisor and how to manage the change in relationships.</p> <p>2.7. Describe company’s quality management process.</p> |
| <b>3. Delegate Activity</b>  | <p>3.1. Describe the concepts of delegation and accountability.</p> <p>3.2. Describe which activities can be delegated.</p> <p>3.3. Communicate work schedules and responsibilities to others.</p> <p>3.4. Implement strategies to monitor progress.</p>                                                                                                                                                                                   |
| <b>4. Change Management</b>  | <p>4.1. Describe minor changes that need to be managed in manufacturing operations.</p> <p>4.2. Describe major changes that need to be managed in manufacturing operations.</p> <p>4.3. Explain the steps of an effective change management process.</p> <p>4.4. List the responsibilities for supervisors when implementing change.</p> <p>4.5. Identify common problems or challenges when implementing change.</p>                      |
| <b>5. Human Resources</b>    | <p>5.1. Describe human resources functions and <b>programs</b>.</p> <p><b>Programs</b> may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Drug and alcohol</li> <li><input type="checkbox"/> Injury claim management</li> <li><input type="checkbox"/> Bullying and harassment</li> <li><input type="checkbox"/> Absenteeism</li> </ul>                                                                      |



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

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| <b>Unit</b>     | 1109                                                                                                                                              |
| <b>Title</b>    | Orientate and Train Workers                                                                                                                       |
| <b>Document</b> | Unit of Competency                                                                                                                                |
| Description     | <p>This unit is about:</p> <p style="padding-left: 40px;">Organization; and</p> <p style="padding-left: 40px;">Legal and Safety Requirements.</p> |

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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) | This unit has the following prerequisites:<br><input type="checkbox"/> There are no prerequisites for this unit. |
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| Occupations | This unit is a component of the following occupations:<br>Supervisors |
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| Element of Competence      | Competence Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 1. <b>Organization</b>     | 1.1. Communicate Chain of Command (Organization Structure).<br>1.2. Communicate <b>workplace expectations</b> .<br><b>Workplace expectations</b> must include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Worker conduct</li> <li><input type="checkbox"/> Production</li> <li><input type="checkbox"/> Safety</li> </ul> 1.3. Describe pay and benefits in accordance with company policy and procedures.<br>1.4. Communicate tools, equipment, and PPE required for the job.<br>1.5. Manage new worker documentation.<br>1.6. Communicate company policy and procedures including new hire orientation process. |
| 2. <b>Legal and Safety</b> | 2.1. Understand and communicate Safety, ERP and First Aid <b>protocols</b> .<br><b>Protocols</b> may include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Hazard reporting</li> <li><input type="checkbox"/> Controlling hazards</li> <li><input type="checkbox"/> Joint Health and Safety Committee roles</li> <li><input type="checkbox"/> Personal health and wellness.</li> </ul> 2.2. Communicate relevant regulations and standards including right to refuse unsafe work.<br>2.3. Communicate legal requirements including new                                                                              |





| Element of Competence | Competence Outcomes                                                                                     |
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|                       | and young orientation requirements<br>2.4. Provide training and demonstration of work tasks to workers. |

### 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"> <li><input type="checkbox"/> Chain of command</li> <li><input type="checkbox"/> Workplace expectations</li> <li><input type="checkbox"/> Pay and benefits</li> <li><input type="checkbox"/> Tools, equipment, and PPE required for job</li> <li><input type="checkbox"/> Workplace policy and procedures</li> <li><input type="checkbox"/> Safety, ERP and first aid protocols</li> <li><input type="checkbox"/> Regulations, standards, and legal requirements.</li> </ul>                                                                                                                                                                                                                                                       |
| Summary of Skills to be Assessed    | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate chain of command</li> <li><input type="checkbox"/> Communicate workplace expectations</li> <li><input type="checkbox"/> Communicate pay and benefits</li> <li><input type="checkbox"/> Communicate tools, equipment and PPE required for job</li> <li><input type="checkbox"/> Communicate workplace policy and procedures</li> <li><input type="checkbox"/> Communicate Safety, ERP and first aid protocols</li> <li><input type="checkbox"/> Communicate regulations, standards, and legal requirements.</li> <li><input type="checkbox"/> Communicate the hazards and controls for worksite.</li> <li><input type="checkbox"/> Provide training and demonstrate work tasks.</li> </ul> |

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| <b>Unit</b>     | 1110                                                                                                                                         |
| <b>Title</b>    | Describe and Apply Disciplinary Process                                                                                                      |
| <b>Document</b> | Unit of Competency                                                                                                                           |
| Description     | <p>This unit is about:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Employers Rights and Responsibilities;</li> </ul> |



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|  | <input type="checkbox"/> Functions of, Degrees, and Progressive Discipline; and<br><input type="checkbox"/> Preliminary Investigations and Just Cause. |
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| Regulatory Requirements | 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. |
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| Prerequisite(s) | This unit has the following prerequisites:<br><input type="checkbox"/> There are no prerequisites for this unit. |
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| Occupations | This unit is a component of the following occupations:<br><input type="checkbox"/> Supervisors |
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| Element of Competence                                                 | Competence Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 1. <b>Employer, Supervisor and Worker Rights and Responsibilities</b> | 1.1. Describe how discipline can be used as a tool to improve safety outcomes.<br>1.2. Describe a supervisor’s authority to discipline.<br>1.3. Describe employers’ rights in relation to discipline or discharge.<br>1.4. Describe condonation and how it affects discipline in the workplace.<br>1.5. Describe onus of proof in relation to discipline.<br>1.6. Describe rules and policies in accordance with <b>worker and employer rights</b> and obligations.<br><p style="text-align: center;"><b>Worker and employer rights</b> must include:</p> <input type="checkbox"/> Management and direction, hiring and discipline, unilateral right to manage the enterprise, right to make rules and policies, consistent with collective agreement (if applicable), not unreasonable, clear, and unequivocal, consistently enforced, brought to |



| Element of Competence                                              | Competence Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                    | <p style="text-align: center;">attention of affected employee.</p> <p>1.7. Describe the role of union steward</p> <p>1.8. Define <b>past practice</b>.</p> <p style="padding-left: 40px;"><b>Past practice</b> must include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition, as a source of obligation, dealing with condonation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>2. <b>Functions of, Degrees, and Progressive Discipline</b></p> | <p>2.1. Understand the difference between safety and worker performance investigations and how they relate to the discipline process.</p> <p>2.2. Describe <b>triggers of discipline</b>.</p> <p style="padding-left: 40px;"><b>Triggers of discipline</b> may include but are not limited to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Safety infractions, absenteeism, tardiness, AWOL, sleeping on job, alcohol or drugs, theft, sexual and personal harassment, fraud, misrepresentation, insubordination, abusive language, bullying, assault, conduct outside work hours, failure to carry out instructions, errors, low productivity, poor quality, minor violations of policy and procedures.</li> </ul> <p>2.3. Describe <b>progressive discipline</b>.</p> <p style="padding-left: 40px;"><b>Progressive discipline</b> may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Verbal warning, written warning, suspension, termination.</li> </ul> <p>2.4. Describe <b>types of infractions</b> that cause deviation from progressive discipline.</p> <p style="padding-left: 40px;"><b>Types of infractions</b> may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assault, fighting, use of weapon, theft, sabotage, serious safety infractions, unfit for duty.</li> </ul> <p>2.5. Describe <b>types of progressive discipline</b>.</p> <p style="padding-left: 40px;"><b>Types of progressive discipline</b> may include:</p> |



| Element of Competence                                     | Competence Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                                           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Counseling, verbal warning, written warning, suspension, termination.</li> <li>2.6. Describe culpable misconduct.</li> <li>2.7. Describe <b>non-culpable grounds</b>.<br/><b>Non-culpable grounds</b> may include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Absenteeism, incapacity.</li> </ul> </li> <li>2.8. Describe the <b>function of discipline</b>.<br/><b>Function of discipline</b> must include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Fair, impartial, consistent, prompt and timely, predictable, non-punitive, progressive.</li> </ul> </li> <li>2.9. Describe just cause.</li> <li>2.10. Describe condonation.</li> <li>2.11. Describe onus and standard of proof.</li> <li>2.12. Describe qualities of good discipline.</li> </ul> |
| <p>3. <b>Preliminary Investigation and Just Cause</b></p> | <ul style="list-style-type: none"> <li>3.1. Understand the importance of documentation and following the proper steps in the discipline process.</li> <li>3.2. Conduct preliminary investigations in accordance with workplace policy and procedures.</li> <li>3.3. Collect evidence and document preliminary investigation.</li> <li>3.4. Describe just cause and how it frames the preliminary investigation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>4. <b>Grievance and Appeal Process</b></p>             | <ul style="list-style-type: none"> <li>4.1. Understand the grievance process if in a unionized workplace or similar processes used to manage disagreement if in a non-unionized workplace.</li> <li>4.2. Describe agreement articles related to the grievance process.</li> <li>4.3. Describe Labour Relations Code related to grievance in the workplace.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



## 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"> <li><input type="checkbox"/> Employers' rights</li> <li><input type="checkbox"/> Supervisor's authority to discipline</li> <li><input type="checkbox"/> Condonation</li> <li><input type="checkbox"/> Onus of proof</li> <li><input type="checkbox"/> Workers' rights</li> <li><input type="checkbox"/> Triggers of discipline</li> <li><input type="checkbox"/> Progressive discipline</li> <li><input type="checkbox"/> Types of infractions</li> <li><input type="checkbox"/> Types of progressive discipline</li> <li><input type="checkbox"/> Standard of proof</li> <li><input type="checkbox"/> Culpable misconduct</li> <li><input type="checkbox"/> Nonculpable grounds</li> <li><input type="checkbox"/> Functions of discipline</li> <li><input type="checkbox"/> Investigation and just cause and how it frames investigation process.</li> <li><input type="checkbox"/> Understand the grievance (or similar) process</li> </ul> |
| Summary of Skills to be Assessed    | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct a disciplinary investigation including preliminary investigation, process, documentation and conclusion.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| <b>Unit</b>     | 1072                                                                                                                                                                                                                                     |
| <b>Title</b>    | Manage Problems and Emergencies                                                                                                                                                                                                          |
| <b>Document</b> | Unit of Competency                                                                                                                                                                                                                       |
| Description     | <p>This unit is about:</p> <ul style="list-style-type: none"> <li>Using inspections to detect problems;</li> <li>Solving problems and troubleshooting;</li> <li>Roles and responsibilities of supervisors during emergencies.</li> </ul> |

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| Regulatory Requirements | 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 |
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|  | full list of OHSR related to this unit can be found in the relevant package. |
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| Prerequisite(s) | This unit has the following prerequisites:<br><input type="checkbox"/> There are no prerequisites for this unit. |
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| Occupations | This unit is a component of the following occupations:<br>Supervisors |
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| <b>Element of Competence</b>                 | <b>Competence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Inspections</b>                        | <p>1.1. Describe what needs to be inspected and at what frequency and who is responsible for conducting the inspections.</p> <p>1.2. Describe how supervisors can use inspection information to identify hazards or problems.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>2. Problem Solving</b>                    | <p>2.1. Describe the steps for solving problems.</p> <p><b>Problem solving steps</b> must include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying root causes, identifying other locations of problem, unintended consequences of corrective action, action planning, communication and documentation.</li> </ul> <p>2.2. Describe what other people or resources may be required to solve a problem.</p> <p>2.3. Describe what defects require equipment to be taken out of service and also what defects are not safety critical so the equipment can still be operated safely.</p> <p>2.4. Describe the appropriate attitude towards troubleshooting problems including being patient and listening.</p> <p>2.5. Describe the follow up process required to make sure the problem is actually fixed.</p> |
| <b>3. Supervisor Responsibilities During</b> | <p>3.1. Describe the purpose and contents of an Emergency Response Plan.</p> <p>3.2. Describe the supervisor’s responsibilities when an</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



| <b>Element of Competence</b> | <b>Competence Outcomes</b>                                                                |
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| <b>Emergencies</b>           | emergency occurs including post emergency procedures and securing scene for 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"> <li><input type="checkbox"/> Using inspections to identify problems</li> <li><input type="checkbox"/> Problem solving techniques</li> <li><input type="checkbox"/> Supervisor responsibilities during emergencies</li> <li><input type="checkbox"/> What defects are safety critical and result in equipment being taken out of service.</li> </ul> |
| Summary of Skills to be Assessed    | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct and review inspections to identify problems</li> <li><input type="checkbox"/> Demonstrate problem solving skills</li> <li><input type="checkbox"/> Supervise workers during an emergency</li> </ul>                                                                                                             |

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| <b>Unit</b>        | 1148                                                                                                                                                                                             |
| <b>Title</b>       | Supervising a Leadhand/Chargehand                                                                                                                                                                |
| <b>Document</b>    | Unit of Competency                                                                                                                                                                               |
| <b>Description</b> | <p>This unit is about:</p> <p>Roles, responsibilities and limitations of leadhand/chargehands;</p> <p>How to delegate tasks to a leadhand/chargehand;</p> <p>Mentoring leadhand/chargehands.</p> |

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| <b>Regulatory Requirements</b> | <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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| <b>Prerequisite(s)</b> | <p>This unit has the following prerequisites:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There are no prerequisites for this unit.</li> </ul> |
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| Occupations                                                               | This unit is a component of the following occupations:<br>Supervisors                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Element of Competence</b>                                              | <b>Competence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1. <b>Role, responsibilities and limitations of a leadhand/chargehand</b> | <p>1.1. Describe the typical tasks of a leadhand/chargehand and how they differ from a regular worker.</p> <p>1.2. Describe the supervisory responsibilities that a leadhand/chargehand can undertake. Describe when the leadhand can undertake full supervisory duties.</p> <p>1.3. Describe the limitations of leadhands/chargehands and the process of determining what responsibilities to give them.</p>                                                                                                             |
| 2. <b>Delegate tasks to leadhand/chargehand</b>                           | <p>2.1. Describe the process of assigning tasks and responsibilities to a leadhand/chargehand.</p> <p>2.2. Describe how to provide feedback or correct the behaviour of leadhand/chargehand that you supervise.</p> <p>2.3. Describe the appropriate level of supervision of a leadhand/charge hand that you have delegated responsibility to.</p> <p>2.4. Understand situations when the leadhand is undertaking the full responsibilities of the supervisor and making sure they understand those responsibilities.</p> |
| 3. <b>Coach leadhand/chargehand</b>                                       | <p>3.1. Describe the process of a leadhand/charge hand moving into a supervisor role.</p> <p>3.2. Describe mentoring techniques that can be used to build supervisory skills in a leadhand/chargehand.</p> <p><b>Mentoring skills may include:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Motivation, performance feedback, knowledge and skill gap analysis, identifying opportunities for growth.</li> </ul>                                                                               |





## 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"> <li><input type="checkbox"/> Roles, responsibilities and limitations of a leadhand/chargehand</li> <li><input type="checkbox"/> How to delegate tasks to leadhand/chargehands</li> <li><input type="checkbox"/> How to mentor leadhand/chargehands</li> </ul> |
| Summary of Skills to be Assessed    | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Delegate tasks to leadhand/chargehands</li> <li><input type="checkbox"/> Mentor leadhand/chargehands</li> </ul>                                                                                                                   |

## Level 2

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| <b>Unit</b>             | 1107                                                                                                                                                                                                                                                                       |
| <b>Title</b>            | Describe and Apply Productivity and Performance for Supervisors                                                                                                                                                                                                            |
| <b>Document</b>         | Unit of Competency                                                                                                                                                                                                                                                         |
| Description             | <p>This unit is about:</p> <p>Managing Company Expectations;<br/>           Maximize and Monitor Work Progress;<br/>           Communicating Through Shift Transitions;<br/>           Process Improvements;<br/>           and<br/>           Supervisor Performance.</p> |
| 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"> <li><input type="checkbox"/> There are no prerequisites for this unit.</li> </ul>                                                                                                     |



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| Occupations | This unit is a component of the following occupations:<br>Supervisors |
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| <b>Element of Competence</b>                    | <b>Competence Outcomes</b>                                                                                                                                                                                                                                                                                                                                         |
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| <b>1. Manage Company Expectations</b>           | 1.1. Describe organizational expectations and business goals.<br>1.2. Describe how management measures performance and the tools used to do so.<br>1.3. Manage gaps between expectations and performance.                                                                                                                                                          |
| <b>2. Maximize and Monitor Worker Progress</b>  | 2.1. Describe how to establish goals and benchmarks.<br>2.2. Communicate and monitor employees against the benchmark and goals.<br>2.3. Support and resource employees to reach goals and benchmarks including feedback.<br>2.4. Describe how to administer an incentive program.                                                                                  |
| <b>3. Communicate Through Shift Transitions</b> | 3.1. Describe information that must be communicated with shift hand over.<br>3.2. Ensure employees are aware of shift hand over requirements and protocols.<br>3.3. Describe how to implement shift transition procedures.                                                                                                                                         |
| <b>4. Process Improvements</b>                  | 4.1. Describe how to examine current state against the benchmark to identify places to improve.<br>4.2. Describe how to identify root causes<br>4.3. Describe how fixing root causes is preferable to managing the symptoms of the problem<br>4.4. Describe how to recommend process improvement to management, implement process improvements and verify success. |
| <b>5. Supervisor Performance</b>                | 5.1. Describe common measures of supervisor productivity                                                                                                                                                                                                                                                                                                           |



| Element of Competence | Competence Outcomes                                     |
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|                       | 5.2. Describe common measures of supervisor performance |

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

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| <b>Unit</b>     | 1066                                                                                                        |
| <b>Title</b>    | Fundamentals of Coaching                                                                                    |
| <b>Document</b> | Unit of Competency                                                                                          |
| Description     | <p>This unit is about:</p> <p>Coaching Techniques;<br/>Code of Conduct; and<br/>Coaching and gap plans.</p> |



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| Regulatory Requirements | 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. |
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| Prerequisite(s) | This unit has the following prerequisites:<br><input type="checkbox"/> There are no prerequisites for this unit. |
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| Occupations | This unit is a component of the following occupations:<br><input type="checkbox"/> Trainer<br><input type="checkbox"/> Coach<br><input type="checkbox"/> Supervisor<br><input type="checkbox"/> Other occupations as required. |
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| Element of Competence  | Competence Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 1. Coaching Techniques | <p>1.1. Describe <b>roles in the training environment</b>.<br/> <b>Roles in the training environment</b> must include:<br/> <input type="checkbox"/> Trainer, Coach, Mentor</p> <p>1.2. Describe <b>personal attributes</b> and <b>limitations</b> in the training environment.<br/> <b>Personal attributes</b> may include:<br/> <input type="checkbox"/> Patient, confident<br/> <b>Limitations</b> must include:<br/> <input type="checkbox"/> Recognize personal limits; teach with trainers' experience level, personal boundaries, due diligence, personal triggers</p> <p>1.3. Explain how to <b>motivate learners</b>.<br/> <b>Motivate learners</b> may include:<br/> <input type="checkbox"/> Keeping learners engaged, indicators of success, lead by</p> |



| <b>Element of Competence</b> | <b>Competence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                              | <p style="text-align: center;">example</p> <p>1.4. Explain <b>verbal and non-verbal attributes</b> to set a candidate at ease.</p> <p style="padding-left: 40px;"><b>Non-verbal attributes</b> must include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Eye contact, facial expressions, gestures, body posture</li> <li><input type="checkbox"/> Signals of interest, signals of comprehension, signals of agreement.</li> </ul> <p style="padding-left: 40px;"><b>Verbal attributes</b> must include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Speaking, active listening, tone, clarity, volume, language, signals from learners</li> <li><input type="checkbox"/> Think before speaking, keep an open mind, discuss not argue, respect others.</li> </ul> <p>1.5. Compare <b>coaching styles</b>.</p> <p style="padding-left: 40px;"><b>Coaching styles</b> must include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitative, authoritative</li> </ul> <p>1.6. Describe <b>questioning techniques</b>.</p> <p style="padding-left: 40px;"><b>Questioning techniques</b> must include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Types of questions, 3 P's of questioning, coaching answering questions.</li> </ul> |
| 2. <b>Code of conduct</b>    | 2.1. Explain personal and professional boundaries including confidentiality.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 3. <b>Coaching/Gap Plans</b> | <p>3.1. Describe how to deal with a range of performance</p> <p>3.2. Develop, track, and adjust coaching plans as needed according to learners' needs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 4. <b>Feedback</b>           | 4.1. Give and receive constructive feedback.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



## 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"> <li><input type="checkbox"/> Fundamentals of coaching</li> <li><input type="checkbox"/> Questioning techniques</li> <li><input type="checkbox"/> How to motivate learners</li> <li><input type="checkbox"/> Personal attributes and limitations</li> <li><input type="checkbox"/> Verbal and non-verbal attributes</li> <li><input type="checkbox"/> Personal and professional boundaries</li> <li><input type="checkbox"/> Range of performance</li> <li><input type="checkbox"/> Coaching plans</li> <li><input type="checkbox"/> Feedback.</li> </ul> |
| <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"> <li><input type="checkbox"/> Develop coaching plans</li> <li><input type="checkbox"/> Track coaching plans</li> <li><input type="checkbox"/> Complete evidence requirements.</li> <li><input type="checkbox"/> Give and receive constructive feedback.</li> </ul>                                                                                                                                                                                                                                                                                         |

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| <p><b>Unit</b></p>     | <p>1100</p>                                                                                                                                                                                                                                                                      |
| <p><b>Title</b></p>    | <p>Describe and Apply Legal, Regulatory and Legislative Requirements</p>                                                                                                                                                                                                         |
| <p><b>Document</b></p> | <p>Unit of Competency</p>                                                                                                                                                                                                                                                        |
| <p>Description</p>     | <p>This unit is about:</p> <p style="padding-left: 40px;">Labour Laws and Employment Standards;<br/>Regulations;<br/>Workplace Standards, By-laws, Codes, Manufacturers specifications;<br/>Environmental Responsibilities;<br/>and<br/>Personal Information Protection Act.</p> |



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| Regulatory Requirements | 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. |
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| Prerequisite(s) | This unit has the following prerequisites:<br><input type="checkbox"/> There are no prerequisites for this unit. |
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| Occupations | This unit is a component of the following occupations:<br><input type="checkbox"/> Supervisors |
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| Element of Competence                                                       | Competence Outcomes                                                                                                                                                                                                                                                                 |
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| 1. <b>Labour and Employment Standards and Laws</b>                          | 1.1. Describe employee/labour relations.<br>1.2. Describe provincial and federal employment standards.<br>1.3. Explain where to access information related to labour standards and laws including updates.                                                                          |
| 2. <b>Regulations and Legislation</b>                                       | 2.1. Explain OHSR related to supervision.<br>2.2. Explain rights and responsibilities of the employer, supervisor and employee as in WCA.<br>2.3. Explain where to access regulations information including updates.<br>2.4. Monitor workers to ensure compliance with regulations. |
| 3. <b>Workplace Standards, By-laws, Codes, Manufacturers Specifications</b> | 3.1. Communicate relevant standards, by laws, regulations and codes.<br>3.2. Demonstrate that equipment and resources adhere to manufacturers recommendations.<br>3.3. Monitor for compliance of standards, bylaws, codes and manufacturer's specification in the workplace.        |
| 4. <b>Environmental Responsibilities</b>                                    | 4.1. Describe how to manage environmental risk and promoting environmentally friendly                                                                                                                                                                                               |



| <b>Element of Competence</b>                  | <b>Competence Outcomes</b>                                                                                                                                                                                                                                              |
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|                                               | <p>workplaces.</p> <p>4.2. Explain legislation governing environmental responsibilities.</p> <p>4.3. Follow workplace policies and procedures that align with environmental responsibilities.</p> <p>4.4. Monitor for compliance of environmental responsibilities.</p> |
| <b>5. Personal Information Protection Act</b> | <p>5.1. Describe the purpose and scope of PIPA.</p> <p>5.2. Collect and store personal information in accordance with the Act.</p> <p>5.3. Maintain privacy of individuals and disclose information only as required and allowed under the Act.</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"> <li><input type="checkbox"/> Employee/labour relations</li> <li><input type="checkbox"/> Provincial and Federal employment standards</li> <li><input type="checkbox"/> How to access labour laws information</li> <li><input type="checkbox"/> OHSR related to supervision</li> <li><input type="checkbox"/> Rights and responsibilities of employers and employees</li> <li><input type="checkbox"/> How to access WCA and OHSR including updates</li> <li><input type="checkbox"/> How to promote environmentally friendly workplaces</li> <li><input type="checkbox"/> Mobile equipment inspection programs, requirements, and procedures</li> <li><input type="checkbox"/> Purpose and scope of PIPA</li> <li><input type="checkbox"/> How to store personal information to be compliant with Act.</li> </ul> |
| Summary of Skills to be Assessed    | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate provincial and federal employment standards with staff</li> <li><input type="checkbox"/> Monitor worker compliance with regulations, workplace standards, by-laws, and codes</li> <li><input type="checkbox"/> Workers adhere to environmental requirements</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |





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|  | <input type="checkbox"/> Monitor vehicles and equipment to ensure compliance with inspections<br><input type="checkbox"/> Collect, store, and maintain personal information |
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| <b>Unit</b>        | 1112                                                                                                                                                           |
| <b>Title</b>       | Describe and Apply Return to Work and Modified Programs                                                                                                        |
| <b>Document</b>    | Unit of Competency                                                                                                                                             |
| <b>Description</b> | <p>This unit is about:</p> <p>Administration of return to work and modified work programs;</p> <p>Preparing for return to work; and</p> <p>Return to work.</p> |

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| <b>Regulatory Requirements</b> | 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. |
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| <b>Prerequisite(s)</b> | <p>This unit has the following prerequisites:</p> <p><input type="checkbox"/> There are no prerequisites for this unit.</p> |
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| <b>Occupations</b> | This unit is a component of the following occupations:<br>Supervisors |
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| <b>Element of Competence</b>                                                  | <b>Competence Outcomes</b>                                                                                                                                                                                                                                                                              |
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| 1. <b>Administration related to Return to Work and Modified work Programs</b> | <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</p> |



| Element of Competence               | Competence Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                     | modified work program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2. <b>Prepare to Return to Work</b> | <p>2.1. Describe when return to work can occur.</p> <p>Describe <b>return to work strategies</b>.</p> <p><b>Return to work strategies</b> may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Refresher, training or skills upgrading, graduated return to work, work assessment, modified worksite or equipment, training on the job.</li> </ul> <p>2.2. Describe accommodation in relation to return to work.</p> <p>2.3. Conduct a job analysis to support return to work and modified work programs.</p> <p>2.4. Make a return to work or modified work programs based on injury and recommendations.</p> <p>2.5. Identify modified or transitional work opportunities that are meaningful, flexible and productive.</p> <p>2.6. Communicate return to work plan with relevant personnel, including worker.</p> |
| 3. <b>Return to Work</b>            | <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"> <li><input type="checkbox"/> Return to work and modified work programs and benefits</li> <li><input type="checkbox"/> WorkSafeBC policy in relation to return to work and modified work programs</li> <li><input type="checkbox"/> Documentation related to return to work and modified work programs</li> <li><input type="checkbox"/> Return to work strategies</li> <li><input type="checkbox"/> Accommodation and its application.</li> </ul> |
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| Summary of Skills to be Assessed | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make or modify return to work programs</li> <li><input type="checkbox"/> Conduct job analysis</li> <li><input type="checkbox"/> Identify opportunities for modified or transitional work</li> <li><input type="checkbox"/> Communicate return to work plans</li> <li><input type="checkbox"/> Manage and monitor return to work plans</li> <li><input type="checkbox"/> Use documentation related to return to work and modified work programs.</li> </ul> |
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| <b>Unit</b>     | 1115                                                                                                                                                                                                                                                                                |
| <b>Title</b>    | Manage, Inspect and Maintain Assets                                                                                                                                                                                                                                                 |
| <b>Document</b> | Unit of Competency                                                                                                                                                                                                                                                                  |
| Description     | <p>This unit is about:</p> <ul style="list-style-type: none"> <li>Inspecting and Maintaining Equipment and Infrastructure;</li> <li>Managing and Tracking Tools and Equipment;</li> <li>Controlling Loss;</li> <li>Procurement Process; and</li> <li>Purchasing Process.</li> </ul> |

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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"> <li><input type="checkbox"/> There are no prerequisites for this unit.</li> </ul> |
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| Occupations | <p>This unit is a component of the following occupations:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supervisors</li> </ul> |
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| <b>Element of Competence</b>                                | <b>Competence Outcomes</b>                                                                                                                                                                                                                                                                                                                     |
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| <b>1. Inspect and Maintain Equipment and Infrastructure</b> | 1.1. Define an asset.<br>1.2. Describe policies and procedures related to asset management in accordance with company requirements.<br>1.3. Conduct maintenance checks and inspections as required.<br>1.4. Ensure inspection personnel are trained and qualified to carry out inspections.<br>1.5. Monitor and track inspections as required. |
| <b>2. Manage and Track Tools and Equipment</b>              | 2.1. Describe tools and equipment required for the job.<br>2.2. Ensure tools and equipment required are available in and in good working order.<br>2.3. Implement systems to monitor and track tools and equipment.<br>2.4. Use an inventory control system.                                                                                   |
| <b>3. Control Loss</b>                                      | 3.1. Describe the principles of loss control.<br>3.2. Implement systems to monitor and minimize loss.<br>3.3. Ensure that employees adhere to loss control practices.                                                                                                                                                                          |
| <b>4. Procurement Process</b>                               | 4.1. Describe the procurement process in accordance with company policy and procedure.<br>4.2. Describe timelines associated with the procurement process.<br>4.3. Describe administrative process required in the procurement process.                                                                                                        |
| <b>5. Purchase Process</b>                                  | 5.1. Describe policies and procedures related to authorizing and implementing purchase process.<br>5.2. Describe the purchase process.<br>5.3. Describe budgeting requirements related to the purchase process.<br>5.4. Describe of sole source and bid requirements.                                                                          |



## 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"> <li><input type="checkbox"/> Policies and procedures related to asset management</li> <li><input type="checkbox"/> Maintenance and inspection requirements and timelines</li> <li><input type="checkbox"/> Tools and equipment required for the job</li> <li><input type="checkbox"/> Inventory control systems</li> <li><input type="checkbox"/> Principles of loss control</li> <li><input type="checkbox"/> Procurement process</li> <li><input type="checkbox"/> Purchase process</li> <li><input type="checkbox"/> Administrative process</li> <li><input type="checkbox"/> Budgeting requirements</li> <li><input type="checkbox"/> Sole source and bid process and requirements.</li> </ul> |
| <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"> <li><input type="checkbox"/> Conduct maintenance checks and inspections</li> <li><input type="checkbox"/> Ensure personnel are trained and qualified</li> <li><input type="checkbox"/> Monitor and track maintenance and inspections</li> <li><input type="checkbox"/> Ensure tools and equipment are in working order</li> <li><input type="checkbox"/> Use inventory control system</li> <li><input type="checkbox"/> Implement systems to monitor and minimize loss</li> <li><input type="checkbox"/> Ensure employees adhere to systems.</li> </ul>                                                                                                                                             |

## Level 3

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| <p><b>Unit</b></p>     | <p>1103</p>                                                                                           |
| <p><b>Title</b></p>    | <p>Describe Human Factors and System Safety</p>                                                       |
| <p><b>Document</b></p> | <p>Unit of Competency</p>                                                                             |
| <p>Description</p>     | <p>This unit is about:<br/>         Terms and Concepts;<br/>         Performance Shaping Factors.</p> |



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| Regulatory Requirements | 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. |
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| Prerequisite(s) | This unit has the following prerequisites:<br><input type="checkbox"/> There are no prerequisites for this unit. |
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| Occupations | This unit is a component of the following occupations:<br><input type="checkbox"/> Supervisors |
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| Element of Competence                 | Competence Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 1. <b>Terms and Concepts</b>          | <p>1.1. Define human factors and system safety <b>terminology</b>.</p> <p><b>Terminology</b> must include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Human factors, workplace system, performance shaping factors.</li> </ul> <p>1.2. Define <b>concepts</b> related to human factors and system safety.</p> <p><b>Concepts</b> must include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Workplace system influences performance, error is normal.</li> </ul>                                                                                                    |
| 2. <b>Performance Shaping Factors</b> | <p>2.1. Explain how workplace system factors influence performance.</p> <p>2.2. Explain <b>organizational</b> factors that affect performance.</p> <p><b>Organizational</b> factors may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Executive decisions, business planning, pay rates and compensation, work volume, production pressure</li> </ul> <p>2.3. Describe <b>task</b> factors that affect performance.</p> <p><b>Task</b> factors may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Environment – Noise, lighting, vibration,</li> </ul> |



| Element of Competence | Competence Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                       | <p>terrain, weather, air quality, temperature, SWP/SOP's</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equipment – Availability, accessibility, ease of use, maintenance, design</li> <li><input type="checkbox"/> Physical – Force, repetition, duration, posture.</li> </ul> <p>2.4. Describe <b>individual</b> factors that affect performance.</p> <p><b>Individual</b> factors may include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knowledge and expertise</li> <li><input type="checkbox"/> Job related stress</li> <li><input type="checkbox"/> Expectations and experience</li> <li><input type="checkbox"/> Sensory limitations – vision, touch, hearing, smell</li> <li><input type="checkbox"/> Biases and heuristics</li> <li><input type="checkbox"/> Fatigue/sleep – Acute, chronic, causes/symptoms, control measures.</li> </ul> |

### 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"> <li><input type="checkbox"/> General terminology related to human factors and system safety</li> <li><input type="checkbox"/> Concepts related to human factors and system safety</li> <li><input type="checkbox"/> How workplace system factors influence performance</li> <li><input type="checkbox"/> Organizational factors that affect performance</li> <li><input type="checkbox"/> Task factors that affect performance</li> <li><input type="checkbox"/> Individual factors that affect performance</li> </ul> |
| Summary of Skills to be Assessed    | <p>For this unit a competent worker must be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> This is a knowledge only unit.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |



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| <b>Unit</b>        | 1102                                                                                                                                                   |
| <b>Title</b>       | Describe and Apply Leadership and Professionalism                                                                                                      |
| <b>Document</b>    | Unit of Competency                                                                                                                                     |
| <b>Description</b> | This unit is about:<br>Personal Awareness;<br>Leadership Skills and Professionalism;<br>Team Building and Worker Relations; and<br>Project Management. |

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| <b>Regulatory Requirements</b> | 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. |
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| <b>Prerequisite(s)</b> | This unit has the following prerequisites:<br><input type="checkbox"/> There are no prerequisites for this unit. |
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| <b>Occupations</b> | This unit is a component of the following occupations:<br>Supervisors |
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| <b>Element of Competence</b>                    | <b>Competence Outcomes</b>                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Personal Awareness</b>                    | 1.1. Describe how personal strengths and limitations affect leadership and professionalism.<br>1.2. Describe how leadership style is adapted/modified based on personality traits of workers.<br>1.3. Lead by example by using safe work procedures in accordance with regulations and workplace policies and procedures. |
| <b>2. Leadership Skills and Professionalism</b> | 2.1. Describe effective leadership.<br>2.2. Describe leadership skills and behavior.                                                                                                                                                                                                                                      |





| <b>Element of Competence</b>                        | <b>Competence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|                                                     | <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 <b>resolve conflict</b>.</p> <p style="padding-left: 40px;"><b>Resolve conflict</b> must include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bullying, harassment, sexism, intimidation, types of abuse, violence.</li> </ul> <p>2.7. Describe how to <b>motivate</b> people.</p> <p style="padding-left: 40px;"><b>Motivate</b> must include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Intrinsic and external motivators, value of reward systems.</li> </ul>                                                          |
| <p><b>3. Team Building and Worker Relations</b></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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>4. Project Management</b></p>                 | <p>4.1. Describe how define project scope, resources and timelines.</p> <p>4.2. Describe the <b>project management process</b>.</p> <p style="padding-left: 40px;"><b>Project management process</b> must include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Initiating, planning, executing, monitor/control resources (contractors), closing</li> </ul> <p>4.3. Describe <b>project management constraints</b>.</p> <p style="padding-left: 40px;"><b>Project management constraints</b> must include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Scope, time, budget, quality.</li> </ul> <p>4.4. Describe how to identify roles and responsibilities within the project framework.</p> <p>4.5. Describe how to adhere to budgets and adjust for cost over runs.</p> |



| Element of Competence | Competence Outcomes                                                                                                                                             |
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|                       | 4.6. Describe project management tools used to maximize control of project.<br><br>4.7. Describe how to monitor progress and communicate with all stakeholders. |

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

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|-----------------|-------------------------------------------------------------------|
| <b>Unit</b>     | 1111                                                              |
| <b>Title</b>    | Conduct Performance Evaluations and Provide Feedback              |
| <b>Document</b> | Unit of Competency                                                |
| Description     | This unit is about:<br><br>Performance Evaluation Administration; |



|  |                                                                                                             |
|--|-------------------------------------------------------------------------------------------------------------|
|  | Scheduling of Evaluations;<br>Conducting Performance Evaluations; and<br>Conclusion and Providing Feedback. |
|--|-------------------------------------------------------------------------------------------------------------|

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|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Regulatory Requirements | 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. |
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| Prerequisite(s) | This unit has the following prerequisites:<br><input type="checkbox"/> There are no prerequisites for this unit. |
|-----------------|------------------------------------------------------------------------------------------------------------------|

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|-------------|------------------------------------------------------------------------------------------------|
| Occupations | This unit is a component of the following occupations:<br><input type="checkbox"/> Supervisors |
|-------------|------------------------------------------------------------------------------------------------|

| Element of Competence             | Competence Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. <b>Scheduling</b>              | 1.1. Participating in the scheduling of performance reviews as outlined in company policy.<br>1.2. Initiate the performance review process.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 2. <b>Performance Evaluations</b> | 2.1. Describe how performance evaluations can improve safety and effectiveness.<br>2.2. Describe the difference between informal, frequent, regular feedback on performance and scheduled performance evaluations.<br>2.3. Describe the <b>performance evaluation best practices</b> .<br><b>Performance evaluation best practices</b> must include:<br><input type="checkbox"/> Prepare for evaluation (including review of documentation)<br><input type="checkbox"/> Put the worker at ease<br><input type="checkbox"/> Seek input from the worker on personal goals, updates to the job description<br><input type="checkbox"/> Conduct the performance review in an |



| Element of Competence                     | Competence Outcomes                                                                                                                                                                                                                             |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | objective and non-discriminatory manner                                                                                                                                                                                                         |
| 3. <b>Conclusion and Provide Feedback</b> | 3.1. Conclude the performance review and complete relevant documentation.<br>3.2. Communicate to the worker in a constructive manner the outcomes of the review.<br>3.3. 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"> <li><input type="checkbox"/> Describe performance review best practices.</li> <li><input type="checkbox"/> Describe the difference between informal performance feedback and formal, schedule performance evaluations.</li> <li><input type="checkbox"/> How to use documentation related to performance reviews.</li> </ul> |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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| <b>Unit</b>     | 1154                                                                                                                                                                                        |
| <b>Title</b>    | Contractor Management                                                                                                                                                                       |
| <b>Document</b> | Unit of Competency                                                                                                                                                                          |
| Description     | <p>This unit is about:</p> <p>Understanding written contracts;<br/>           Best practices for contractor management; and<br/>           Prime contractor roles and responsibilities.</p> |

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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"> <li><input type="checkbox"/> There are no prerequisites for this unit.</li> </ul> |
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| Occupations | This unit is a component of the following occupations:<br>Supervisors |
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| Element of Competence                                 | Competence Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. <b>Understanding Written Contracts</b>             | 1.1 Describe what parts of a written contract a supervisor needs to be familiar with.                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 2. <b>Best Practices for Contractor Management</b>    | 2.1 Follows <b>best practices for contractor management</b> .<br><b>Best practices for contractor management</b> may include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand written contract</li> <li><input type="checkbox"/> Completes safety orientation for contractors</li> <li><input type="checkbox"/> Assigns prime contractor if applicable</li> <li><input type="checkbox"/> Knows main contact for contractor</li> <li><input type="checkbox"/> Identifies sub-contractors</li> </ul> |
| 3. <b>Prime Contractor Roles and Responsibilities</b> | 3.1 Understands that multi-employer workplaces require a prime contractor.<br>3.2 Describe the best practices for contractor management.<br>3.3 Describe the roles of owners, supervisors and prime contractors on a multi-employer worksite.                                                                                                                                                                                                                                                                                 |

### 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"> <li><input type="checkbox"/> Describe best practices for managing contractors.</li> <li><input type="checkbox"/> Describe the roles of owners, supervisors and prime contractors on a multi-employer worksite</li> </ul> |
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|                    |                                                                                               |
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| <b>Unit</b>        | 1170                                                                                          |
| <b>Title</b>       | Maintenance Project Management                                                                |
| <b>Document</b>    | Unit of Competency                                                                            |
| <b>Description</b> | This unit is about:<br><br>Planning the maintenance work;<br><br>Supervising the maintenance. |

|                                |                                                                                                                                                                                                                                                                    |
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| <b>Regulatory Requirements</b> | 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. |
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| <b>Prerequisite(s)</b> | This unit has the following prerequisites:<br><br><input type="checkbox"/> There are no prerequisites for this unit. |
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| <b>Occupations</b> | This unit is a component of the following occupations:<br><br>Supervisors |
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| <b>Element of Competence</b>        | <b>Competence Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>1. Planning Maintenance Work</b> | <p>1.1. Describe the difference between regular, routine maintenance tasks and major maintenance/construction projects.</p> <p>1.2. Describe the steps needed to be followed in planning maintenance.</p> <p>1.3. Describe how a field level hazard assessment or similar process is used to identify hazards prior to maintenance work.</p> <p>1.4. Describe the hazards that can occur during maintenance work. Hot work, lifts, removal of safe guards, working from height, securing mobile equipment, confined space entry, electrical.</p> |



| <b>Element of Competence</b>           | <b>Competence Outcomes</b>                                      |
|----------------------------------------|-----------------------------------------------------------------|
| 2. <b>Supervising Maintenance Work</b> | 2.1. Describe best practices for managing maintenance projects. |

### 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"> <li><input type="checkbox"/> Describe the steps needed to be followed in planning maintenance</li> <li><input type="checkbox"/> Describe the hazards that can occur during maintenance work</li> <li><input type="checkbox"/> Describe best practices for managing maintenance projects</li> </ul> |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

