

WERC
Wood Employee
Readiness
Curriculum

Into the Woodwork

A Career in the Advanced Wood Manufacturing Industry



Intake Assessment

Applicant Name: _____

Phone Number: _____

Assessment Date: _____

Assessor's Name: _____



WMC CFB

Wood Manufacturing Council
Conseil des fabricants du bois

Canada

This program is funded in part by the Government
of Canada's Sector Council Program

Purpose of this Assessment

The purpose of this assessment is to provide a holistic approach to matching potential program participants to entry level positions in wood manufacturing.

The Wood Employment Readiness Curriculum (WERC) program will:

- produce entry level learners and workers that are suitable, willing and able to achieve success working in the advanced wood processing sector
- set the standard for equitable and accessible pre-employment training, influencing and impacting positively on job accommodation processes in Canada
- be recognized by community, education and industry as meeting certifiable and reliable skills
- comply with principles of prior learning recognition through an empowering process of assessing potential participants existing skills
- be delivered by credentialed Instructors in a straight forward and easy to comprehend way, lead to meaningful jobs achieving high attachment and opening opportunities for career development
- become a key product of the WMC where success stories will be a major part of marketing to potential Employer members, program purchasers and service providers

Utilizing job accommodation methods and flexible assessment, this program is geared to New Canadians, Persons with Disabilities and First Nation, Inuit and Métis job seekers. Individuals that are a good fit with opportunities in the Advanced Wood Processing (AWP) Sector will be accepted into a training program aimed toward success in further training or employment.

The questions are designed in plain language to accommodate potential employees who have the minimum language requirements to successfully begin entry level jobs working in the AWP Sector. The assessment will provide the assessor, the employer and the potential employee with results relating to previous experience, suitability, employability, essential skills, technical abilities, and ability to communicate in English.

How to use this Package

For the assessment to be successful, there are some fundamental steps that must remain consistent to protect the integrity of the process.

- Note that there are 3 main components: going over the resume, the interview questions and the technical assessment questions.
- Some questions are yes/no and some are open ended. The open-ended questions are especially helpful to assess English.

The intake assessment is composed of three sections as follows:

- Section A: Review Resume – Establish Fit
- Section B: Oral Assessment Questions
 - Suitability
 - Employability
 - Self-management capabilities
 - Experience
 - Essential Skills/General Knowledge
 - Essential Skills/Language Skills
- Section C: Transferable Technical Skills Assessment Questions

Before the Assessment

- Ask applicant for resume and references.
- Be sure to record their name and contact information on the assessment.

Assessment Categories

There are seven categories of assessment encompassing 20 areas of relevance:

- Suitability
- Employability
- Self-management
- Experience
- Essential skills/General knowledge
- Essential skills/Language skills
- Transferable technical skills

Using the table provided in the document, document the outcomes of the assessment based on the candidate's resume and answers to the assessment questions.

Portfolio's and Work Samples

If the candidate presents a portfolio of their experiences, work samples or photographs, take the time to evaluate the portfolio to the intake assessment areas. This will ensure the most relevance of the materials presented. The candidates own materials will be a good point of discussion to clarify the capabilities and experiences they bring to the program.

Introduction for the Applicant

Be sure to explain the purpose of the intake assessment to the applicant. This assessment tool will be used to see if the applicant is suitable for the WERC program and furthermore, for jobs within the AWP Sector. The assessor should give the applicant a brief introduction to the AWP Sector and the entry level roles that the training program is tailored to. The assessor should explain each of the 7 entry level jobs that have been identified as key to the industry (assembler, finisher, helper, off loader, order picker, receiver, and sander). Descriptions for each of the occupations, as well as a brief summary of physical demands, can be found in Appendix A of this intake assessment. A review of Appendix A with the applicant will give him/her a better idea of what the various jobs entail including the physical requirements for each position. It is important for the applicant to understand the physical requirements of the job but also for the employer to consider accommodation requirements and determine what can be done to allow inclusion.

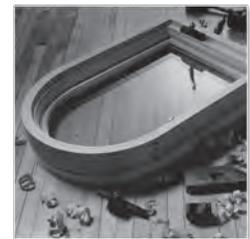
If special physical supports are required to accommodate the candidate, schedule an interview with the candidate and their support team. During the planning process make sure to include participating Employers that are able to accommodate limitations. Include the course instructors and evaluate the shop space and equipment critical to the program.

Section A – Review Resume – Establish Fit



Section A: Review Resume – Establish Fit	
<ul style="list-style-type: none"> <input type="checkbox"/> Take some time to go over the resume and ask any legal questions that are pertinent to the position. Ensure applicant is legally entitled to work in Canada. <input type="checkbox"/> Ask about the candidate’s education, experience and skills that are of benefit to the jobs this project is recruiting for. For example, fixing things at home, experience that required the candidate to be on time, problem solving, being a parent. <input type="checkbox"/> Look for employment experiences you can ask the candidate to expand upon. For example, woodworking, carpentry, cashier, mechanic, shipping & receiving, warehousing, furniture business, manufacturing, assembly, waitressing. <input type="checkbox"/> Look for experience using the following tools and equipment. For example, measuring tape, hammer, chisel, screw drivers, air tools, level, putty knife, sand paper, chop saw, table saw, sander, pneumatic screw drivers, box cutter, hand held sanders, fork lift, propane, 4-wheeled cart, hydraulic hand cart, wrapper machine, spray guns, air guns, glue guns. <input type="checkbox"/> To establish fit for the industry, look for signs of the following characteristics. For example, cooperativeness, positive attitude, punctual, good work ethic, gets along well with others, asks questions, willing to ask for help, able to work safely, a team player, follows instructions, helps others when needed. 	
<p>What to Look for: Review Resume and References – Establish Fit</p> <p>Employers in the AWP sector have stated that a positive attitude is more important than technical skills or experience. Employers are looking for candidates that have the basic reading, writing, math and communication skills. High school completion is not required. Ensure they can follow direction or instructions and to be able to work in a sometimes confusing and fast paced environment.</p>	
<p>Assessor Notes</p>	<p><i>Requirements</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Positive attitude and good work ethic <input type="checkbox"/> Basic knowledge of the AWP sector <input type="checkbox"/> Interest in the AWP sector <p><i>Assets</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Experience in the AWP sector or using tools listed

Section B – Oral Assessment Questions



Questions 1-4, Suitability

Questions for Interviewer/Assessor

These questions will determine the applicant’s suitability for this type of work based on current and future availability and financial needs.

- 1. Availability** – Can the candidate work days, evenings, and weekends?
- 2. Transportation** – Buses may not run evenings and weekends or even at all. Is the candidate still able to get to work? Is there a requirement for supported transportation?
- 3. Financial needs** – Average starting salary can range from minimum wage to \$2 or \$3 higher. Is this okay for the applicant?
Does this individual have funding and supports in place while they are in training? (Are there wage subsidy programs available?)
- 4. Stability/Commitment** – Ask the candidate about commitments to activities (e.g., sports) or other jobs (how long they have been involved, ect). Ask about previous jobs (how long they have been working in previous jobs).

What to Look for: Suitability

Determine if they have adequate availability for a part or full-time position

Determine their plans for reaching their work (public transportation or their own vehicle)

Level of comfort with starting at a minimum wage position?

Are they willing to commit to specific activities?

Assessor Notes

Requirements

- Available at least part-time
- Have a plan for reaching work
- Able to work for minimum wage

Assets

- Would like to stay in the sector for several years
- Plan on living in the same area (not relocating)
- Have their own transportation
- Add something about commitment

Questions 5, 6 & 7 – Employability

These questions will determine the applicant’s **employability** for this type of work based on job requirements and ability to perform the work.

5. Physical aspects

- Do you believe this candidate has the physical stamina to work in this industry? Ask the candidate for examples of some of the following, good hand-eye coordination, manual dexterity, doing repetitive tasks. Personal examples may include, working on your car, repairing an appliance, operating equipment.
- Refer to the general Physical Demands Analysis, PDA’s, Appendix A, for the positions being recruited. Explore the PDA analysis with the candidate and discuss any particular job accommodation needs.

6. Education and training

- Ask the candidate if they have any training in production work, repairing things, or operating equipment or machines?
- Ask the candidate if they have been in any other employment or work related training? Have they completed training programs successfully in the past?

7. Safety & Health

- Does the candidate have any safety training, such as lock out / tag out, WHMIS, first aid, CPR?
- Does this candidate have any health issues related to the job environment of wood production? For example, allergies to paints and finishing products. Able to work in a manufacturing environment (e.g., warm temperature)

What to Look for: Employability

Are they comfortable standing or walking for long periods of time? (see PDA for specific requirements)

Are they physically well and able to work in a physically demanding environment?

Any training or experience in the production / manufacturing sector

Other work-related training courses such as first-aid, WHMIS, CPR, Anti-harassment training

Free of health issues related to the job environment.

Remember: **High school completion is not required.**

Assessor Notes

Requirements

- Comfortable with the PDA requirements for a particular position
- No health issues which would prevent them from working in the sector

Assets

- Any education or training in the AWP or related sector
- Safety Training

Questions 8, 9 & 10: Self-management capabilities

These questions will determine the applicant's self-management capabilities for this type of work based on job requirements and ability to perform the work.

8. Willingness

- Is the candidate okay with working in a manufacturing environment?
- Are they willing to train for different positions?
- Is the candidate okay with entry level employment and training where they may be required to do menial and repetitive tasks for several months as part of a typical company career development process?

9. Interest

- Does the candidate have an interest in at least one of the key occupations offered through this program?

Finisher – Helper – Sander – Off-loader – Order Picker – Assembler – Receiver - Please note that the job titles will change depending on the organization and their own unique job titles and descriptions. Please see short job descriptions in Appendix A.

Career progression – the following are three real workplace examples of job progression for individuals looking at a career in the AWP sector.

Employer A

Positions begin at level 4 and progress through levels 3, 2 with level 1 being the highest, i.e. Sprayer 4, Machinist 2.

Employer B

Sander to Staining (Finishing) to Painter (Finishing)

Helper to Assembler to Machine Operator

Employer C

Helper, Off-loader, Sander, Assembler, Basic Machine Operator

Sander to Helper to Finisher

<p>10. Punctuality and attendance</p> <ul style="list-style-type: none"> <input type="checkbox"/> What would this candidate’s previous employer say about their punctuality and attendance? (or rephrase – What would your old bosses say about whether or not you came to work every day and whether or not you were late?) <input type="checkbox"/> What would your previous employers or other people (e.g., coach, teacher) say about your willingness and ability to work as part of a team? Ask for examples. 		
<p>What to Look for: Self Management Capabilities</p> <p>Comfortable with entry-level employment where there is a longer career development process</p> <p>Willing to move into different positions as required</p> <p>Interest in the sector and at least one of the occupations</p> <p>Strong punctuality and attendance attitude – not frequently late at previous positions</p> <p>Willingness and ability to work as part of a team</p>		
<p>Assessor Notes</p>	<p>Requirements</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comfortable with conducting menial tasks for a long entry period <input type="checkbox"/> Interest in one of the key occupations <input type="checkbox"/> Are punctual and always come to work when scheduled <p>Assets</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interest in advancing to higher levels in the AWP industry 	

Questions 11 & 12: Experience

These questions will determine the validity of the candidates previous experience presented on the application form.

11. Experience working with tools and equipment

- What specific types of tools and equipment has the candidate worked with?

12. Experience in a manufacturing environment

- What work has the candidate done in a manufacturing environment?
- Does the candidate have any specific wood manufacturing experience (e.g., kitchens, furniture manufacturing, millwork, etc.). Relate the assessment to the AWP sub-sectors represented by companies that are participating in the program

What to Look for: Experience

Knowledge and experience using particular tools

Type of experience in a manufacturing environment

Whether they have experience in the wood manufacturing industry

Assessor Notes

Assets

- Experience with tools used in wood manufacturing
- Experience in a manufacturing environment
- Experience in the AWP sector
- Transferable experiences (e.g., customer service training; WHMIS)

Questions 13, 14 & 15: Essential Skills/General Knowledge

These questions will determine the applicant’s ability to perform the skills that are essential to the job such as oral communication, working with others, and continuous learning.

13. Numeracy

- Ask the candidate to provide examples of when they have used mathematical operations (e.g., adding, subtracting, multiplying, dividing, fractions and decimals, measuring). These may include measuring objects and performing basic math functions.
- Use the WMC Numeracy Essential Skills Assessment Tool to evaluate their abilities in more details. You can find the tool on the Wood Manufacturing Website: <http://es.wmc-cfb.ca>. Two sample items are included in Appendix B.

14. Working with Others

- Ask the candidate to describe a job where they worked with other people or helped other people.
- Ask the candidate how they like to receive instructions – from just one person or can they receive instructions from several people?
- Are they comfortable communicating with co-workers who may have difficulty with English?

15. Continuous Learning

- Ask candidate if they are taking any classes right now?
- Ask candidate if they have taken any classes in the last year?
- Ask for examples of how the candidate learns off the job or have been part of training projects.

<p>What to Look for: Essential Skills/General Knowledge</p> <p>Ability to perform basic numeric functions (addition, subtraction, measurement)</p> <p>Do they work well with others (i.e. are generally agreeable)?</p> <p>Ability to take instructions from multiple individuals</p> <p>Comfort level of speaking and understanding English</p> <p>Initiative of taking courses or otherwise advancing their knowledge</p>	
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<p>Assessor Notes</p>	<p><i>Requirements</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ability to perform basic math <input type="checkbox"/> Work well with others <input type="checkbox"/> Can take several instructions at once <p><i>Assets</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Comfortable understanding various English accents
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Questions 16-19: Essential Skills/Language Skills

These questions will determine the applicant's use of **English** or **French**¹ as required for this type of work.

16. Listening / Comprehension

- This applicant understood my questions when I spoke slowly. I only had to repeat the question once.

17. Speaking

- The applicant answered questions with complete sentences.

18. Pronunciation

- I could understand most of what the applicant said. The pronunciation was adequate and clear enough.

19. Writing

- Ask the applicant to write a short note (email style) as per the scenario presented below (note: based on the WMC Essential Skills Assessment Tool: Writing):
 - o A cabinet maker has completed the construction of a bookshelf and wants to leave a note to the apprentice to complete the finishing work on the bookshelf. The finishing includes a quality check for glue residue, sanding and application of a maple stain.
 - o Ask the candidate to create a short note that could be left for the apprentice regarding the finishing work to be performed based on the information provided above (sentences or point form can be used).
- For a more elaborate writing assessment, use the WMC Essential Skills Assessment Tool: Writing.

¹In some regions/areas, language other than English or French might be the primary language (e.g., in Nunavut)

<p>What to Look for: Essential Skills</p> <p>Able to understand basic English conversation and prepare a response</p> <p>You are able to understand their accent (if applicable)</p> <p>Basic writing skills – is the applicant’s writing clear and legible, does it make sense? Is spelling and grammatical use acceptable?</p> <p>Sample answer for writing question (Sample 1):</p> <p><i>Please inspect bookshelves and remove glue residue. Then sand and finish the bookcase with maple stain.</i></p> <p><i>Thanks</i></p> <p>Sample answer for writing question (Sample 2):</p> <ul style="list-style-type: none"> - <i>Inspect bookshelves</i> - <i>Remove glue residue</i> - <i>Sand and finish with maple stain</i> 		
<p>Assessor Notes</p>	<p>Requirements</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ability to communicate effectively (e.g., be understood, understand what is being communicated) <input type="checkbox"/> They are easy to comprehend <input type="checkbox"/> Have basic writing skills 	

Section C – Transferable Technical Skill Assessment Questions



Question 20: Transferable Technical Skill Assessment Questions

These questions will help to determine the technical and physical ability to perform tasks that are frequently required for the job.

20. Tools and Equipment

There are many tools and equipment that are used across the advanced wood processing sector. In this section the candidate can talk specifically about the technical skills or aptitudes they will bring to the work environment. The tools and equipment listed below are a compilation from employers in the industry. Add to the list if there are other tools or equipment important to the positions of a specific program.

- Hand tools – measuring tape, hammer, chisel, screw drivers, putty knife, sand paper, box cutter, level, hydraulic hand cart
- Power tools – air tools, sanders, power saws, pneumatic drivers, spray guns, glue guns
- Equipment – table saws, fork lift, propane, 4 wheeled cart, chop saw

What to Look for: Transferable Technical Skills

Have used some of the tools listed before

They feel comfortable using these tools with some instruction

Assessor Notes

Requirements

- Feel comfortable using the tools listed

Assets

- Experience using the tools listed
- Experience with tools that are transferable

Assessment Summary



Applicant Name: _____

Interview Category	Record a brief summary of results from each area
Suitability	
Employability	
Self-Management	
Previous Experience	
Essential Skills/General Knowledge	
Essential Skills/Language Skills	
Transferable Technical Skills	

Review Results
Review the results of the assessment with the applicant. Discuss the results with the applicant such as: Are they suitable for this type of work based on their scores? Tell the applicant what the next steps are.

Recommendations						
A	Approved for Intake or direct employment	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">B</td> <td style="width: 40%;">Not yet program ready, refer to ...</td> <td style="width: 50%;">C</td> <td style="width: 50%;">Special evaluation by committee, job</td> </tr> </table>	B	Not yet program ready, refer to ...	C	Special evaluation by committee, job
B	Not yet program ready, refer to ...	C	Special evaluation by committee, job			

Notes:

Assessor Signature: _____

Assessment Date: _____

Appendixes



Appendixes A

Short Occupation Descriptions and Physical Demand Information

Occupation: Assembler

Occupational Description:

Assemble wood products (i.e. furniture), making minor adjustments as necessary according to customer requirements and internal productivity standards. Utilize tools, power tools, and equipment to complete the final assembly according to specifications. If defects occur, repair if possible. Clean up work area and department as necessary.

Physical Demand Information:

Depend upon the workplace, this job may require the following:

- Must have full neck movement abilities – occasional movement
- Sitting, standing and walking for up to 4 hours at a time on a concrete/hard surface
- Must have full upper arm movements – occasional movement
- Back stability – bending forward, to the side, twisted frequently
- Must be able to lift, hold, push and pull objects of medium weight
- Must be able to grip, pinch, push with palm and fingers, pull and conduct fine finger activity for light to medium weight objects (up to 30 lbs/13.6 kg)
- Lifting or carrying uneven loads
- Squatting, bending and pivoting movements required
- Elevation of the shoulders
- Sustained head tilting or turning
- Movement of the elbow/wrist while exerting force with the hand
- Non-neutral positions of the wrist and forearm while pinching or exerting force
- Exposure to local vibration
- Contact stress
- Banging or striking with the hand
- Repetitive or forceful finger movements

Occupation: Finisher

Occupational Description:

Using various hand tools, power tools, and equipment, prepare components according to specifications (includes shaping, finishing or refinishing wood). Sand, stain, moss finish or mix as required, and inspect and approve finishes (Quality Control). Spray Finish Coat and Build Coat. Prepare and finish sanding. Conduct equipment maintenance and rebuild equipment as necessary. Clean up work area and department when necessary.

Physical Demand Information:

Depend upon the workplace, this job may require the following:

- Neck is bent forward and constantly moving
- Sitting, standing and walking for up to 3.5 hours at a time on a concrete/hard surface
- Frequent upper arm movements, raised forward
- Frequent wrist movements and flexing
- Rapid repeated movements of the arm at the shoulder
- Elevation of the shoulders
- Exerting high forces with the hands with the neck turned or bent
- Repetitive or forceful finger movements
- Movement of the elbow/wrist while exerting force with the hand
- Non-neutral positions of the wrist and forearm
- Exposure to local vibration
- Back is moderately bent forward with frequent movements
- Bending and pivoting movements required
- Must have the ability to lift, lower, hold, carry, push and pull, light to medium objects (up to 30 lbs/13.6 kg)
- Colour vision is required

Occupation: Helper

Occupational Description:

Sand surfaces of wood products by using hand-sander or air pressure sander. Feed and remove material from machine. Receive all parts on a skid, conduct measurements, sort and stock parts and hardware. Conduct a quality check upon receipt and completion. Drill holes and conduct touch-ups if necessary. Clean up work area and department when necessary. Assist machine operators, assemblers and other workers.

Physical Demand Information:

Depend upon the workplace, this job may require the following:

- Neck is frequently bent forward
- Standing and walking for up to 3.5 hours at a time on concrete/hard surface
- Frequent upper arm movement
- Back slightly bent forward frequently
- Wrist is frequently flexed
- Ability to lift, lower, hold, carry, push and pull light to heavy objects (up to 40 lbs/18.1 kg)
- Squatting, bending and pivoting movements required
- Forceful exertions soon after periods of sitting or bending
- Lifting or carrying uneven loads
- Elevation of the shoulders
- Rapid repeated movements of the arm at the shoulder
- Movement of the elbow/wrist while exerting force with the hand
- Non-neutral positions of the wrist and forearm while pinching or exerting force
- Exposure to local vibration
- Repetitive or forceful finger movements

Occupation: Off Loader

Occupational Description:

Loads, unloads, and moves materials into or out of the plant/warehouse by hand. Open containers using proper equipment. When loading for transportation, must install strapping, bracing or padding to prevent shifting or damage. Can include the use of equipment such as electronic dollies, hand carts, small trucks, etc.

Physical Demand Information:

Depend upon the workplace, this job may require the following:

- Neck is frequently bent forward
- Standing and walking for up to 3.5 hours at a time on concrete/hard surface
- Frequent upper arm movement
- Back slightly bent forward frequently
- Wrist is frequently flexed
- Lifting or carrying uneven loads
- Ability to lift, lower, hold, carry, push and pull light to heavy objects (up to 50 lbs/22.7 kg)
- Handling awkwardly shaped objects requiring a wide grip or only allowing use of a few fingers
- Squatting, operating pedals, bending, twisting and pivoting movements required
- Forceful exertions soon after periods of sitting or bending
- Elevation of the shoulders
- Rapid repeated movements of the arm at the shoulder
- Exerting high forces with the hands, with the neck turned/bent
- Movement of the elbow/wrist while exerting force with the hand
- Non-neutral positions of the wrist and forearm while pinching or exerting force
- Exposure to local vibration
- Repetitive or forceful finger movements

Occupation: Order Picker

Occupational Description:

Pick up materials based on an order list and assemble orders appropriately. Ensure all materials for wrapping of product are available and all tools are in working order. Prepare the product for shipment and ensure packages are shipped on time as per the schedule. Weigh loads and use rate charts to determine the price of shipping. Maintain cleanliness and quality of the work environment. Check and verify inventory stock quantities on stock status reports or electronic information systems; edit orders for final completion. Check final quality of component pieces prior to shipment. Ensure all proper paperwork is available and accounted for.

Physical Demand Information:

Depend upon the workplace, this job may require the following:

- Depend upon the workplace, this job may require the following:
- Neck is frequently bent forward
- Standing and walking for up to 3.5 hours at a time on concrete/hard surface
- Frequent upper arm movement
- Back slightly bent forward frequently
- Wrist is frequently flexed
- Ability to lift, lower, hold, carry, push and pull light to heavy objects (up to 40 lbs/18.1 kg)
- Lifting or carrying uneven loads
- Squatting, operating pedals, bending and pivoting movements required
- Forceful exertions soon after periods of sitting or bending
- Elevation of the shoulders
- Rapid repeated movements of the arm at the shoulder
- Exerting high forces with the hands, with the neck turned/bent
- Movement of the elbow/wrist while exerting force with the hand
- Non-neutral positions of the wrist and forearm while pinching or exerting force
- Exposure to local vibration
- Repetitive or forceful finger movements
- Colour vision may be required

Occupation: Receiver

Occupational Description:

Receive all incoming product. Handle materials according to all quality Woodmark, productivity and scheduling standards. Tag and mark each pallet, count and weigh donor product, and count salvage movements. Verify load and bill of lading against truck schedule. Direct trucks into dock and check load for infestation and sanitation. Complete daily inventory logs and reconcile waybills linking donations to the proper donor. Ensure all proper paperwork is available and accounted for. Also includes general warehouse functions

Physical Demand Information:

Depend upon the workplace, this job may require the following:

- Neck is frequently bent forward
- Standing and walking for up to 3.5 hours at a time on concrete/hard surface
- Frequent upper arm movement
- Back slightly bent forward frequently
- Wrist is frequently flexed
- Ability to lift, lower, hold, carry, push and pull light to heavy objects (up to 50 lbs/22.7 kg)
- Lifting or carrying uneven loads
- Squatting, operating pedals, bending and pivoting movements required
- Forceful exertions soon after periods of sitting or bending
- Elevation of the shoulders
- Rapid repeated movements of the arm at the shoulder
- Exerting high forces with the hands, with the neck turned/bent
- Movement of the elbow/wrist while exerting force with the hand
- Non-neutral positions of the wrist and forearm while pinching or exerting force
- Repetitive or forceful finger movements
- Handling awkwardly shaped objects requiring a wide grip or only allowing use of a few fingers

Occupation: Sander

Occupational Description:

Using various hand tools, power tools, and equipment, prepare components according to specifications. Grind, sand or polish as required ensuring the component that has been prepared properly according to blueprints. Select proper tools according to materials, machine function and product specifications. Handle all materials diligently in order to prevent damage. Repair any damaged components using materials provided. Maintain tools and understand how to replace certain parts (i.e. cut and replace sandpaper).

Physical Demand Information:

Depend upon the workplace, this job may require the following:

- Neck is frequently bent forward
- Standing and walking for up to 3.5 hours at a time on concrete/hard surface
- Frequent upper arm movement
- Back slightly bent forward frequently
- Ability to lift, hold and carry light to heavy objects
- Rapid repeated movements of the arm at the shoulder
- Sudden forceful movements or jerking forces
- Substantial head-tilting or turning to look at displays or parts
- Movement of the elbow/wrist while exerting force with the hand
- Wrist is frequently flexed
- Exposure to local vibration
- Repetitive or forceful finger movements

Appendix B

Sample Questions: Numeracy

A desk assembler looks at his tape measure:



What fraction of an inch is indicated by the arrow? (image not to scale)

- A. $3/8$ inch
- B. $5/8$ inch
- C. $3/4$ inch
- D. $7/8$ inch

A furniture assembler purchases a hammer at the local hardware store at a cost of \$27.00. He hands the cashier a \$50.00 bill. How much change will the furniture assembler expect to receive?

- A. \$13.00
- B. \$17.00
- C. \$23.00
- D. \$27.00

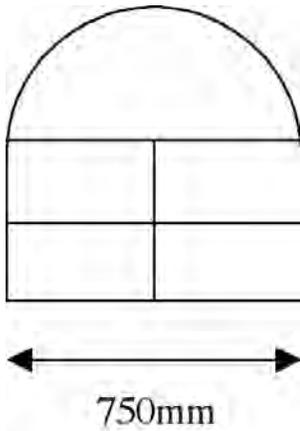
Sam is totalling an invoice for a client and has the following information available:

Description	Qty	Cost	Total Cost
Custom screen doors for cottage	2	\$337.50	\$675.00
Custom screen door for home	1	\$300.00	\$300.00
Small (3'x4'x2') crates	3	\$150.00	\$450.00

If the tax rate is 6%, what will be the total tax on the invoice?

- A. \$85.50
- B. \$47.25
- C. \$115.50
- D. \$1425.00

Francis, a window assembler, needs to cut a piece of trim for an arched dormer. He refers to the following drawing:



If the formula to calculate the length of the arch is " $n \times \text{diameter} / 2$ ", ($n = 3.14$) what is the length of the trim required for the arch of the window?

- A. 750mm
- B. 1178mm
- C. 1500mm
- D. 2355mm

Appendix C

SAMPLE PLAR checklist for intake

CATEGORY	FIT WITH PROGRAM	EVIDENCE
1. Suitability		
Availability	Candidate is available for the eight weeks of the program and subsequent employment.	Y/N How does the candidate illustrate adequate availability?
Transportation	Candidate is able to independently get to the training, placement and subsequent job on a daily basis.	Y/N How does the candidate illustrate the ability to provide independent transportation? Are there shifts to consider?
Financial need	Candidate is able to provide financially for self during the training program.	Y/N Are there sufficient financial supports in place for this candidate? Are wage subsidies or other funding available?
Stability	Candidate is ready for training and work and will show up reliably.	Y/N How does this candidate illustrate stability?
2. Employability		
Physical aspects	Candidate is capable of the physical requirements as per the PDA of each occupation.	Y/N How does the candidate provide evidence of their physical ability to adjust to the job with minimal accommodations?
Education and training	Candidate has required certification or education to qualify for the program.	Y/N Does this candidate have proof of education and training required?
Safety and Health	Candidate is healthy, capable and adaptable as per the conditions prescribed by the job.	Y/N Does this candidate illustrate the emotional and social well being required by this program?

CATEGORY	FIT WITH PROGRAM	EVIDENCE
3. Self-management		
Willingness	Candidates are in the program for reasons of personal choice.	Y/N Does the candidate illustrate motivation and eagerness to learn and work? What evidence of this is provided?
Interest	Candidates should display a keen interest in at least one of the occupations being trained for.	Y/N How does the candidate display an interest? How is this illustrated?
Punctuality and attendance	Candidate can manage time to accomplish tasks and arrive when scheduled.	Y/N How does this candidate provide evidence of previous punctuality?
4. Experience		
Experience with tools and equipment	Candidates will benefit from any prior experience with sector related tools and equipment.	Y/N Does this candidate offer evidence of experience with related tools and equipment?
Experience transferable to AWP sector	Candidates will benefit from any prior experiences transferable to work in the AWP sector.	Y/N Does this candidate offer evidence of experience transferable to work in the AWP sector?

CATEGORY	FIT WITH PROGRAM	EVIDENCE
5. Essential Skills		
Numeracy	Candidate is able to work with math and measurement as required by the occupations.	Y/N Does this candidate offer evidence of sufficient numeracy skills to fully participate in the program? Can the candidates' skills be upgraded during the course of the program?
Working with others	Teamwork is critical to the efficiencies of production.	How does the candidate illustrate past experiences of working with others?
Continuous learning		
Listening	Employers have suggested good listening skills are critical to teamwork and quality in a manufacturing environment.	Y/N How does this candidate illustrate listening skills?
Speaking	To ensure a common understanding, candidates must speak the minimum required English	Y/N How does this candidate illustrate sufficient English speaking skills?
Pronunciation	Clear pronunciation will help to ensure a clear understanding in all communication	Y/N Can this candidate illustrate proper English language pronunciation, so as to be understood?
Writing		Y/N How does this candidate illustrate the minimum required writing skills?
6. Transferable technical skills		
Transferable technical skills	Candidates will benefit from any prior technical or mechanical experiences.	Does this candidate offer evidence of prior technical or mechanical training or employment experiences of the same nature? How do these experiences transfer and support the candidate in this program?



WMC CFB
Wood Manufacturing Council
Conseil des fabricants de bois

130 Albert Street, suite 1016
Ottawa, ON K1P 5G4

T 613-567-5511 F 613-567-5411
www.wmc-cfb.ca