



SUPERVISOR

National Occupational Standard

Canada

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



WMC CFB
Wood Manufacturing Council
Conseil des fabricants de bois

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National Occupational Standards

This National Occupational Standard (NOS) was developed by the Wood Manufacturing Council (WMC) and industry professionals.

National Occupational Standards (NOS) describe the skills, knowledge and abilities required to perform the duties of an occupation. The *National Occupational Standard for a Supervisor* describes what a person who is supervising the wood production activities as part of the wood manufacturing process needs to know and be able to do to be considered capable of doing his or her job effectively and successfully. Occupational standards can be used for a variety of purposes, including:

- Developing job descriptions
- Conducting performance appraisals
- Informing and assessing training curricula
- Assisting with professional certification
- Identifying ongoing professional development needs
- Managing succession plans

A National Occupational Standard is an extremely valuable resource tool that can be used by a variety of stakeholders, including:

- Owners and employers in the wood manufacturing industry
- Current and future employees
- Human resources personnel
- Managers in the wood manufacturing industry
- Educators and training providers
- Members of the public
- Partner organizations
- Volunteers

About the Wood Manufacturing Council

The Wood Manufacturing Council is a National Sector Council dedicated to addressing the human resource needs of firms involved in the advanced manufacturing of wood products. The mandate of the WMC is to plan, develop and implement human resources strategies that support the long-term growth and competitiveness of Canada's advanced wood products manufacturing industry and meet the developmental needs of its workforce. The Council works to identify and examine the necessary skills and knowledge required to respond to the changing needs of the industry as well as developing an overall strategic plan to address key issues such as the shortage of skilled workers and the need for national standards for worker competencies.

More information on the Council can be obtained online at www.wmc-cfb.ca.

To order additional copies of this standard or to find out about the range of resources the council has available, contact:

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Acknowledgements

Acknowledgement National Project Advisory Committee

The Wood Manufacturing Council would like to commend and acknowledge the members of the National Project Advisory Committee for the Labour Market Information and Standards Project. Their support and guidance of the overall initiative was extensive and very much appreciated. The time, interest and vision of these sector stakeholder volunteers, from industry, education, associations etc. contributed significantly to the project. Without their participation and co-operation, this project could not have been completed.

Acknowledgement of Industry Contributors

The Wood Manufacturing Council also wishes to express its sincere appreciation to the many wood manufacturing professionals and other interested parties who contributed directly or indirectly to the publication of this standard. The participation of the woodworking community in focus groups, surveys and interviews was extensive. We appreciate the significant sharing of information, experiences and perspectives that contributed to and resulted in the completion of this work.

The participating volunteers and contributors to this effort are many, and too numerous to name individually. We sincerely appreciate the interest and expertise that the woodworking community provided on this project. The input from the industry, including the significant number of contributors to the original standards that were updated in this project, is substantial and of importance to the efforts to obtain a common understanding of the skills and competencies needed for a worker to perform competently in the workplace.



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

The opinions and interpretations in this publication are those of the author and do not necessarily reflect those of the Government of Canada.

Introduction to National Occupational Standards

National Occupational Standards (NOS) describe the skills and knowledge needed to perform competently in the workplace. The NOS is further supported by Essential Skills, which serve as the foundation of what a worker needs to know to be able to do his/her job. Essential Skills are not technical skills but the core skills people need to acquire knowledge and complete workplace tasks and daily activities. A complete Essential Skills Profile for Supervisor is included in Appendix A.

This NOS document is the product of multiple interviews and workshops conducted with industry experts across Canada. The standard was originally developed through a series of industry expert consultations in 2007/8 and has been updated through further consultations in 2015/16 in order to reflect the changes in the industry and occupation over the past eight years. For a description of the development process and stakeholder involvement, see Appendix B.

Organization of the National Occupational Standard

The standard is organized into three main sections: Occupational Background, Occupational Health and Safety and Occupational Analysis.

The **Occupational Background** section provides contextual information about the occupation, such as working environment, personal attributes and tools and equipment required to successfully perform the work required.

Occupational Health and Safety (OH&S) is a foundation of any job. The OH&S section details the knowledge, skills and abilities required to handle hazards in the workplace. The section is organized under five areas of responsibility: people, equipment, environment, materials and process.

The **Occupational Analysis** section provides a detailed breakdown of the tasks that a Supervisor needs to be able to do in order to perform his/her job effectively. These tasks are grouped in meaningful sections consisting of tasks and sub-tasks that need to be performed. The tasks and sub-tasks are supported by underlying knowledge, abilities and skills required to perform the tasks.

Contextual Information provides additional information on the *frequency*, *importance* and *difficulty* of the skills required to perform competently in the occupation. This is useful for educators in identifying where focus should be placed in curriculum design, as well as employers seeking to highlight tasks that are particularly important.

Occupational Background

- Working Environment
- Personal Attributes
- Overall Knowledge & Abilities

Occupational Health & Safety

- People
- Equipment
- Environment
- Materials
- Processes

Occupational Analysis

- Sections
- Tasks
- Sub-Tasks
- Contextual Information
- Knowledge and Abilities
- Essential Skills

How to use the National Occupational Standard - Example

Develop a Job Posting

Your company is expanding and you are hiring a new Supervisor. You would like to promote from within. You are confident that if you can just get the person with the right attitude and essential skills, you can teach them the rest. You decide to focus on Personal Attributes, Overall Knowledge & Abilities and Essential Skills in your job posting.

Develop on-the-job training

You need to provide training on occupational health and safety due to the updates to the OHS regulations. The best people to deliver this training and make sure that the Health and Safety requirements are properly applied are your supervisors. You review the Section on Personnel Management and focus on the Health and Safety Rules and Procedures are Followed task, to make sure all the steps are covered.

Identify issues with the production

You notice that there has been an increase in defects in the production process lately, but you are not quite sure where the problem is. You talk to your supervisors using the tasks and sub-tasks as a checklist to help you pinpoint the issue.

Succeed in a job search

You are a job-seeker searching for new employment as a Supervisor in the manufacturing industry. The National Occupational Standard for the Supervisor includes information about the knowledge and abilities required for this position. You use this information to develop a résumé that will stand out to employers by highlighting how your skills address all the job requirements.

For more information about using the standard, see the “Wood Manufacturing Council Employer’s Guide to using National Occupational Standards”.

Occupational Background

The purpose of this analysis is to establish a general profile for the occupation and provide contextual information for the National Occupational Standards. Managers, job incumbents and human resource personnel, from various wood manufacturing areas, were interviewed for the purpose of gaining an overall understanding of the profile of the typical Supervisor. For an in-depth analysis of the wood manufacturing industry as a whole, consult the Labour Market Information (LMI) study (2016) available from the Council.

Supervisors supervise and co-ordinate the activities of workers who manufacture furniture and fixtures made of wood or other materials. They are employed in all types of wood manufacturing establishments.¹

Occupational Background

- Working Environment
- Personal Attributes
- Overall Knowledge & Abilities

Example Titles

- Foreman/woman
- Supervisor
- Head of the department

Main Duties

Supervisors perform some or all of the following duties:

- Supervise, co-ordinate and schedule the activities of workers who assemble furniture and fixtures of any materials, operate woodworking machines and finish furniture to specified colour or finish
- Establish methods to meet work schedules and co-ordinate work activities with other departments
- Resolve work problems and recommend work measures to improve productivity and product quality
- Requisition materials and supplies
- Train staff in job duties, safety procedures and company policy
- Recommend personnel actions such as hirings and promotions
- Prepare production and other reports

¹ National Occupational Classification: 9224 Supervisors, furniture and fixtures manufacturing

Working Environment

Supervisors work in organizations varying substantially in size. Supervisors working in small organizations (2 to 50 employees) have broad responsibilities that cover several departments while those working in large organizations have supervisory tasks limited to their team or department. Most supervisors work on the floor but have access to offices to complete administrative duties or meeting rooms to attend various management meetings. Supervisors are considered part of the management team in large organizations, while this may vary in smaller organizations where the owner may be the sole manager.

Supervisors work in a wide variety of departments and most work on a shift schedule. Although the types of products vary greatly, the working environments are similar in terms of the type of machinery and tooling used. The working environment may be dusty² and organizations report putting great emphasis on workplace cleanliness for the health and safety of their employees. The working environment can have toxic fumes (in finishing departments, for instance) or pose safety risks due to the nature of the tools and machinery used in production. Hence, a large part of a Supervisor's job is to ensure that proper health and safety standards and guidelines are implemented, such as proper ventilation and training on safe handling of machinery. Work spaces are usually well lit; however, organizations do not generally provide air conditioning in the shop environment in order to avoid deterioration of raw products. Air conditioning is often provided in the offices.

Work environments are becoming less repetitive and less standardized. Most of the positions in the industry now comprise a wider variety of tasks, requiring different skill sets as well as flexibility in knowledge and approach. Supervisors need to be familiar with quality control principles and efficiency standards from various manufacturing systems (e.g., Lean Enterprise, Kaizen) to maximize space and ensure the efficient mobility of products during the production process and between departments.

Management trends in the industry indicate that supervisors are integral parts of the management team and that their input is requested in areas such as hiring, cost improvement initiatives, production efficiency reviews and continuous improvement initiatives. Companies are asking supervisors to take on increasing responsibilities in a wide variety of operational activities such as health and safety committees, production planning and human resources activities (such as, but not limited to, managing performance, dealing with disciplinary issues, training and coaching).

² It is important to ensure that workplaces have safety measures in place to control for and reduce the amount of wood dust in the air that meets Occupational Exposure Limits (OEL) across Canadian jurisdictions. See Carex Canada for dust exposure regulations and guidelines, http://www.carexcanada.ca/en/wood_dust/#regulations_and_guidelines

Personal Attributes

Working with Others

Supervisors need to communicate effectively at all levels of the organization. They interact with woodworking staff such as assemblers, finishers and machine operators, as well as managers, clients, design department and other departments such as human resources and shipping. The main focus of their job is leading their team and focusing on the people side of the operations. Supervisors need to:

- Have excellent interpersonal skills
- Demonstrate mature, respectful, fair and equitable behaviours in all interactions and situations
- Communicate in an honest, respectful and sensitive manner
- Present information/instructions clearly
- Bring issues to the attention of appropriate personnel, as needed
- Provide and receive feedback from others
- Be willing to assist others, as required
- Have strong work ethics (integrity, sense of responsibility, emphasis on quality, self-discipline, tenacity)
- Behave professionally by being punctual, understanding personal responsibility, contribution and role
- Be sensitive to diversity (e.g., culture and gender)
- Have a positive attitude and ability to motivate people, such as by being personable, leading by example and having a sense of humour
- Create an environment where team members are encouraged to perform to higher standards
- Encourage team members to take the initiative to find a possible solution to a problem prior to seeking the Supervisor's assistance
- Demonstrate patience in different situations
- Demonstrate teamwork (making sure that you are working with people as needed when needed in a respectful way)

Problem Solving/Decision Making

- Identify problems and potential solutions with people and machines
- Bring issues to the attention of appropriate personnel, as needed
- Offer ideas or suggest modified approaches to address current situations or issues
- Evaluate the effectiveness of solutions and recommend changes, if required
- Balance competing priorities in reaching decisions
- Maintain sound judgment and decision making despite stressful situations
- Implement solutions to problems

Communication

- Communicate and present information / instructions to team members in an honest, respectful and sensitive manner
- Communicate with other departments by demonstrating an understanding for others' needs, motivations and requirements
- Foster two-way communication between employees and self by considering others' points of view and taking them into account in communication
- Communicate technical information concisely

Personal Qualities

- Display a positive attitude in the face of ambiguity and change
- Shift tasks, roles and assignments to adapt to organization and production priorities
- Acquire and apply new knowledge and learning to address challenges
- Perform work duties in a conscientious, consistent and thorough manner
- Have a high attention to detail
- Have the ability to identify problems, know how to resolve them and when to escalate to the appropriate person, such as the Manager, if applicable

Client Focus

- Respond to internal or external client requests
- Ensure that quality standards are followed at all times to ensure client satisfaction

Physical Requirements

The physical requirement of the supervisor's job varies accordingly to how much of the actual technical production tasks he/she performs. Typically the supervisor is required to stand/walk throughout the day.

Organizations provide the tools and machinery necessary to assist with any lifting or moving required. When performing production activities, supervisors will be subject to the same kind of physical requirements expected of their staff.

Overall Knowledge & Abilities

Woodworking Knowledge

Although the supervisors do not have to be technical experts in woodworking, they should possess an overall knowledge of woodworking techniques (e.g., assembly, finishing and cutting techniques, etc.), especially in larger organizations where they may not have to directly work on production. In smaller organizations, however, the supervisor may need to have the same level of technical expertise as any of the members of his team as he/she is actively participating in production activities. Supervisors may perform technical tasks related to production to a lesser or greater degree depending on the company and the situation.

Inventory and Manufacturing Processes

- Knowledge of inventory control processes
- Knowledge of manufacturing processes
- Knowledge and use of bar codes
- Knowledge of lean inventory concepts and practices
- Ability to recognize deficiencies or issues in inventory and manufacturing processes

Woodworking Material

- Knowledge of raw materials, wood components (e.g., laminates), fabrication components and labelling, hardware
- Ability to identify common wood species, use and properties
- Ability to differentiate between softwood and hardwood

Woodworking Tools and Equipment

- Knowledge of various woodworking tools and equipment
- Knowledge of basic woodworking machinery operations
- Knowledge of measuring tools, gluing and repairing compounds and joining hardware and tools
- Knowledge of work methods that avoid waste, considering time and effort, materials, space, motion/transportation, quality
- Knowledge of finishing concepts and techniques
- Knowledge of basic applied math and chemistry

Technology and Equipment

- Ability to use computerized equipment to perform administrative tasks such as completing reports and entering information in a data management system
- Ability to use computers and handheld devices (e.g., tablets, cell phones) to aid in the production flow, quality assurance, scheduling
- Ability to use communication devices (e.g., texting, taking pictures) for internal and external people

Project Management Skills

- Ability to manage projects and scheduling
- Knowledge of processes
- Knowledge of organizational skills

Change Management

- Ability to research emerging trends in technology in the Wood Manufacturing Industry to develop an understanding of the resulting changes in the workplace
- Ability to anticipate change in the workplace as a result of changes in the Industry
- Ability to plan for change, as required

Quality

- Knowledge of quality standards and procedures
- Ability to use work methods and techniques that ensure the product meets quality standards

Environmental Sustainability

- Ability to educate employees on and encourage them to participate in efforts aimed at:
 - identifying ways to reduce, reuse and recycle work materials
 - disposing of waste according to green practices

Occupational Health and Safety

The health and safety section details the knowledge and abilities required by every employee to maintain a safe and healthy workplace. There are five main health and safety areas that need to be considered when identifying the knowledge and abilities required to maintain a safe and healthy workplace: people, equipment, environment, materials and processes.

Occupational Health & Safety

- People
- Equipment
- Environment
- Materials
- Processes

People

People can create hazards in the workplace by their actions or inactions. As such, proper training, administration, leadership and supervision are required to ensure that employees engage in the appropriate workplace behaviours.

Each employee is required to know:	Each employee is required to:
<ul style="list-style-type: none">• Occupational Health and Safety legislation relevant to the workplace• Occupational Health and Safety procedures for controlling hazards/risks in the workplace• Accident and emergency procedures as per company policy• Company's safety training requirements• Safe bending, carrying and lifting procedures• Worker safety legislation and procedures• Legislation on violence and harassment in the workplace	<ul style="list-style-type: none">• Use personal protective equipment (e.g., face masks, gloves, safety glasses, steel-toed boots, hearing protection)• Use personal safety measures when performing work (e.g., no loose clothing, no shoelaces untied)• Request assistance to move heavy loads• Use dollies, lifts or carts when possible• Report safety-related situations or incidents• Report incidents of violence and harassment in the workplace

Equipment

When considering tools, machines and equipment in the workplace that can be hazardous, it is important to identify proper use, maintenance and storage requirements.

Each employee is required to know:	Each employee is required to:
<ul style="list-style-type: none">• Safe use, storage, handling of tools, machines and equipment• Grounding procedures	<ul style="list-style-type: none">• Operate tools and machinery as per manufacturer's recommendations and established company policies• Maintain machines and tools in proper operating condition• Inspect tools and equipment to ensure they meet safety requirements• Use lock out/tag out procedures when repairing/servicing tools and equipment• Ground all equipment before use (e.g., ensure ground straps are in place)

Environment

Some hazards can be created by the work environment and can be either naturally occurring (e.g., weather conditions) or the result of an unsafe condition caused by poorly maintained equipment, tools or facilities.

Each employee is required to know:	Each employee is required to:
<ul style="list-style-type: none">• Hazards and unsafe work conditions• Safety requirements related to ventilation and working in an enclosed space	<ul style="list-style-type: none">• Keep work area clean and free of clutter• Use proper cleaning materials• Return and store materials in their designated area• Label products according to WHMIS standards• Report identified safety hazards to designated personnel in accordance with workplace requirements and relevant workplace Occupational Health and Safety legislation• Identify risks to health and safety in the work area (e.g., torn or frayed cords, dirty clothes, debris on floor, broken equipment or tools, spills, exhaust fumes)

Materials

Materials are any workplace substance, matter or provisions used for production that have the potential to cause harm or loss especially if handled improperly, such as paints, stains or glues.

Each employee is required to know:	Each employee is required to:
<ul style="list-style-type: none">• Environmental effects of chemicals• Cleaning materials to use (e.g., mops, sponges, cloths, cleaning agents)• Proper disposal procedures• Proper storage procedures	<ul style="list-style-type: none">• Use dust collecting equipment• Use cleaning materials properly• Return and store materials in their designated area• Remove unpermitted materials from work area (e.g., fuel, paint)• Control the volume of hazardous materials in work area

Processes

Processes involve the flow of work and include factors such as design, pace and organization of the various types of work via policies, procedures and work processes. For example, a poorly designed work process or an increase in production, without considering the effect it can have on people, objects or equipment, can increase the likelihood of an incident.

Each employee is required to know:	Each employee is required to:
<ul style="list-style-type: none">• Safe work procedures• Workplace Hazardous Materials Information Systems (WHMIS)• Hazardous material (HAZMAT) procedures	<ul style="list-style-type: none">• Use Occupational Health and Safety procedures for controlling hazards/risks in workplace• Identify steps and procedures to reduce risk• Follow accident/incident reporting procedures as per company policy



Occupational Analysis

The Occupational Analysis section consists of: Sections, Tasks, Sub-Tasks, Contextual Information, Knowledge & Abilities, and Essential Skills related to each task.

Occupational Analysis

- Sections
- Tasks
- Sub-Tasks
- Contextual Information
- Knowledge and Abilities
- Essential Skills

Sections

Sections are the largest divisions or groupings of tasks that reflect distinct operations within the occupation.

Tasks

Tasks are distinct activities that, combined with others, make up the logical and necessary steps the worker is required to perform in order to complete a specific assignment within a Section. There are three Sections for Supervisor: Preparation, Production Management and Personnel Management. Within those Sections are the following tasks.

Section A: Preparation

Task A1: Plan Production

Task A2: Manage Inventory

Section B: Production Management

Task B1: Support Production Activities

Task B2: Troubleshoot

Task B3: Perform Quality Management Activities

Task B4: Recommend Improvements to Production Process

Section C: Personnel Management

Task C1: Assist with Staffing Process

Task C2: Provide Orientation to New Employees

Task C3: Assist with Performance Management

Task C4: Identify Performance Issues

Task C5: Manage Employee Training

Task C6: Perform Administrative Duties

Task C7: Ensure Health and Safety Rules and Procedures are Followed

Sub-Tasks

The smallest division into which it is practical to subdivide any work activity, and, combined with others, fully describe all steps within a “Task”.

Contextual Information

Contextual information provides additional information about a skill or task. It is useful in the development of training materials or in identifying appropriate training tools or methods. It can be used for on-the-job training or as part of a formal educational program.

Contextual information is provided under three headings: Frequency, Importance, and Difficulty. A brief description of each of these is provided below.

Frequency: defines how often the task is performed. The question asked is: How often do you do this?

Importance: a rating that indicates the importance of the task to competent performance. The question asked is: How important is it that you know how to do this?

Difficulty: defines the levels of effort, challenge, and complication associated with the performance of the task. The question asked is: How difficult is this to learn?

0. I don't do this (Never)

1. Not very often

2. Sometimes

3. All the time

0. Not important to my job (Not Important)

1. Somewhat important to my job (Somewhat Important)

2. Important to my job (Important)

3. Very important to my job (Very Important)

0. Needs no training or practice (None)

1. Needs minimal training or practice (Low)

2. Needs some training or practice (Moderate)

3. Needs significant training or practice (High)

Knowledge & Abilities

The elements of skill and knowledge an individual must acquire to adequately perform the “Sub-Tasks”.

Essential Skills

Essential Skills are foundation skills required for all types of work. They are not technical skills but the core skills people need to acquire knowledge and complete workplace tasks and daily activities. Essential Skills are defined as:

- Reading Text
- Document Use
- Writing
- Numeracy
- Oral Communication
- Thinking Skills (includes: Problem Solving, Decision Making, Critical Thinking, Job Task Planning and Organizing, Finding Information, and Significant Use of Memory)
- Digital Technology
- Working with Others
- Continuous Learning

They are included in the Occupational Analysis as guidance for training. They are useful for identifying upgrading needs and to see opportunities where they can be reviewed and learned during orientation, training and on the job.

All these elements build on each other to define the knowledge, skills and abilities required to perform as a Supervisor. The following section is a detailed breakdown of the Sections, Tasks, Sub-Tasks, Knowledge and Abilities and Essential Skills for Supervisors.

Section A: Preparation

Task A1: Plan Production

Task A2: Manage Inventory

Task A1: Plan Production

Sub-Tasks

A1.1	Participate in production meeting	Frequency: All the time Importance: Very Important Difficulty: Moderate
A1.2	Provide update on status of work	Frequency: All the time Importance: Very Important Difficulty: Moderate
A1.3	Review activities from previous days including incomplete projects	Frequency: All the time Importance: Very Important Difficulty: Moderate
A1.4	Receive work orders and specifications	Frequency: All the time Importance: Important Difficulty: Moderate
A1.5	Note requirements of custom/special orders	Frequency: All the time Importance: Very Important Difficulty: Moderate
A1.6	Review project schedule including new projects, deadlines and timelines	Frequency: All the time Importance: Important Difficulty: Moderate

A1.7 Prepare list/bill of materials based on production documents	Frequency: Sometimes Importance: Important Difficulty: Moderate
A1.8 Ensure that work orders and production drawings are included	Frequency: Sometimes Importance: Important Difficulty: Moderate
A1.9 Note any special orders required	Frequency: Sometimes Importance: Important Difficulty: Moderate
A1.10 Review priorities	Frequency: All the time Importance: Important Difficulty: Moderate
A1.11 Assign duties or projects to team members and staff	Frequency: All the time Importance: Very Important Difficulty: High
A1.12 Discuss inconsistencies, missing information and technical challenges with production manager to resolve issues	Frequency: Sometimes Importance: Important Difficulty: Moderate
A1.13 Communicate production information to staff, next shift supervisor and production manager	Frequency: All the time Importance: Important Difficulty: Moderate

Knowledge/Abilities

Knowledge of:

- Production flow
- Production issues such as potential delays, quality
- Production activities such as cutting, machining, assembling, finishing, shipping, installing, etc.
- Skills, knowledge, attributes and other characteristics (SKAO) of employees

Ability to:

- Prioritize projects and tasks
- Communicate with staff, peers and management
- Consider team members' competencies, skills, knowledge and interests when assigning tasks
- Read and interpret production documents (e.g., list/bill of materials)
- Read and interpret technical drawings
- Identify parts, hardware and tooling required
- Identify technical requirements and challenges
- Facilitate process improvements

Essential Skills

Document Use

- Complete timesheets and work summaries to track times, materials used, work completed, defects detected and unusual problems encountered
- Enter values, quantities and brief descriptions and explanations onto forms such as job progress reports
- Review production schedules to determine material and staffing requirements and to plan production flow
- Interpret drawings in conjunction with specifications to verify all the necessary information is available and to understand the overall design, to calculate material quantities and to evaluate for errors and omissions
- May scan graphs and other charts to locate graphical illustrations of schedules to plan, coordinate and track specific tasks and progress of production lines
- Review project specifications and drawings to plan manufacturing methods and sequences
- Review and extract production processes from schematics

Reading

- Review logbooks and brief descriptions in production reports to learn about events from previous shifts
- Read and understand manufacturers' specifications, contracts and company policies related to the scope of work

Writing

- Prepare progress reports on production runs

Finding Information

- Gather information about production projects by reviewing specifications, drawings and schedules and by speaking with senior people and technical experts

Numeracy

- Establish and modify work schedules to ensure timely completion of production runs, taking into account schedules, job size and complexity and availability of workers and materials (Scheduling, Budgeting and Accounting Math)
- Establish timelines and set sequences of activities for staff (Scheduling, Budgeting and Accounting Math)
- Adjust schedules to accommodate delays (Scheduling, Budgeting and Accounting Math)
- Plan and monitor delivery schedules to ensure timely receipt of materials (Scheduling, Budgeting and Accounting Math)
- Estimate the length of time it will take workers to complete tasks, considering the tasks being carried out, experience levels of workers and time to complete similar tasks in the past (Numerical Estimation)
- Estimate the length of time it will take to complete production runs (Numerical Estimation)

Oral Communication

- Participate in pre-work and ongoing work meetings to discuss production projects, specifications and schedules
- Speak with managers to provide project updates and to seek advice for handling situations
- Speak with staff about production runs to provide and receive updates, assign tasks and to seek their feedback

Problem Solving

- Encounters production delays, reviews schedules and job tasks to identify other sources of work to minimize the impact on timelines, seeking approval from

managers, as needed.

Decision Making

- Choose production sequences to optimize outputs and manage delays, using experience and knowledge of production processes and experience from similar projects and seeking input from co-workers and managers

Critical Thinking

- Evaluate workers' technical skills

Task A2: Manage Inventory

Sub-Tasks

A2.1	Review inventory to ensure appropriate levels to produce orders <ul style="list-style-type: none"> Suggest ways to improve inventory management, if appropriate 	Frequency: Sometimes Importance: Important Difficulty: Moderate
A2.2	Count and update the inventory	Frequency: Sometimes Importance: Important Difficulty: Moderate
A2.3	Check accuracy of inventory documents (e.g., inventory database)	Frequency: Sometimes Importance: Important Difficulty: Moderate
A2.4	Assign inventory tasks to staff	Frequency: Sometimes Importance: Somewhat Important Difficulty: Low
A2.5	Deal with faulty supplies as required (e.g., remove defective goods from inventory, contact supplier)	Frequency: Sometimes Importance: Important Difficulty: Moderate
A2.6	Complete/adjust inventory report	Frequency: Not very often Importance: Somewhat Important Difficulty: Low
A2.7	Report incidents that might have impact on availability of raw material	Frequency: Sometimes Importance: Important Difficulty: Moderate

Knowledge/Abilities

Knowledge of:

- Product components
- Accurate inventory levels for materials and supplies
- Inventory report details to be completed
- Inventory management and costing

Ability to:

- Monitor inventory levels (counting)
- Update inventory reports
- Communicate inventory details and issues to production manager
- Access and enter data information

Essential Skills

Document Use

- Maintain inventory lists for materials, tools and equipment to plan manufacturing activities
- Review inventory reports to verify quantities and to monitor defect rates

Reading

- Review logbooks and brief descriptions in production reports to learn about events from previous shifts
- Read and understand manufacturers' specifications, contracts and company policies related to production projects to plan inventories
- Read organizational policies and procedures for material inventory levels

Writing

- Exchange email with suppliers and manufacturers to verify and arrange for the delivery of materials
- Prepare brief inventory reports to describe trends for defects and shortages and outline recommendations

Finding Information

- Gather information about production schedules by reviewing specifications, drawings and schedules and by speaking with senior people and technical experts

Numeracy

- Complete analysis of work progress, upcoming production runs and required equipment, tools and supplies to manage inventory levels (Data Analysis Math)
- Monitor trends such as defect and shortage rates in order to take corrective actions (Data Analysis Math)
- Estimate the length of time it will take to complete tasks and projects to plan material order and delivery schedule (Numerical Estimation)

Oral Communication

- Discuss inventory requirements with production manager and workers
- Discuss quality of supplies with purchasing department
- Speak with suppliers to order supplies and discuss quality or backorder issues

Problem Solving

- Find a batch of supplies with high defect rates and inform the supplier and request a new order of shipment.
- Find inventory levels are affecting production and speak with managers and the purchasing departments to recommend changes to inventory levels

Decision Making

- Select onsite inventory levels and locations

Section B: Production Management

Task B1: Support Production Activities	Task B2: Troubleshoot	Task B3: Perform Quality Management Activities	Task B4: Recommend Improvements to Production Process
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Task B1: Support Production Activities

Subtask		
B1.1	Hold production meetings	Frequency: Sometimes Importance: Important Difficulty: Moderate
B1.2	Answer inquiries from team members	Frequency: All the time Importance: Very Important Difficulty: High
B1.3	Provide clarification on production documents, schedules, production techniques	Frequency: All the time Importance: Very Important Difficulty: Moderate
B1.4	Re-assign personnel to tasks, if necessary	Frequency: Sometimes Importance: Important Difficulty: Moderate
B1.5	Evaluate problems requiring re-work and assign re-work tasks	Frequency: Sometimes Importance: Important Difficulty: Moderate
B1.6	Review production plans to account for re-work	Frequency: Sometimes Importance: Important Difficulty: Moderate

B1.7 Reorganize production schedule, if necessary

Frequency: Sometimes

Importance: Important

Difficulty: Moderate

Knowledge/Abilities

Knowledge of:

- Possible solutions to production problems (e.g., quality, delay in schedule, production techniques)
- Staff strengths and weaknesses (cross-training)

Ability to:

- Read and interpret production plans
- Identify technical specification issues
- Identify solutions to production issues, customer complaints
- Communicate with team members, staff, production managers and other supervisors to solve production issues
- Organize personnel and tasks according to production needs
- Handle complaints
- Be organized

Essential Skills

Numeracy

- Plan and modify work schedules and daily work assignments to ensure production runs stay on schedule (Scheduling, Budgeting and Accounting)
- Complete analysis of work progress to identify performance trends (Data Analysis Math)

Reading

- Read progress reports to review and track activities and issues
- Read company policies and procedures to plan and deliver effective production meetings and to keep workers informed
- Read and interpret national and provincial codebooks, legislation and regulations such as Occupational Health and Safety (OH&S) regulations to stay abreast of regulations, codes and safety protocols

Writing

- Write comments in personal logs and daybooks to record details of conversations, quality concerns, staffing issues and other matters that require follow-up
- Prepare personal notes to conduct production or shift meetings with staff
- Write brief notes on workplace forms to note changes, requests and problems that require follow-up action

Document Use

- Locate data in lists including names, dates and times on work schedules and timesheets
- Scan materials lists to locate identification numbers, quantities, descriptions and dimensions for parts, materials and supplies and verify quantities
- Review manufacturing drawings, specification sheets and production schedules to locate dimension and other data and understand the overall production run in order to answer queries and assign tasks

Oral Communication

- Lead production and safety meetings with workers to discuss production activities and specifications, health and safety, coordination of tasks, timelines, work site hazards and regulatory requirements
- Discuss ongoing work with workers (e.g., discuss regulations, safety protocols, work assignments and completion times)

Task B1: Support
Production
Activities

**Task B2:
Troubleshoot**

Task B3:
Perform Quality
Management
Activities

Task B4:
Recommend
Improvements to
Production
Process

Task B2: Troubleshoot

Sub-Tasks

B2.1	Identify technical specification issues (e.g., calculation or dimension errors)	Frequency: Sometimes Importance: Important Difficulty: High
B2.2	Resolve issues related to production documents	Frequency: Sometimes Importance: Important Difficulty: High
B2.3	Identify problems with tools and equipment (e.g., programming issues, broken equipment, maintenance issues, equipment replacement)	Frequency: Sometimes Importance: Important Difficulty: Moderate
B2.4	Resolve issues related to changes in completion deadlines	Frequency: All the time Importance: Important Difficulty: Moderate
B2.5	Resolve issues brought forward by customer complaints	Frequency: Sometimes Importance: Important Difficulty: High
B2.6	Provide guidance to team members related to rejects/defects and quality issues	Frequency: Sometimes Importance: Very Important Difficulty: High

B2.7	Discuss issues with supervisors of other departments (e.g., staff reassignment, quality issues with material or workmanship, production schedule issues, scheduling of emergency or preventative maintenance)	Frequency: Sometimes Importance: Important Difficulty: Moderate
B2.8	Notify maintenance department to resolve issues	Frequency: Sometimes Importance: Important Difficulty: Moderate
B2.9	Refer outstanding issues to production manager	Frequency: Sometimes Importance: Important Difficulty: Moderate

Knowledge/Abilities

Knowledge of:

- Equipment repair
- Preventative maintenance operations

Ability to:

- Communicate with suppliers and production manager to solve quality issues

Essential Skills

Reading

- Read and interpret specifications to understand the structure of wood products, verify quality standards and to troubleshoot defects and delays
- Read and interpret company policies and procedures for production processes and quality control

Document Use

- Complete tracking forms such as progress, material usage and incidents and accident reports
- Complete safety and hazard checklists, inspection forms, reports and plans
- Review equipment schematics to locate components
- Locate product specifications on production and assembly drawings

Writing

- Write notes on quality control forms to record concerns and to describe component, assembly and hardware faults including suggestions for remediation

Numeracy

- Calculate rates for errors, defects and waste to generate and analyze statistics to monitor and identify trends. (Data Analysis Math)

Oral Communication

- Speak with managers to provide updates and seek advice for handling situations
- Participate in pre-work and ongoing work meetings to discuss topics such as project specifications, timelines, adjustments and coordination of production activities
- Provide workers with instructions, feedback and guidance

Problem Solving

- Deal with emergencies due to equipment and system failures
- Guide workers through tests and diagnostics to isolate causal factors and organize repairs as quickly as possible and report incidents to managers and document all response measures
- Resolve production delays
- Review schedules and job tasks and reassign tasks to minimize the impact on timelines and seek approval from managers, if required

Task B1:
Support
Production
Activities

Task B2:
Troubleshoot

Task B3:
Perform
Quality
Management
Activities

Task B4:
Recommend
Improvements to
Production
Process

Task B3: Perform Quality Management Activities

Sub-Tasks

B3.1	Review quality checklists completed by employees	Frequency: Sometimes Importance: Important Difficulty: Moderate
B3.2	Perform random inspection of products to verify quality standards during production process and on final product (e.g., measurement accuracy, quality of cuts, joints, compliance with work order, finishing machine/gun throughput)	Frequency: Sometimes Importance: Important Difficulty: Moderate
B3.3	Determine status of reject products (e.g., repair or replace)	Frequency: Sometimes Importance: Important Difficulty: Moderate
B3.4	Assign products requiring re-work into daily production schedule	Frequency: Sometimes Importance: Important Difficulty: Moderate
B3.5	Prepare defects/rejects quality report	Frequency: Not very often Importance: Somewhat Important Difficulty: Moderate
B3.6	Discuss quality issues with production manager	Frequency: Sometimes Importance: Important Difficulty: Moderate

Knowledge/Abilities

Knowledge of:

- Contract documents and requirements
- Quality Assurance Process
- Target quality of product
- What constitutes a quality issue
- When to remove goods from inventory
- Suppliers for specific materials, goods

Ability to:

- Check information on quality check lists
- Document quality issues and complete reports
- Communicate with suppliers, production manager and other departments to solve material quality issues
- Complete documents
- Resolve issues within and between departments
- Document products requiring re-work

Essential Skills

Reading

- Read and interpret specifications to understand the structure of and quality standards for wood products
- Read and interpret company policies and procedures for production processes and quality control

Document Use

- Complete and review quality inspection, safety and hazard checklists
- Prepare re-work schedules
- Complete safety and hazard checklists, inspection forms, reports and plans
- Review equipment schematics to locate components
- Locate product specifications on production and assembly drawings

Writing

- Write notes on quality control forms to record concerns and outline remedial actions

Numeracy

- Complete calculations to verify wood products meet specifications (Measurement and Calculation Math)
- Estimate time to re-work defective wood products

Oral Communication

- Speak with suppliers about quality issues with supplies
- Discuss production issues with workers, co-workers and managers to determine causes and identify solutions

Thinking Skills

- Decide methods and schedule for re-working defective products

Task B1:
Support
Production
Activities

Task B2:
Troubleshoot

Task B3:
Perform Quality
Management
Activities

Task B4:
Recommend
Improvements
to Production
Process

Task B4: Recommend Improvements to Production Process

Sub-Tasks

B4.1	Identify manufacturing/production opportunities for improvement (e.g., quality, cost efficiency, productivity)	Frequency: Sometimes Importance: Important Difficulty: High
B4.2	Evaluate impact of proposed solutions on other departments, customers and suppliers	Frequency: Sometimes Importance: Important Difficulty: Moderate
B4.3	Participate in continuous improvement meetings with management, other supervisors and staff	Frequency: All the time Importance: Important Difficulty: Moderate

Knowledge/Abilities

Knowledge of:

- Production process
- Impact of process components on other areas of production
- Changes in industry, technology and regulations

Ability to:

- Communicate recommendations to employees and management
- Produce creative solutions to improve production process
- Formulate strategies to prevent customer complaints

Essential Skills

Reading

- Read and interpret production policies and procedures to identify areas for improvement
- Read manufacturing magazines to keep abreast of manufacturing trends, new technologies and products

Document Use

- Review reports such as progress, material usage, defects and production rates and incidents and accident reports to identify trends
- Scan production schedules
- Scan production sequence schematics

Numeracy

- Collect and analyze production data to identify trends (Data Analysis)

Oral Communication

- Participate in pre-work and ongoing work meetings to discuss production issues and areas for improvement
- Discuss production processes, issues and areas for improvement with co-workers and staff

Thinking Skills

- Evaluate the efficiency of production sequences

Section C: Personnel Management

Task C1: Assist with Staffing Process	Task C2: Provide Orientation to New Employees	Task C3: Assist with Performance Management	Task C4: Identify Performance Issues	Task C5: Manage Employee Training
Task C6: Perform Administrative Duties	Task C7: Ensure Health and Safety Rules and Procedures are Followed			

Task C1: Assist with Staffing Process

Sub-Tasks

C1.1	Participate in the interview process	Frequency: Sometimes Importance: Important Difficulty: Moderate
C1.2	Administer technical tests and/or simulations during the interview process	Frequency: Sometimes Importance: Somewhat Important Difficulty: Moderate
C1.3	Provide hiring recommendations (e.g., during hiring or probation period)	Frequency: Sometimes Importance: Important Difficulty: Moderate
C1.4	Evaluate performance of candidate (e.g., during hiring or probation period)	Frequency: All the time Importance: Important Difficulty: High
C1.5	Give input for internal employee movement (e.g., lateral movement or promotions)	Frequency: Sometimes Importance: Important Difficulty: Moderate

Knowledge/Abilities

Knowledge of:

- Candidate requirements
- How to evaluate candidates
- Hiring criteria
- Business needs

Ability to:

- Interview candidates about skills and qualifications
- Document results of interview or tests

Essential Skills

Reading

- Scan résumés to learn about applicants' skills and work experience
- Read company policies for selection and hiring to learn about recruitment and selection processes

Writing

- Write brief notes during interviews with applicants to record details of conversation

Oral Communication

- Conduct interviews with job applicants
- Discuss the skills and merits of job applicants and current workers with co-workers and managers

Document Use

- Complete interview feedback reports

Thinking Skills

- Evaluate job candidates to make hiring recommendations

Task C1: Assist with Staffing Process	Task C2: Provide Orientation to New Employees	Task C3: Assist with Performance Management	Task C4: Identify Performance Issues	Task C5: Manage Employee Training
Task C6: Perform Administrative Duties	Task C7: Ensure Health and Safety Rules and Procedures are Followed			

Task C2: Provide Orientation to New Employees

Sub-Tasks

C2.1	Provide orientation to new employees, for example: <ul style="list-style-type: none"> • Provide tour of facilities • Introduce new employees to co-workers • Introduce new employees to mentor/trainer • Show new employees their workstation 	Frequency: Sometimes Importance: Important Difficulty: Moderate
C2.2	Communicate applicable company policies and procedures, for example: <ul style="list-style-type: none"> • Human resources policies (attendance, leave requests, time sheets) • Health & safety policies • Quality standards • Company mandate & vision • Customer satisfaction policy 	Frequency: Sometimes Importance: Important Difficulty: Moderate
C2.3	Communicate position duties and responsibilities, for example: <ul style="list-style-type: none"> • Explain job description • Review tasks to be performed on the job • Explain terms and expectations of probationary period 	Frequency: Sometimes Importance: Important Difficulty: Moderate

Knowledge/Abilities

Knowledge of:

- Company orientation process
- Materials, documents, etc. to provide to employees

Essential Skills

Reading

- Read orientation and safety policies and procedures to ensure new workers receive necessary information and that appropriate safety controls are in place

Writing

- Prepare brief reports such as performance reviews to describe workers' training needs and recommended actions

Oral Communication

- Conduct orientations with new employees and answer questions as they come up
- Give instructions and provide details about company policies and procedures to new workers

Document Use

- Complete orientation checklists to verify that new workers have completed their orientation

Thinking Skills

- Choose work assignments for new workers to assist them in learning about the company and becoming familiar with the production area

Finding Information

- Learn about new employees by asking questions during orientations
- Gather information about training resources by talking with managers, training coordinators and by reading training publications

Task C1: Assist with Staffing Process	Task C2: Provide Orientation to New Employees	Task C3: Assist with Performance Management	Task C4: Identify Performance Issues	Task C5: Manage Employee Training
Task C6: Perform Administrative Duties	Task C7: Ensure Health and Safety Rules and Procedures are Followed			

Task C3: Assist with Performance Management

Sub-Tasks

C3.1	Provide feedback to human resources on employee performance as required by company policies <ul style="list-style-type: none"> • Give constructive performance feedback • Clearly explain strategies for improvement 	Frequency: Sometimes Importance: Important Difficulty: Moderate
C3.2	Identify performance improvement opportunities <ul style="list-style-type: none"> • Identify knowledge gaps • Identify skills gaps • Identify behaviour and attitude improvement opportunities • Identify high potential employees 	Frequency: All the time Importance: Important Difficulty: High
C3.3	Recommend candidates for promotion based on: <ul style="list-style-type: none"> • Future company needs communicated by management • Talent • Employee interests • Employee performance • Employee interpersonal skills 	Frequency: Sometimes Importance: Important Difficulty: Moderate

Knowledge/Abilities

Knowledge of:

- Legislation, collective agreements or job descriptions/categories
- Policies and procedures
- Quality standards
- Human resources policies
- Codes of conduct
- Federal/provincial labour legislation

Ability to:

- Identify disciplinary issues based on company policy, legislation, collective agreements or job descriptions/categories
- Familiarize oneself with employee's needs, goals and motivations
- Work with employees to establish goals
- Communicate requirements to employees

Essential Skills

Reading

- Review any incident and/or accident reports related to workers
- Read human resources policies and procedures for employee performance reviews and development

Writing

- Write descriptions, details and explanations in reporting forms such as job progress reports and performance reviews to describe workers' training needs and recommended actions

Oral Communication

- Conduct performance reviews with workers
- Inform and coach workers about upgrading options to promote continued learning
- Give feedback, instructions and constructive criticism to workers to coach, teach new skills and to demonstrate methods for improving efficiency, safety and quality

Document Use

- Locate performance data in progress reports
- Complete performance review checklists to verify completion
- Complete employee learning plans
- Review training logs to monitor achievement of skills

Thinking Skills

- Assess workers' performance to determine work assignments, training needs and make recommendations for training and promotion

Task C1: Assist with Staffing Process	Task C2: Provide Orientation to New Employees	Task C3: Assist with Performance Management	Task C4: Identify Performance Issues	Task C5: Manage Employee Training
Task C6: Perform Administrative Duties	Task C7: Ensure Health and Safety Rules and Procedures are Followed			

Task C4: Identify Performance Issues

Sub-Tasks

C4.1	Identify major and minor disciplinary incidents	Frequency: Sometimes Importance: Important Difficulty: Moderate
C4.2	Discuss issues with employee/parties involved	Frequency: Sometimes Importance: Important Difficulty: Moderate
C4.3	Document each incident with information, for example: <ul style="list-style-type: none"> • Date of incident • Individuals involved • Details of incident 	Frequency: Sometimes Importance: Important Difficulty: Moderate
C4.4	Provide recommendations on disciplinary actions to human resources based on: <ul style="list-style-type: none"> • Gravity of the infraction • Recurrence of situation • Employee history • Previous disciplinary action taken • Company policies 	Frequency: Not very often Importance: Important Difficulty: Moderate
C4.5	Apply disciplinary measure	Frequency: Sometimes Importance: Important Difficulty: High

Knowledge/Abilities

Knowledge of:

- Legislation, collective agreements or job descriptions/categories
- Policies and procedures
- Quality standards
- Human resources policies
- Codes of conduct
- Alternative dispute resolution

Ability to:

- Identify disciplinary issues based on company policy, legislation, collective agreements or job descriptions/categories
- Resolve conflict productively
- Communicate requirements to employees
- Be consistent and transparent
- Adhere to acceptable standards of behaviour
- Be tactful and diplomatic

Essential Skills

Reading

- Read company policies, protocols and materials related to employee assistance programs and resources to maintain current knowledge of services and follow workplace practices
- Read and interpret human rights legislation, labour standards and collective agreements

Writing

- Write descriptions, details and explanations about infractions and incidents in reports

Oral Communication

- Provide instructions, feedback and constructive criticism to workers to reinforce safety protocols, motivate workers and instill good work ethics
- Speak with workers to resolve conflicts and outline work environment expectations
- Listen to workers' complaints, discuss options and negotiate solutions
- Speak with managers to inform them about events and seek advice for handling situations

Document Use

- Locate performance data in performance reports
- Complete tracking forms such as incident and progressive disciplinary reports to track conflicts between workers, and note performance issues and actions taken

Numeracy

- Review productivity and safety data from timesheets, performance reports and other documents to identify problems and trends, (e.g., comparing safety incidents over time to identify priorities for safety training, comparing worker performance data to identify trends)

Thinking Skills

- Identify ways to improve employee performance while ensuring that the work meets quality expectations and is completed safely
- Decide what additional supervisory measures are needed
- Evaluate the effectiveness of disciplinary actions

Task C1: Assist with Staffing Process	Task C2: Provide Orientation to New Employees	Task C3: Assist with Performance Management	Task C4: Identify Performance Issues	Task C5: Manage Employee Training
Task C6: Perform Administrative Duties	Task C7: Ensure Health and Safety Rules and Procedures are Followed			

Task C5: Manage Employee Training

Sub-Tasks

C5.1	Identify knowledge and skill gaps for current and new employees including: <ul style="list-style-type: none"> • Quality of work • Skill level • Technical skills 	Frequency: Sometimes Importance: Important Difficulty: High
C5.2	Evaluate knowledge gaps that cannot be filled by the company (e.g., external courses or training providers)	Frequency: Sometimes Importance: Important Difficulty: Moderate
C5.3	Make recommendations/suggestions to human resources to establish learning plan	Frequency: Not very often Importance: Important Difficulty: Moderate
C5.4	Recommend internal development opportunities based on assessment of knowledge gaps within the team	Frequency: Sometimes Importance: Important Difficulty: Moderate
C5.5	Identify training requirements for succession planning <ul style="list-style-type: none"> • Identify employees to cross-train • Reallocate resources 	Frequency: Sometimes Importance: Important Difficulty: Moderate

- C5.6 Implement developmental opportunities for employees to participate in, for example:
- Mentorship/coaching and job shadowing (e.g., pairing of employee with strong technical skills to those who need training)
 - Provide support to employee to transition into a supervisory role
- Frequency: Sometimes
Importance: Important
Difficulty: Moderate

Knowledge/Abilities

Knowledge of:

- Company development programs
- Materials, documents, etc. to provide to employees
- Learning and training programs that exist in the industry

Ability to:

- Identify resource needs based on workload

Essential Skills

Writing

- Prepare brief reports such as performance reviews to describe workers' training needs and recommended actions

Oral Communication

- Inform and coach workers about upgrading options to promote continued learning
- Give feedback, instructions and constructive criticism to workers to coach, teach new skills and to demonstrate methods for improving efficiency, safety and quality
- Negotiate mentoring activities between workers

Document Use

- Complete tracking forms such as training logs
- Complete performance review checklists to verify completion
- Complete employee learning plans
- Review training logs and mentoring plans to monitor achievement of skills
- Locate performance data in progress reports

Thinking Skills

- Choose work assignments for workers to maximize performance and learning opportunities
- Consider individual strengths and weaknesses, skill level and work experience
- Assess workers' performance to determine work assignments, training needs and make recommendations
- Evaluate skills and personalities of workers to appropriately pair workers and enhance mentoring opportunities
- Evaluate the effectiveness of training

Finding Information

- Gather information about training resources by talking with managers, training coordinators and by reading training publications

Continuous Learning

- Learn continuously to maintain current knowledge of new production processes, materials, supplies, regulatory requirements, health and safety and management practices
- Learn through daily work experiences, discussions with co-workers, colleagues and managers and through personal study

Task C1: Assist with Staffing Process	Task C2: Provide Orientation to New Employees	Task C3: Assist with Performance Management	Task C4: Identify Performance Issues	Task C5: Manage Employee Training
Task C6: Perform Administrative Duties	Task C7: Ensure Health and Safety Rules and Procedures are Followed			

Task C6: Perform Administrative Duties

Subtask

C6.1 Approve leave requests (e.g., vacations, personal leave, family leave) Frequency: Sometimes
 Importance: Important
 Difficulty: Moderate

C6.2 Prepare timesheets Frequency: Not very often
 Importance: Important
 Difficulty: Moderate

C6.3 Communicate reports to human resources or production manager Frequency: Sometimes
 Importance: Important
 Difficulty: Moderate

Knowledge/Abilities

Knowledge of:

- Forms to be filled out for various approvals

Ability to:

- Complete appropriate forms
- Communicate with human resources and production manager

Document Use

- Scan various human resource forms such as leave and vacation requests forms and timesheets
- Complete human resource forms such as leave and vacation request forms and timesheets by signing off and noting any changes

Digital Technology

- Use word processing for tasks such as drafting letters, incident reports and performance evaluations, often using pre-formatted templates
- Use databases, (e.g., using existing databases to enter and retrieve information about production runs such as inventory levels)
- Use spreadsheets/spreadsheet templates to capture and collect information from work documents including timesheets, work orders, supply inventories and job tracking forms
- Use communications software to exchange e-mail and electronic files with managers, colleagues and suppliers

Task C1: Assist with Staffing Process	Task C2: Provide Orientation to New Employees	Task C3: Assist with Performance Management	Task C4: Identify Performance Issues	Task C5: Manage Employee Training
Task C6: Perform Administrative Duties	Task C7: Ensure Health and Safety Rules and Procedures are Followed			

Task C7: Ensure Health and Safety Rules and Procedures are Followed

Sub-Tasks		
C7.1	Communicate health and safety procedures to employees	Frequency: All the time Importance: Very Important Difficulty: High
C7.2	Assist in coordinating safety training programs for employees in area of responsibility	Frequency: Sometimes Importance: Important Difficulty: High
C7.3	Ensure employees follow Occupational Health and Safety procedures for controlling hazards/risks in workplace	Frequency: All the time Importance: Very Important Difficulty: High
C7.4	Ensure employees participate in company safety programs and emergency related drills, as required	Frequency: All the time Importance: Very Important Difficulty: Moderate
C7.5	Ensure employees follow safe bending, carrying and lifting procedures	Frequency: All the time Importance: Very Important Difficulty: Moderate

C7.6	Ensure employees follow all applicable safety regulations, for example: <ul style="list-style-type: none"> • Verify that employees understand lock out/tag out procedures when repairing and servicing equipment 	Frequency: All the time Importance: Very Important Difficulty: High
C7.7	Ensure employees use personal safety equipment, for example: <ul style="list-style-type: none"> • Wear ventilation mask when entering the finishing and assembly areas • Wear eye protection • Wear hearing protection 	Frequency: All the time Importance: Very Important Difficulty: High
C7.8	Ensure tools, equipment and materials are safely stored	Frequency: All the time Importance: Important Difficulty: Moderate
C7.9	Investigate health and safety violations, for example: <ul style="list-style-type: none"> • Failure to use personal safety equipment • Unsafe use of equipment • Violence and harassment in the workplace 	Frequency: All the time Importance: Very Important Difficulty: High
C7.10	Report health and safety violations, for example: <ul style="list-style-type: none"> • Failure to use personal safety equipment • Unsafe use of equipment • Violence and harassment in the workplace 	Frequency: All the time Importance: Important Difficulty: Moderate
C7.11	Make recommendations to health and safety committee for improvements	Frequency: All the time Importance: Important Difficulty: High
C7.12	Implement recommendations from health and safety committee	Frequency: All the time Importance: Important Difficulty: Moderate
C7.13	Ensure that employees have appropriate certification (e.g., HAZMAT, WHMIS, First Aid)	Frequency: All the time Importance: Important Difficulty: Moderate
C7.14	Enforce identification of hazards to minimize or eliminate risk to self, co-workers, workplace and environment, in accordance with workplace procedures	Frequency: All the time Importance: Very Important Difficulty: High

C7.15 Report identified safety hazards to designated personnel in accordance with workplace requirements and relevant workplace Occupational Health and Safety legislation

Frequency: All the time

Importance: Important

Difficulty: High

Knowledge/Abilities

Knowledge of:

- Safety procedures, regulations and policies
- Proper use of safety equipment
- Hazards and how to minimize them to reduce risk
- Occupational health and safety procedures

Ability to:

- Demonstrate proper health and safety behaviour
- Communicate changes to health and safety procedures

Essential Skills

Reading

- Scan environmental, health and safety reports and minutes from safety meetings to ensure that policies and procedures and regulatory requirements are being met
- Read and integrate environmental and occupational health & safety (OH&S) regulations and company policies and procedures

Document Use

- Complete tracking forms such as incidents and infraction reports, environmental health and safety (EH&S) training logs and schedules
- Complete orientation checklists and EH&S reports to verify requirements are met
- Complete safety and hazard reports and plans

Writing

- Write descriptions, details and explanation about incidents and progressive disciplinary actions in reports

Oral Communication

- Discuss ongoing work and safety protocols with workers and give instructions to others as required
- Lead daily safety meetings with workers to discuss OH&S

- Seek advice from senior managers to plan manufacturing activities to avoid risks
- Speak with workers and others about risk management

Thinking Skills

- Identify if workers are not following safety protocols, describe expectations, provide instructions and outline consequences
- Choose to stop work and shut down equipment to prevent damages and injuries
- Evaluate the safety of workplaces and work activities to identify hazards and modify work procedures and practices to minimize risks

Finding Information

- Learn about current safety and workplace practices and procedures by reviewing trade-related publications and consulting with managers and technical experts and maintaining current knowledge about health and safety

Essential Skills Profile: Supervisors, Wood Manufacturing

Essential Skills Background

Essential Skills are foundation skills required for all types of work. They are not technical skills but the core skills people need to acquire knowledge and complete workplace tasks and daily activities. These skills are considered essential for learning and completing workplace tasks. Therefore, the term “Essential Skills” has been adopted.

Understanding what Essential Skills are required for different occupations and training programs:

- allows individuals to compare their skills to those required
- assists training bodies in developing appropriate academic upgrading materials and programs. Training can be either stand-alone or embedded in other training to ensure individuals have the foundation skills necessary to be successful in training and as supervisors

Employment and Social Development Canada (ESDC) have defined nine (9) Essential Skills. They are:

Reading

Document Use

Numeracy

Writing

Oral Communication

Digital Technology

Working with Others

Continuous Learning

Thinking skills:

- problem solving
- decision Making
- critical Thinking
- job task planning and organizing
- finding information
- significant use of memory

Definition of an "Example":

Example tasks are tasks generally performed by **most Supervisors** in wood manufacturing. Each Essential Skill area includes a list of Examples to illustrate the use of that skill. While the Examples are not a comprehensive listing of the duties performed in that occupational group, they do provide a picture of the nature and range of tasks performed.

The qualifier – "may":

Some Examples use the qualifier "may". This indicates that the task may not relate to all Supervisors in wood manufacturing or relates to only certain job functions.

Definition of Complexity Levels:

The Essential Skills complexity levels are a tool used to rate the difficulty of a particular task. It is not the Essential Skill itself or the learner that is rated, but the increasing demands that a required task makes upon the person to complete it.

With some exceptions, the Essential Skills are divided into five levels of complexity (1 being least complex and 5 being most complex). For example, level 1 indicates tasks requiring minimal literacy skills and level 5 indicates tasks requiring significantly more time and prior knowledge to interpret dense and complex texts and make high-level inferences, and where the consequences of making mistakes are greater.

For more information on Essential Skills complexity levels please refer to the Readers Guide to Essential Skills Profiles on the in the Employment and Social Development Canada website.

A. Reading

The typical reading tasks of a Supervisor are at complexity 1 to 4.

Examples of Reading Tasks

Supervisors:

1. skim notes in logbooks to learn about events and activities from previous shifts. (1)
2. read instructions and warnings on product and equipment labels. For example, they may read instructions for safe storage on the labels of adhesive, paint and solvent cans. Supervisors of woodworking machine operators may read labels affixed to equipment such as band saws to familiarize themselves with safe operation practices. (1)
3. read short text entries on forms and comments on drawings. For example, they may read instructions on scale drawings to learn about details such as where to attach reinforcing supports. They read short text entries on defect and/or quality inspection reports to find details about defects. (1)

4. read résumés and performance reviews to learn about the skills and attributes of job candidates and the performance and work habits of employees. (2)
5. read memos and notices. For example, they may read memos from managers to learn about operational matters such as changes to production targets and inventory tracking procedures. They read daily operating memos about restricted areas. They may read notices from suppliers to learn about topics such as product recalls. They scan production reports to locate details about production, delays and other issues that might affect production for the day. (2)
6. read email messages from managers, co-workers, colleagues and suppliers. For example, they read emails from managers requesting updates on production delays and schedules. They read email messages about upcoming events such as equipment shutdowns and upcoming production changes. (2)
7. review work orders and specifications. For example, they review production orders and specifications to learn about particulars such as requirements for special materials and manufacturing processes. (3)
8. read brochures, catalogues and trade magazines to stay informed about industry trends. For example, they may read brochures and catalogues to learn about the features and benefits of new equipment such as computer numerically controlled saws, lathes and glue spreaders. They may read articles in trade magazines to learn about new raw materials and finishing, furniture assembly and upholstering techniques. (3)
9. read regulations, Acts and collective agreements. For example, they may read Occupational Health and Safety regulations to learn about requirements for personal protective equipment. They may read sections of employment standards Acts to learn about general holidays and exemptions. They may read collective agreements to learn about job classifications, grievance procedures and rules governing discipline and discharge. (3)
10. read equipment and policy and procedure manuals. For example, they may read manuals to learn how to set up computer numerically controlled milling machines and how to paint various wood products. They may read International Organization for Standardization (ISO) procedures to understand manufacturing compliance requirements. They read policy and procedure manuals to learn about human resource and operating practices. (3)
11. read reports and proposals. For example, they may read reports to learn about the causes of workplace accidents, outcomes of safety and production audits and changes to environmental protection policies and manufacturing processes. They may read proposals to learn about new manufacturing projects. (4)

B. Document Use

The typical document use tasks of a Supervisor are at complexity 1 to 3.

Examples of Document Use Tasks

Supervisors:

1. observe safety, warning and regulatory symbols and signs at worksites. They observe signs, which indicate safety procedures before starting equipment and requirements for personal protective equipment such as safety glasses, hard hats and other safety gear. (1)

2. identify warning symbols on labels, packaging and signs. For example, they identify warning symbols on labels affixed to lacquer containers. They read signs to learn about hazards that may result from exposure to gases, liquids and electrical sources. They read defect tags to learn details about wood product defects and faulty equipment and tools. (1)
3. locate data on product packaging and labels affixed to equipment. For example, they scan labels on product packaging to locate data such as dimensions and part numbers. They scan labels on machinery and equipment to locate the identification numbers of defective and worn parts. (1)
4. complete entry forms. For example, they may tick boxes and enter dates to complete safety audit reports. They may enter data such as quantities, work order numbers, completion times and defect rates in production reports. They may enter service intervals, repair costs and part requirements into maintenance reports. (2)
5. locate data in tracking and other administrative forms. For example, they read work orders and production schedules. They scan work orders and bills of material to verify they have the correct materials on hand. (2)
6. locate data in lists and tables. For example, they may locate costs, parts, identification numbers, descriptions, material wastage and capacity utilization rates, times, required hours, dimensions, clearances and inventory levels in parts lists and specification tables. They scan maintenance lists to see what scheduled maintenance is required. (2)
7. extract data such as production, error, cost and material wastage rates from graphs. For example, they may scan graphs displaying safety statistics to determine accident frequencies. They scan production graphs to determine production rates. (2)
8. read and interpret Material Safety Data Sheets (MSDS) and technical data sheets to obtain information on storage, handling, usage and what to do in case of emergency. For example, they locate data about adhesives, paints, stains, etc. to learn about a new product's characteristics and safe handling specifications, such as ventilation requirements and reactions with other agents. (3)
9. study technical drawings to understand the structure and assembly of wood products. For example, they scan scale drawings of wood products to locate dimensions and angles. They scan assembly drawings to determine assembly sequences for wooden components, hardware and fixtures and to determine the correct locations of parts. (3)
10. may scan process schematics to understand operating processes and flows of air, fluid and electrical energy. For example, they may scan workflow process schematics to locate bottlenecks and plan for the installation of new equipment. They may review wiring and ventilation schematics to determine the electrical requirements for new equipment and airflow from finishing booths. (3)

Document use summary

Examples of creating documents

- create a variety of lists and tables such as work schedules, parts lists and procedural checklists.
- may create entry forms to collect production data. For example, they may create forms to tally material wastage and to track inventory.
- may create a variety of freehand and scale drawings to illustrate the appearance of products, record dimensions and provide component assembly instructions.

Examples of documents used

- read signs, labels or lists.
- complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or text of a paragraph or more. The list of specific tasks varies depending on what was reported.
- read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or text of a paragraph or more. The list of specific tasks varies depending on what was reported.
- read tables, schedules or other table-like text (e.g., read work shift schedules).
- create tables, schedules or other table-like text.
- enter information on tables, schedules or other table-like text.
- obtain specific information from graphs or charts.
- interpret information on graphs or charts.
- recognize common angles such as 15, 30, 45 and 90 degrees.
- draw, sketch or form common shapes such as circles, triangles, spheres, rectangles, squares, etc.
- interpret scale drawings (e.g., blueprints or maps).
- take measurements from scale drawings.
- read assembly drawings (e.g., those found in service and parts manuals).
- may create assembly drawings.
- read schematic drawings (e.g., electrical schematics).

C. Writing

The typical writing tasks of Supervisors are at complexity 1 to 3.

Examples of Writing Tasks

Supervisors:

1. write reminders and notes. For example, they write notes about equipment and tool deficiencies on tags and product defects and shortages in quality inspection forms. They write comments on work orders to indicate if repairs were made to products. (1)
2. write logbook entries and short notes to co-workers. For example, they write short notes about design changes on drawings. They write comments on packing slips to record errors and damages. They write logbook entries to comment on unusual production statistics and equipment settings. They write brief reminders to production staff they supervise. (1)
3. write descriptions and explanations on forms. For example, they write descriptions of events and product or equipment defects in logbooks. They describe equipment defects, write explanations for delays such as problems with tools or products. They note problems with tools and equipment (e.g., programming issues, broken equipment, maintenance issues, and equipment replacement in maintenance request forms). (2)
4. write memos and notices. For example, they write memos and notices to inform employees about changes to operating procedures and new projects, equipment and products. (2)
5. write operating and activity reports. For example, they may write reports to summarize information about production results, workplace accidents, performance reviews and disciplinary actions. They may write reports to recommend equipment purchases and changes to manufacturing processes. (3)
6. may write procedures and instructions. For example, they may write procedures to explain manufacturing systems start-up and shutdown processes. They may write sequenced instructions to explain quality control measures and actions to take in the event of emergencies. (3)

D. Numeracy

The numerical calculation tasks of a Supervisor involve:

- Money Math at complexity levels 1-3.
- Scheduling, Budgeting & Accounting Math at complexity levels 2-4.
- Measurement and Calculation Math at complexity levels 1-3.
- Data Analysis at complexity levels 1-3.
- Numerical Estimation at complexity levels 1-2.

Examples of Numerical Calculation Tasks

Supervisors:

1. count materials to verify that the quantity what is delivered matches work order or bill of material. (1)

2. may calculate amounts for estimates and invoices. They multiply production run hours by shop rates and add amounts for set-up, raw materials and supplies. (Money Math), (3)
3. establish maintenance, repair and replacement schedules for equipment. They consider the age of equipment, the harshness of operating conditions and manufacturers' service recommendations to determine maintenance intervals and dates. They schedule repair and maintenance tasks to use time efficiently and to affect production minimally. (Scheduling, Budgeting & Accounting Math), (2)
4. may identify lowest costs for equipment, materials and services from different suppliers, in different quantities and packaging and with different delivery and assembly options. For example, they compare the costs of fabricating cabinets to the price of purchasing prefabricated components to determine which option is of best value. (Scheduling, Budgeting & Accounting Math), (3)
5. calculate costs for production runs. They forecast costs for labour, raw materials and consumables. They have to be precise in their calculations because bids and quotes are often binding. (Scheduling, Budgeting & Accounting Math), (3)
6. schedule production runs. For example, to establish production schedules, they establish daily rates of production that will meet delivery deadlines. They factor in lead times for tooling and the delivery of materials and parts. They make allowances for disruptions caused by breakdowns and shortages of materials, supplies and labour. (Scheduling, Budgeting & Accounting Math), (3)
7. may establish and monitor maintenance and repair budgets. For example, they may establish maintenance budgets to forecast costs such as labour, repair parts and consumables for refurbishing fabrication equipment. (Scheduling, Budgeting & Accounting Math), (4)
8. measure liquids such as paint, stains, etc. (Measurement and Calculation Math) (1)
9. take measurements using measuring tools such as rulers and tapes. For example, they use rulers to confirm dimensions of wood products. (Measurement and Calculation Math) (1)
10. take a variety of measurements using basic measuring tools. For example, they measure the thicknesses and lengths of wood components. They may measure angles using protractors and temperatures using thermometers. (Measurement and Calculation Math), (1)
11. take measurements from assembly and scale drawings to verify wood products match specifications. (Measurement and Calculation Math), (2)
12. calculate quantities of materials such as panels, rails, fixtures, sheathing, sheets, etc. needed for production runs. For example, supervisors with office furniture manufacturers may determine the amount of wood, cloth, batting and fasteners required for large production runs. They often need to increase quantities to factor in wastage. (Measurement and Calculation Math), (3)
13. may calculate and verify the dimensions of products using measurements from scale drawings. They calculate depths, heights and widths. For example, they calculate measurements of wood products to verify specifications are met. (Measurement and Calculation Math), (3)
14. may take precise measurements of shaped wood products and features such as boltholes using callipers to verify specifications are met. (Measurement and Calculation Math), (3)

15. take readings. For example, they monitor temperatures and humidity levels. They take readings from pressure gauges on equipment, such as air compressors used with spray guns and vacuum pumps used for pressing veneer, to ensure that the equipment is functioning normally. (Data analysis), (1)
16. compare measurements of angles, dimensions, clearances and temperatures to specifications. (Data Analysis Math), (1)
17. may manage inventories of raw materials and consumables such as fabrics, metals, leathers, paints, lacquers and fasteners. For example, they calculate quantities of raw materials and minimum quantities to be kept in stock. They reduce inventory quantities when records show that supplies such as fabric and batting are seldom used. (Data Analysis Math), (3)
18. generate and analyze production statistics to describe manufacturing operations. For example, they may generate statistics such as production rates and total production volumes. They may calculate rates for errors, defects and wastage. They may analyze production statistics to determine when deadlines will be met. (Data Analysis Math), (3)

Numerical Estimation

Supervisors:

19. estimate time required to complete equipment maintenance and repairs. They consider the difficulty of the tasks, the availability of parts and the times previously taken to complete similar maintenance and repair tasks. (Numerical Estimation), (1)
20. estimate time required for workers to complete manufacturing tasks. They consider the requirements of the work being carried out, the experience levels of workers and the times taken to complete similar tasks in the past. (Numerical Estimation), (2)

Math Skills Summary

Mathematical Foundations Used

Number Concepts

Whole Numbers	Read and write, count, round off, add or subtract, multiply or divide whole numbers. For example, reading and writing product codes and material quantities, calculating quantities of materials, calculating hours, ordering quantities of materials.
Integers	Read and write, add or subtract, multiply or divide integers. For example, calculating variations from specifications, expressing quality control tolerances.

Rational numbers -
Fractions

Read and write, add or subtract fractions, multiply or divide by a fraction, multiply or divide fractions.

For example, writing measurements and product specifications in fractions of inches, adding and subtracting fractions of inches to determine dimensions and clearances, calculating distances in fractions of inches and times in fractions of hours.

Rational numbers -
Decimals

Read and write, round off, add or subtract decimals, multiply or divide by a decimal, multiply or divide decimals.

For example, reading and writing measurements in metres and millimetres, calculating dollar amounts for invoices, adding and multiplying dimensions to determine quantities of materials.

Rational numbers -
Percentages

Read and write percents, calculate the percent one number is of another, calculate a percent of a number.

For example, reading and writing production statistics such as capacities as percentages of total capacities, identifying wood shrinkage as percentages of original sizes, calculating production variations, margins and provincial and federal sales taxes.

Convert between fractions,
decimals and percentages

Convert between fractions and decimals or percentages.

Convert between decimals and percentages.

For example, converting measurements expressed as fractions of an inch into decimals in order to program computer numerically control equipment, converting decimals to fractions to simplify discussions on production statistics.

Patterns and Relations

Equations and Formulae

Solve problems by constructing and solving equations with one unknown. Use formulae by inserting quantities for variables and solving.

For example, using equations to calculate production times and capacities, using formulae to calculate the raw material requirements for circular table bases.

Use of Rate, Ratio, and
Proportion

Use a rate showing comparison between two quantities with different units. Use a ratio showing comparison between two quantities with the same units. Use a proportion showing comparison between two ratios or rates in order to solve problems.

For example, using per unit, per worker and per shift rates to classify production statistics and costs, using ratios to

calculate the quantities of pigments, resins and solvents needed to produce speciality varnishes, lacquers and paints, using proportion to estimate raw material requirements for multiple-sized production runs.

Use scale drawings.

Shape and Spatial Sense

Measurement Conversions

Perform measurement conversions.

For example, converting product specifications and measurements from inches to centimetres and millimetres, converting square feet to square metres and pounds to kilograms.

Areas, Perimeters and Volumes

Calculate areas. Calculate perimeters. Calculate volumes.

For example, calculating the surface areas and perimeters of cabinets and tabletops, calculating the volumes of shipping containers.

Geometry

Use geometry.

For example, using geometric construction methods to lay out patterns, using geometry to determine the areas of composite shapes.

Recognize common angles.

Draw, sketch and form common forms and figures.

Statistics and Probability

Summary Calculations

Calculate averages. Calculate rates other than percentages.

For example, calculating average costs, calculating rates such as units produced per shift and units produced per worker.

Statistics and Probability

Use descriptive statistics (e.g., collecting, classifying, analyzing and interpreting data).

Use inferential statistics (e.g., using mathematical theories of probability, making conclusions about a population or about how likely it is that some event will happen).

For example, collecting and recording production data such as units produced per hour per worker, using inferential statistics to forecast defect rates and material wastages.

Use tables, schedules or other table-like text.

Use graphical presentations.

How Calculations are Performed

- In their heads
- Using a pen and paper
- Using a calculator
- Using a computer

Measurement Instruments Used

- Time. For example, using a watch, stopwatch or clock.
- Distance or dimension. For example, using a tape measure or callipers.
- Liquid volume. For example, using a measuring cup, measuring spoon or graduated cylinder.
- Temperature. For example, using a thermometer and gauges.
- Pressure. For example, using a pressure gauge.
- Angles. For example, using angle finders, sliding squares, rascal rulers, bevel squares and protractors.
- Use the SI (metric) measurement system.
- Using the imperial measurement system.

E. Oral Communication

The typical oral communication tasks of a Supervisor are at complexity 1 to 3.

Examples of Oral Communication Tasks

Supervisors:

1. discuss products, prices and delivery schedules with suppliers. For example, they may call suppliers to order additional materials and request delivery information. They may call repair technicians to schedule equipment repairs and determine costs. (1)
2. discuss ongoing work with co-workers. For example, they may talk to workers in human resource departments to determine the status of hiring campaigns. They exchange information about production runs and equipment breakdowns with other supervisors during shift changes. They discuss operational matters such as hiring practices, policies and procedures and capital investment requirements with managers, HR staff and owners. (2)
3. direct, instruct, advise and motivate the workers they supervise. For example, they describe job duties, work procedures, worksite hazards and safety and quality control programs to new workers. They mediate conflicts between workers and discuss performance with unproductive and disruptive workers. They offer praise to encourage the individual efforts of workers and promote positive work cultures. (3)
4. lead daily production talks and safety sessions with employees. They outline work assignments, discuss production problems and share details about activities occurring in production areas as part of safety talks. (3)
5. talk to prospective employees about employment opportunities and learn about their skills, experiences and expectations. They explain job descriptions, discuss expectations and actively recruit desirable workers by promoting workplace benefits. (3)

6. orient and train new employees and explain procedures to existing employees. They answer their questions and address their complaints. (3)
7. lead safety meetings and training. (3)

Modes of Communication Used

- In person.
- Using a telephone.
- Using specialized communications signals. For example, they may use hand signals to communicate with machine operators who are in close proximity to noisy equipment.
- Other. For example, they may use public address systems to communicate with workers on the production floor.

Environmental Factors Affecting Communication

Supervisors have difficulty communicating with others when working in close proximity to noisy engines and power tools.

F. Thinking

Problem Solving

The typical problem solving tasks of a Supervisor are at complexity levels 2 to 3.

Examples of Problem Solving Tasks

Supervisors:

1. learn that conflicts between workers are slowing production and creating dissension. They discuss the conflicts with co-workers and seek advice from human resource practitioners. They censure workers and take other disciplinary measures specified in labour agreements and other employment standards. (2)
2. find that production cannot start due to missing and ambiguous product specifications and inadequate design drawings. They discuss the deficiencies with employees, sales representatives, designers and managers. They request additional drawings and clarification of specifications. They start production runs once the required information is provided. (2)
3. discover that production does not meet quality standards due to faulty materials, construction and workmanship. They discuss alternatives with co-workers and managers, adjust production processes and equipment settings and provide additional training to workers to ensure similar problems do not recur. They record the incidents and discuss the corrective actions taken with co-workers. (3)

Decision Making

The typical decision-making tasks of a Supervisor are at complexity levels 2 to 3.

Examples of Decision-Making Tasks

Supervisors:

1. decide to stop, slow and speed up work on production runs. For example, they may decide to halt production runs due to high product defect rates caused by faulty equipment. (2)
2. assign job tasks to production workers. They consider the scope of work and workers' skills, job descriptions, collective agreements and rates of pay. (2)
3. choose work methods. They select workplace processes that meet safety, quality and production requirements. They select the materials and components that meet product specifications. They may decide which reward systems will best motivate workers and what additional training and supervisory measures are needed for workers who have problems with quality and deadlines. (3)
4. recommend the hiring, firing, promotion and demotion of workers. They consider job requirements and the workers' performance. (3)

Critical Thinking

The typical critical thinking tasks of a Supervisor are at complexity levels 2 to 3.

Examples of Critical Thinking Tasks

Supervisors:

1. evaluate the suitability of workers for employment, job assignments and promotions. For example, they assess the suitability of job candidates by analyzing information gathered from résumés, job interviews and references to see if there is a match to job requirements. They evaluate the suitability of incumbent workers for positions of increased responsibility and new job assignments. They consider workers' skills, attitudes and performance and they may gather the opinions of co-workers. (2)
2. evaluate the safety of workplaces and work procedures. They evaluate risks posed by machines such as saws and lathes and the effectiveness of safety systems such as gates, guards and automatic switches. They assess the safety of ladders, hoists and conveyance systems and consider the risks posed by slippery work surfaces, frayed cables, toxic chemicals, standing water and compressed gases. (2)
3. judge the quality of manufactured products. They evaluate product quality by analyzing reject rates and by inspecting finished products to confirm that they meet specifications and quality standards. (3)
4. evaluate the efficiency of work processes. They gather data on production processes and product quality. They analyze factors such as job arrival patterns, machinery operation, worker to machine ratios and workflow patterns. They identify work methods and processes that satisfy cost, speed and quality criteria. (3)

Job Task Planning and Organizing

Supervisors plan and organize their job tasks at complexity level 3.

Description

Own job planning and organizing

Supervisors in wood manufacturing organize their daily activities to meet production deadlines established by managers. They are responsible for planning and organizing their time and do so in ways that optimize their efficiency. They must frequently adjust their work schedules to address equipment failures and shortages of materials, supplies and labour.

Planning and organizing for others

Supervisors in wood manufacturing coordinate and schedule the activities of workers to meet production deadlines and quality requirements.

Significant Use of Memory

Examples of Tasks Involving Memory

Supervisors:

- remember specifications such as dimensions of raw materials and operating speeds for particular production runs.
- recall details of policies, operating procedures and union agreements.

Finding Information

Supervisor tasks that involve finding information are at complexity level 2.

Examples of Tasks Involving Finding Information

Supervisors:

1. learn about prospective employees by reviewing résumés, asking questions during interviews and talking to references. (2)
2. locate information about raw materials by reading catalogues, reviewing pricelists and talking with suppliers, employees, co-workers, colleagues and managers. (2)
3. locate information about new products, equipment and production techniques by reading trade magazines and marketing brochures, talking with suppliers and colleagues and conducting research over the Internet. (2)
4. determine project specifications and allowable materials by reviewing specifications and drawings and by talking with customers, co-workers, colleagues and managers. (2)

G. Working with Others

Description

Supervisors in wood manufacturing coordinate and integrate job tasks with teams of workers, which include mechanics, machine operators, apprentices and helpers. They may coordinate job tasks with suppliers, managers and other supervisors.

Examples of Working with Others

Supervisors:

1. Participate in formal discussions about work processes or product improvement.
2. Have opportunities to make suggestions on improving work processes.
3. Monitor the work performance of others.
4. Inform other workers or demonstrate to them how tasks are performed.
5. Orient new employees.
6. Make hiring recommendations.
7. Select contractors and suppliers.
8. Assign routine tasks to other workers.
9. Assign new or unusual tasks to other workers.
10. Identify training that is required by, or would be useful for, other workers.
11. Deal with other workers' grievances or complaints.

H. Digital Technology

Supervisors:

1. use word processing. For example, they use basic editing and text formatting features in word processing applications such as Word to write policies, procedures, reports and performance appraisals for the workers they supervise.
2. use graphic software. For example, they may use graphic software to view and print product design drawings.
3. use spreadsheets. For example, they may create spreadsheets and enter data to track inventory, hours worked, costs and product orders. They may use spreadsheets to forecast production and monitor operating budgets and production statistics such as units produced and efficiencies.
4. use databases. For example, they may access their organizations' databases to locate technical drawings, inventory counts and production data. They input data such as names, quantities, dates and parts numbers and run queries to locate customers' contact information, parts, serial numbers and the availability of parts, materials and supplies.

5. use communications software. For example, they may use intranets and email applications to exchange information and electronic files with suppliers, coworkers and managers.
6. use the Internet. For example, they access suppliers' websites to research new products and product specifications using browsers.
7. use computer-assisted design, manufacturing and machining. For example, they may use computer-assisted design programs to create dimensioned drawings of products such as desks and pedestals. They may set up, test and operate computer numerically controlled equipment such as milling machines by entering measurements and other specifications into computers.

I. Continuous Learning

Description

Continuous learning is very important to supervisors in wood manufacturing due to ongoing regulatory changes, improvements to production systems and advancements in equipment and technology. They learn about new regulations by reviewing legislation issued by employment standards branches, safety codes councils, workers' compensation boards and organizations such as the International Organization for Standardization and Environment Canada.

They learn about new products and production techniques by talking to suppliers, employees, co-workers, colleagues and managers and reading trade magazines, brochures and bulletins. They take courses and workshops provided by suppliers, private trainers and postsecondary institutions to learn about new production techniques, leadership strategies and project management skills. (3)

How Learning Occurs

- As part of regular work activity.
- From co-workers.
- Through training offered in the workplace.
- Through reading or other forms of self-study.
 - at work.
 - on worker's own time.
 - using materials available through work.
 - using materials obtained on worker's own initiative.
- Through off-site training.
 - during working hours at no cost to the worker.
 - partially subsidized.

Project Background and Methodology

Project Background

The Wood Manufacturing Council (WMC) is the Human Resources Sector Council for the advanced wood products processing industry in Canada.

The WMC began operation in early 2002. The formation of the Council was the result of a partnership between ESDC, Industry Canada, the National Education Initiative for Furniture and Wood Products Industries (NEI) and other industry leaders.

An independent, non-profit corporation with a Board of Directors drawn from the industry, the WMC serves as a national forum, bringing together employers, workers, educators, governments and other interested parties in a strategic alliance to analyze, identify and address the sector's human resources challenges and to ensure workers have the right mix of skills to compete in the globalized markets that will dominate the 21st century.

In 2007, the WMC undertook the creation of a National Occupational Standard (NOS) for the occupation of Supervisor. The objectives of this project were to work with job incumbents and other stakeholders to develop and nationally validate the Supervisor occupational profile, including a review of the scope of the occupation. In 2015/16, the WMC reviewed and updated the NOS to reflect the changes in the industry over the past eight years.

Occupational standards can be used as the basis for program development, such as the creation of job descriptions, on-boarding tools, training curriculum and/or competency-based assessment programs. Occupational standards also help inform individuals seeking information for career development or for other labour market information.

Methodology

National Project Advisory Committee

A National Project Advisory Committee (NPAC) comprised of industry experts led by the WMC was assembled to provide vital input and feedback. The NPAC served to provide valuable feedback into updating the standards and ensuring that industry trends and changes to the occupation were accurately reflected in the standards.

The NPAC members were selected to ensure representation from companies of various types and sizes, sub-sector associations and regional representation across Canada.

Subject Matter Experts

WMC staff and stakeholders identified Subject Matter Experts (SMEs) who were invited to participate in the development process of the National Occupational Standards through telephone interviews and site visits. SMEs were selected to ensure representation from companies of various types and sizes, sector associations, and regional representation. Job incumbents and Supervisors/Lead hands were asked for their input in the selection process of the SMEs.

National Occupational Standards

NOS describe the skills and knowledge needed to perform competently in the workplace. To create the Supervisor NOS, interviews were conducted on-site with Supervisors/Lead hands to collect detailed information on the supervisor occupation. Where possible, tours of the manufacturing facility were also provided.

In preparation for the on-site interviews with industry representatives, the consultant reviewed all relevant documentation related to the occupation (e.g. standards developed by other countries, international and territorial/provincial occupational guidelines). This information was used to develop an in-depth understanding of the duties, challenges and key skills required in the occupation. This information was used to help guide the discussion during the interviews.

Validation Survey

After the initial update of the standards was complete, an online validation survey was conducted to validate the frequency, importance and difficulty of each sub-task and identify any sub-tasks that were missing.

Validation of Standards

This document was reviewed and approved by the members of the NPAC. Following the meeting, the consultant updated the standards with agreed-upon revisions and the document was submitted to the NPAC members for a final review.

About HRSG

Since 1989, Human Resources Systems Group (HRSG) has worked with a range of industries to define talent needs, address skill deficiencies and improve individual and organizational performance. Clients include global corporations and small or mid-sized organizations operating in sectors such as logistics, finance, accounting, technology, HSE, HR, manufacturing, sales and marketing and many more.

For more information, please visit www.hrsg.ca.



WMC CFB

Wood Manufacturing Council
Conseil des fabricants de bois