

SUPERVISOR COMPETENCY



OVERVIEW

- » Coming Soon - New Supervisor Competency Resources
- » Why Supervisor Competency?
 - Industry Findings
- » Previous Work
 - Where have we been?
- » New Resource Features
- » Questions


COMING SOON – NEW RESOURCES

- » Critical Competencies for Supervisors
 - Reference to competency topics for supervisors including examples of key skills, abilities and behaviours

- » [How-To Guidance to Develop and Implement a Supervisor Competency Program](#)
 - Leverages existing resources to share updated concepts of competency and verification explain how to apply them
 - Highlights challenges faced by new and mature programs

COMING SOON– NEW RESOURCES

Supervisor Critical Competencies



**A COMPETENT SUPERVISOR IS ONE WHO:
PLANS AND PRIORITIZES**

OUTCOME: The resources required to achieve the desired standard(s) can be used under the conditions at the required time

Develops work plans and applies lessons learned

- Plans ahead (monthly, quarterly, yearly) to anticipate timelines and barriers
- Manages and acquires resources (equipment, workers, contractors, products, information)
- Incorporates emergency planning into work plans
- Manages change and adjusts plans
- Collaborates with others completing critical tasks

Applies a logical and systematic approach

- Applies goal setting models to work
- Assigns milestones and levels of action
- Reframes work to follow the required processes to complete the task

Manages information and data

- Identifies key performance indicators or measures of success
- Documents, reports and communicates to others on key performance indicators
- Interprets data to make informed decisions or knows when to ask for additional data

Prioritizes and re-evaluates tasks

- Organizes tasks and manages time based on importance
- Recognizes differences between “urgency” and “important”
- Concludes when a plan can’t be achieved and applies mitigations
- Is knowledgeable of and applies basic “Management of Change” processes

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**A COMPETENT SUPERVISOR IS ONE WHO:
ENGAGES THE WORKFORCE**

OUTCOME: Communication and collaboration that supports completing work to the desired standard(s)

Develops a team environment and supports those performing the work under their direction

- Building trust and rapport among workers
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- Holds themselves accountable to achieving the desired outcome
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Supervisor Competency

How to build and use a supervisor competency program

EDITION » #1

REVISED » December 2020

RELEASE DATE » December 2020



Setting the standard in oil and gas safety

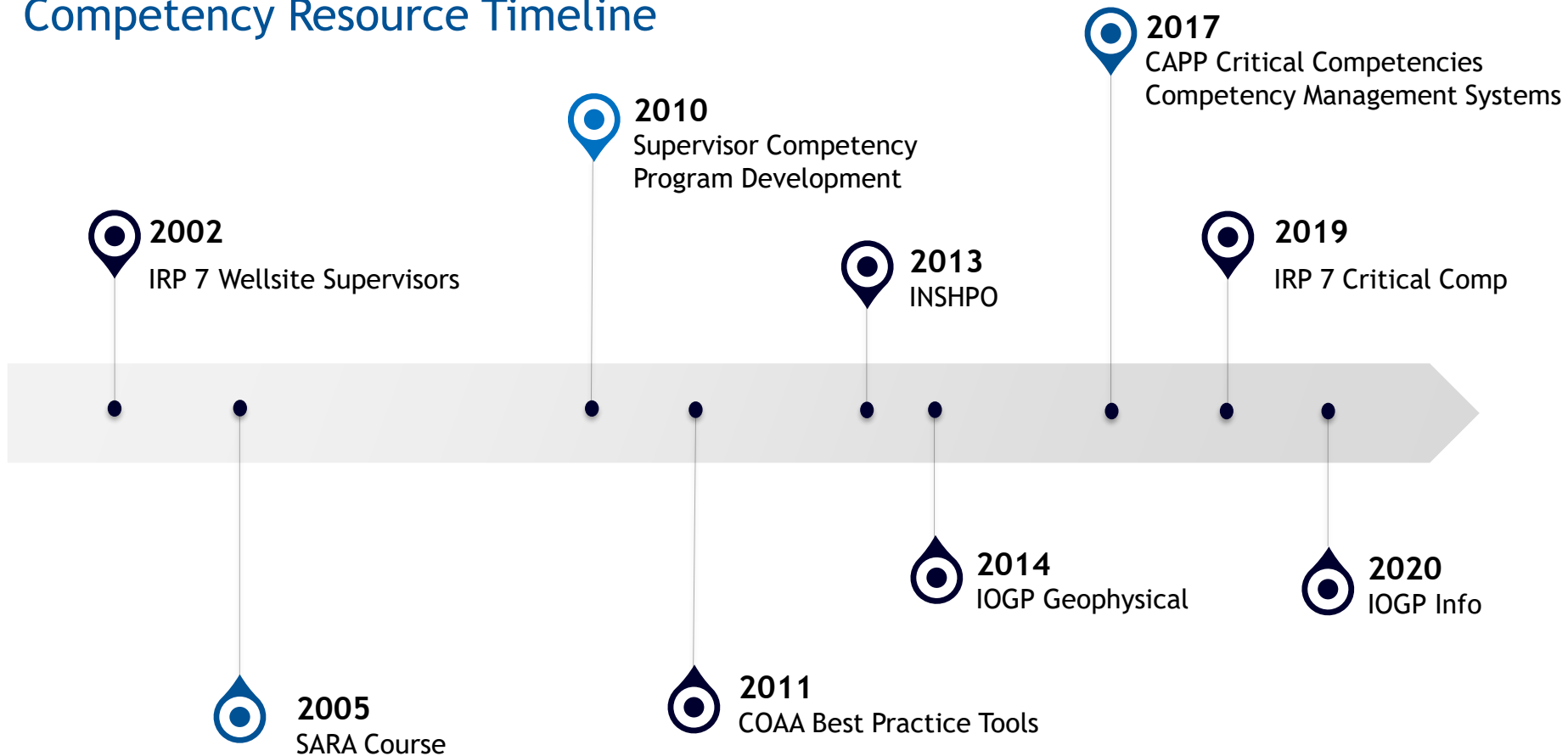
WHY SUPERVISOR COMPETENCY?

Industry Findings



EVOLVING RESOURCES

Competency Resource Timeline



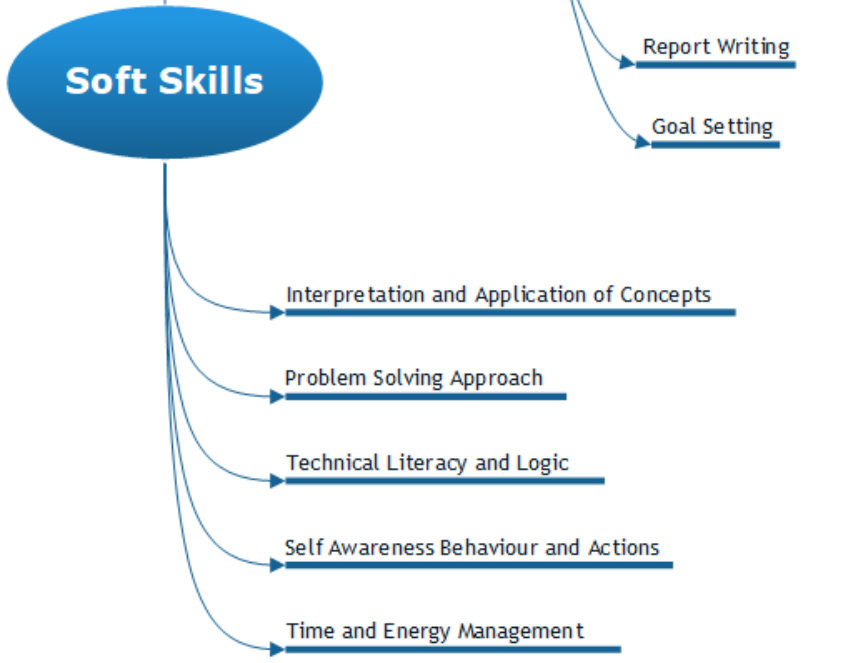
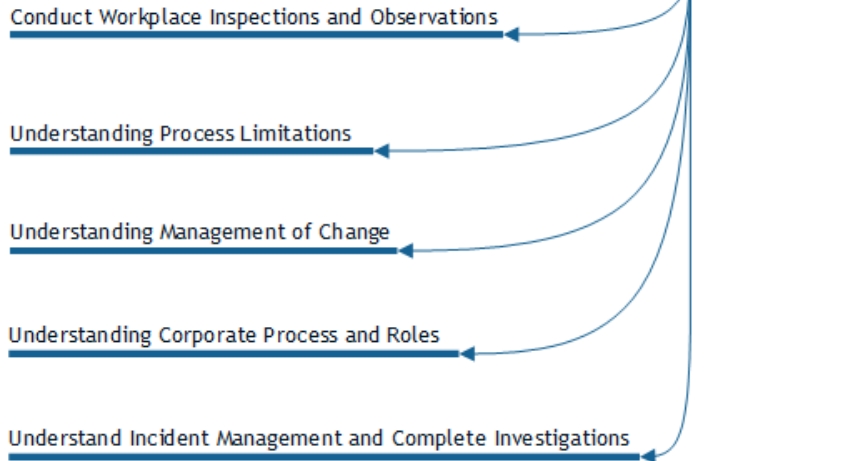
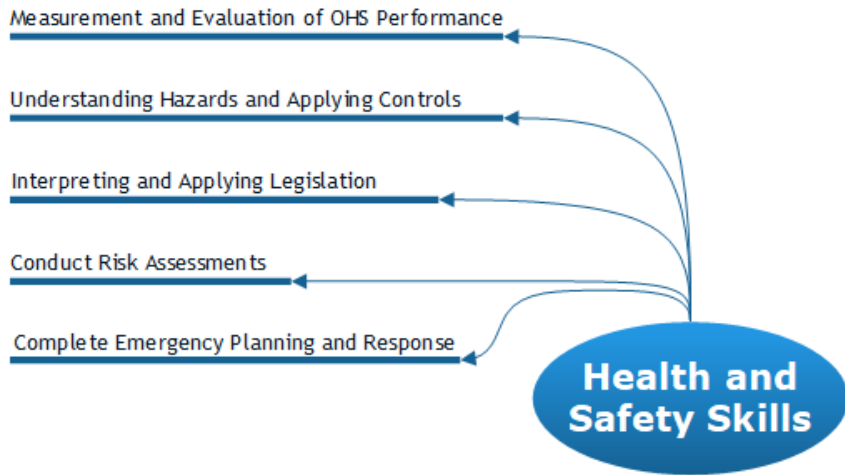
INDUSTRY CONCERN

- » Supervisor competency was identified as an area of concern for oil and gas industry.
- » Energy Safety Canada completed an industry scan of producers, service companies and other like-minded organizations as to their approach on competency

INDUSTRY FINDINGS

- » Each organization was going through change
 - Consolidating systems
 - Identifying key competencies to reduce training
 - Phased approach for training supervisors

- » Focus on systems and leadership training
 - Training split
 - Soft Skills and Company Values
 - Specialized component to meet business needs



Performance Enhancers

SUPERVISORS PLAY A CRITICAL ROLE

- » Regulatory responsibilities
- » Identify and address activities not aligned with regulatory, community or company expectations
- » Competent supervision is key to ensure work is executed appropriately while reducing the risk of incidents and injuries

LIFE SAVING RULES CONNECTION

- » Fit for Duty Rule
- » Supervisors have a responsibility to keep the workplace safe.
- » Must be able to recognize the signs of a worker who is not fit or capable to complete their task safely

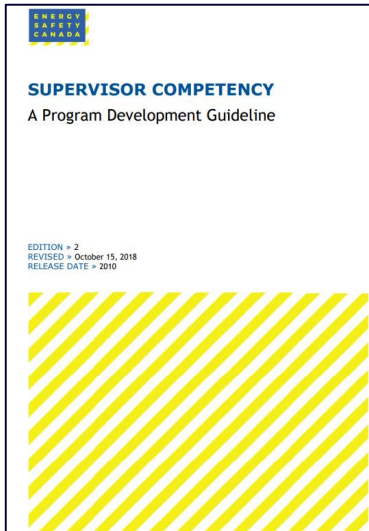


PREVIOUS WORK

Where have we been?



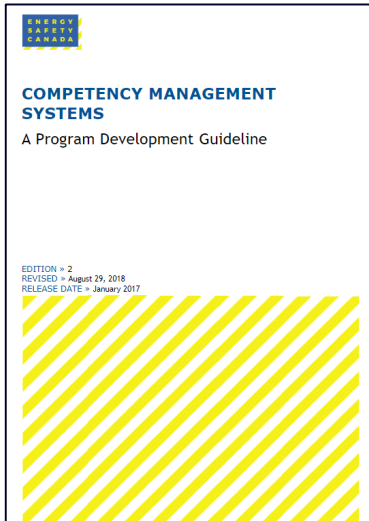
INDUSTRY RESOURCES



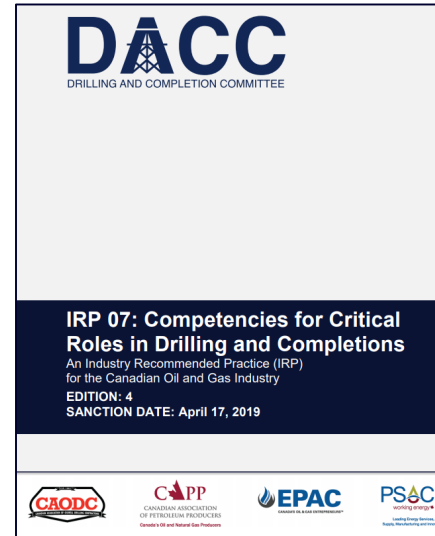
[ESC Supervisor Competency: A Program Development Guideline](#)



[CAPP Critical Roles and Competency](#)



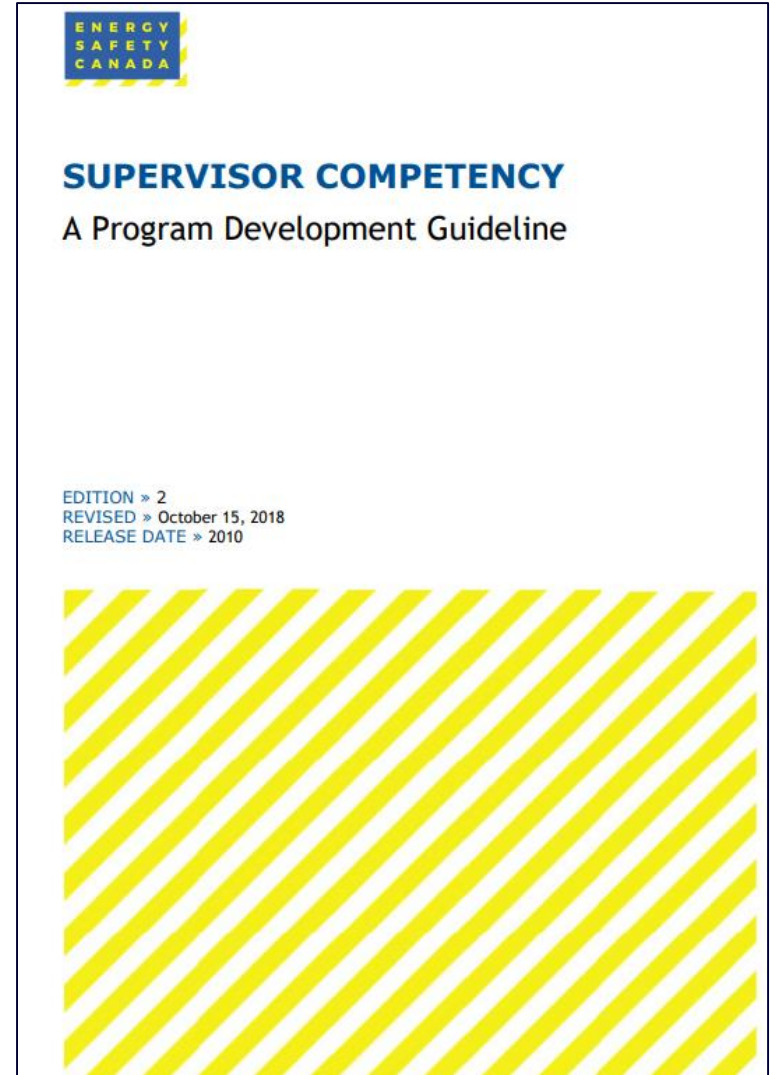
[ESC Competency Management Systems: A Program Development Guideline](#)



[DACC IRP 7: Competencies for Critical Roles in Drilling and Completions](#)

ENERGY SAFETY CANADA

- » Supervisor Competency- A Program Development Guideline published in 2010
- » Effective leadership and communication are imbedded into each element



DOCUMENT PROVIDES

Leadership & Communications

Planning

- Operations
- Safety Management
- Environmental Management
- Emergency Response Management

Performance

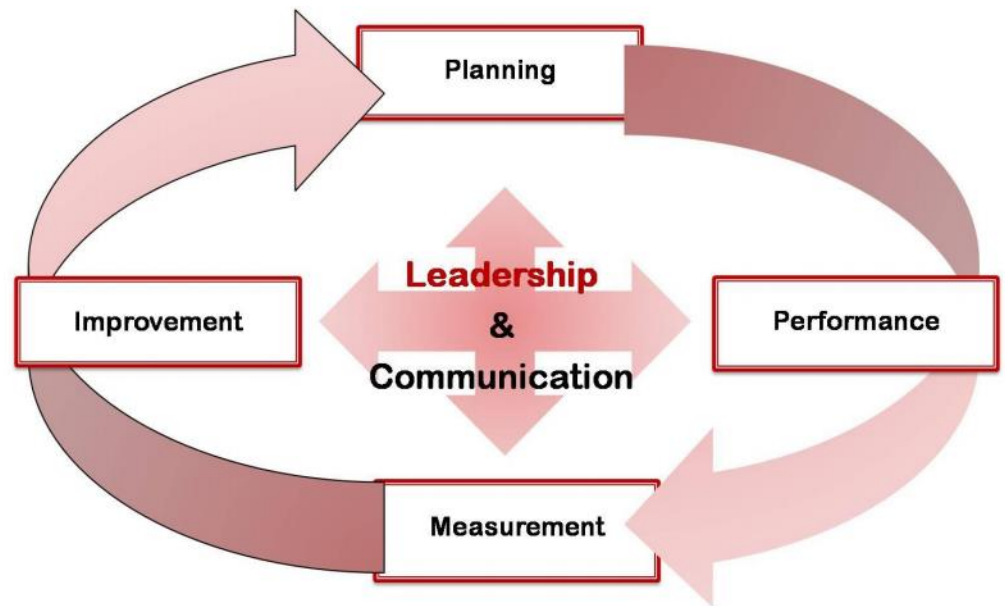
- Operations
- Incident Management and Investigation
- Documentation and Record Keeping

Measurement

- Assessment

Improvement

- Continuous Improvement Cycle



TOOLS AND TEMPLATES

- » Appendix A: Acronyms and Glossary
- » Appendix B: Characteristics and Attributes of a competent supervisor
- » Appendix C: Supervisor Attributes Assessment Outline
- » Appendix D: Assessment Questions
- » Appendix E: Example Development Scorecard
- » Appendix F: References

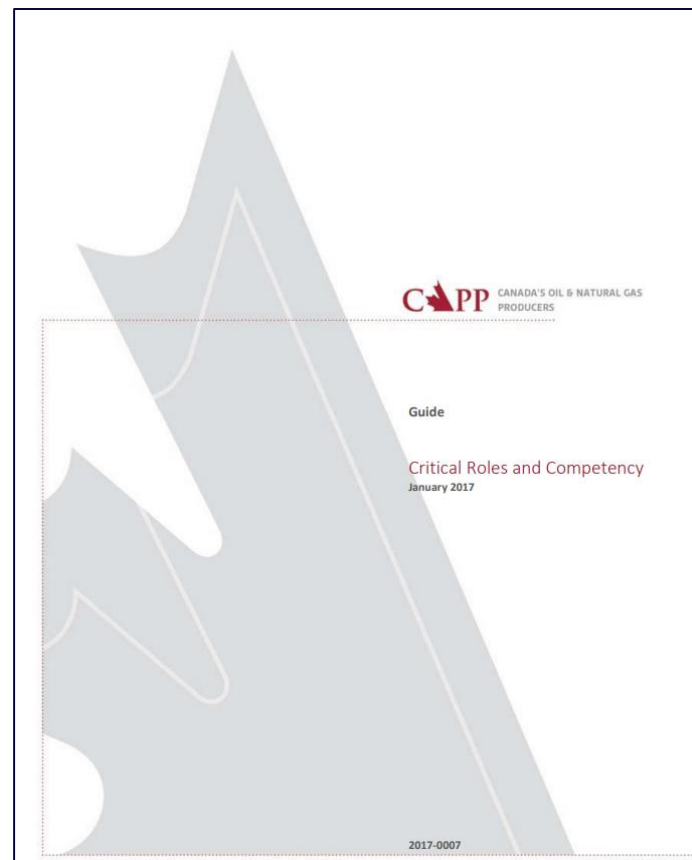
EXAMPLES OF LEADERSHIP ACTIVITIES

» Leadership Activities

1. Establish goals and objectives for the worksite
2. Provide oversight and guidance at the worksite
3. Lead by example
4. Demonstrate integrity
5. Promote a positive health, safety and environmental culture
6. Provide motivation and recognition
7. Encourage teamwork (promote operational synergies)
8. Facilitate worker participation
9. Manage accountability
10. Manage time and priorities
11. Manage change
12. Solve problems
13. Manage conflict resolution
14. Make decisions within level of authority
15. Provide coaching of other supervisors and workers
16. Delegate authority and responsibility
17. Ensure compliance to company, industry and regulatory standards
18. Manage risk and conduct risk assessments
19. Identify opportunities for improvement

CAPP CRITICAL ROLES AND COMPETENCY

- » Published in Jan 2017
- » CAPP developed strategic guidance and a consistent approach to assure oil and gas operations are **planned** and **executed** by competent personnel.



CAPP CRITICAL ROLES AND COMPETENCY

- » The absence of standardized industry or corporate competency framework(s) and validation processes may expose companies/individuals to significant risk (operational, legal, personal)

- » Addressed industry misconceptions:
 - There is no one-to-one relationship between training and competency
 - There is no definitive end to the process of assessing competencies

DOCUMENT GOALS

- Each organization assess risks and regulatory expectations to identify roles and associated competencies
- Everyone in a critical role should develop the necessary competencies that allow them:
 - To complete tasks that may be assigned in normal, abnormal or changing operations
 - To respond and react accordingly at the level that may reasonably be required during an emergency

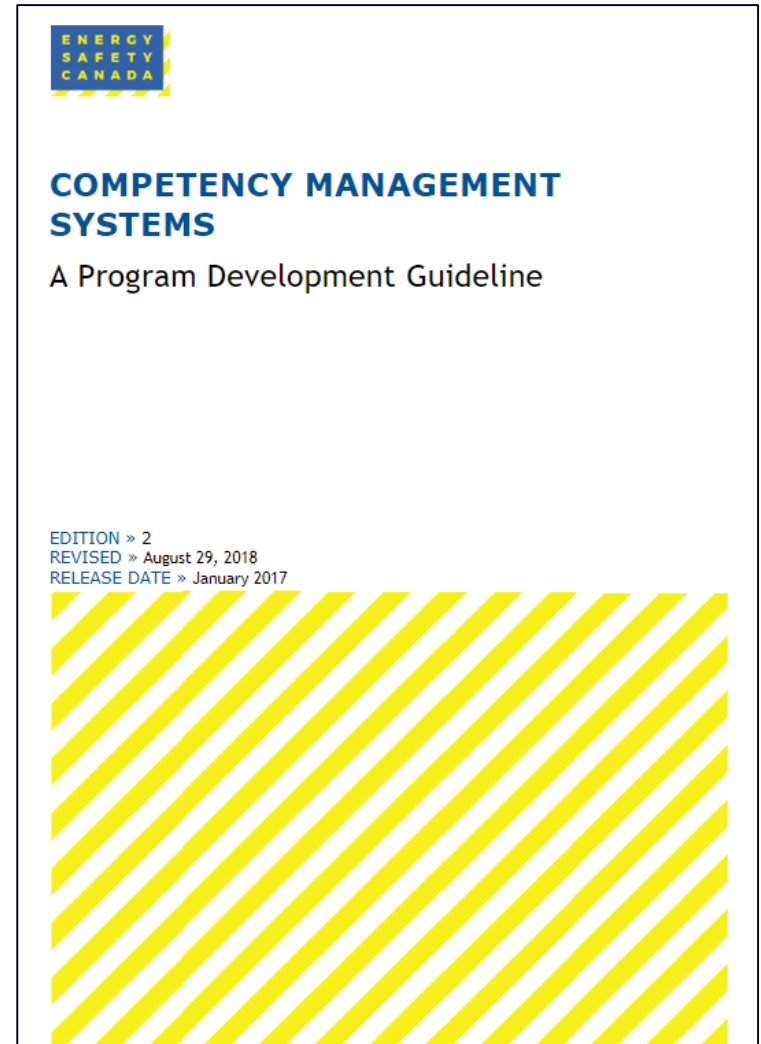
BUILDING A RISK BASED CMS



- Establish development plans and activities utilizing a formal 70:20:10 model with the established developmental goals and reassessment dates.
- Reassess and repeat developmental planning as required

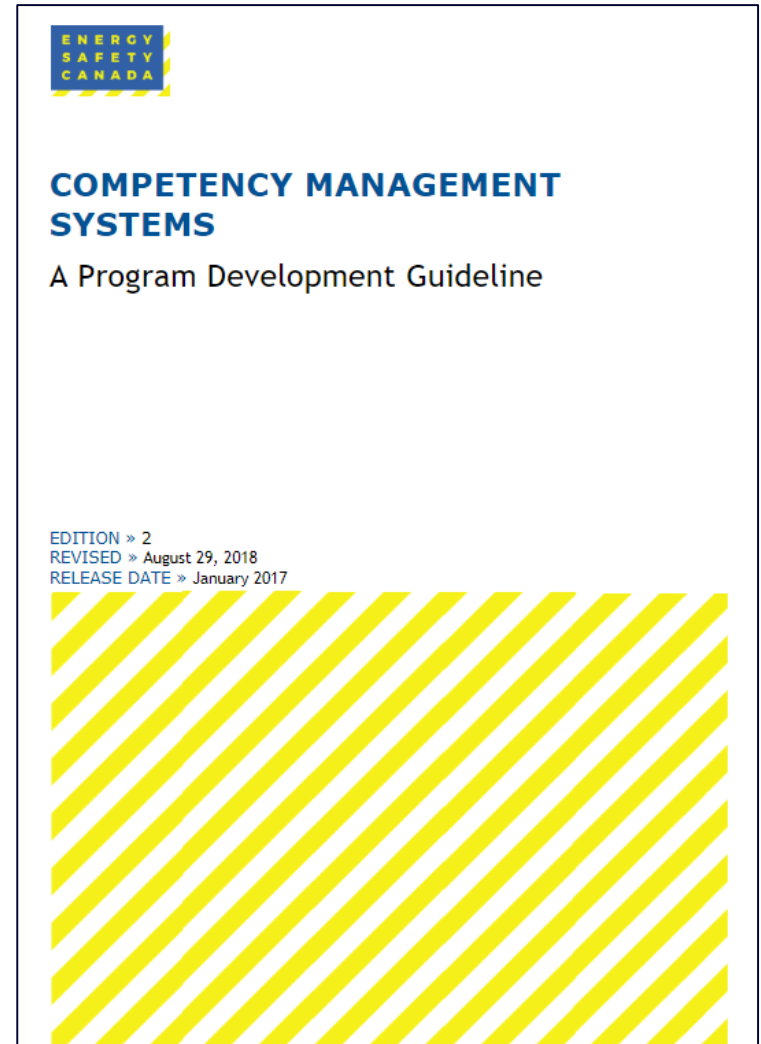
ENERGY SAFETY CANADA

- » Competency Management Systems - A Program Development Guideline published in Jan 2017
- » Outlines principles of competency management for employers
- » Helps organizations design and implement a Competency Management System (CMS)



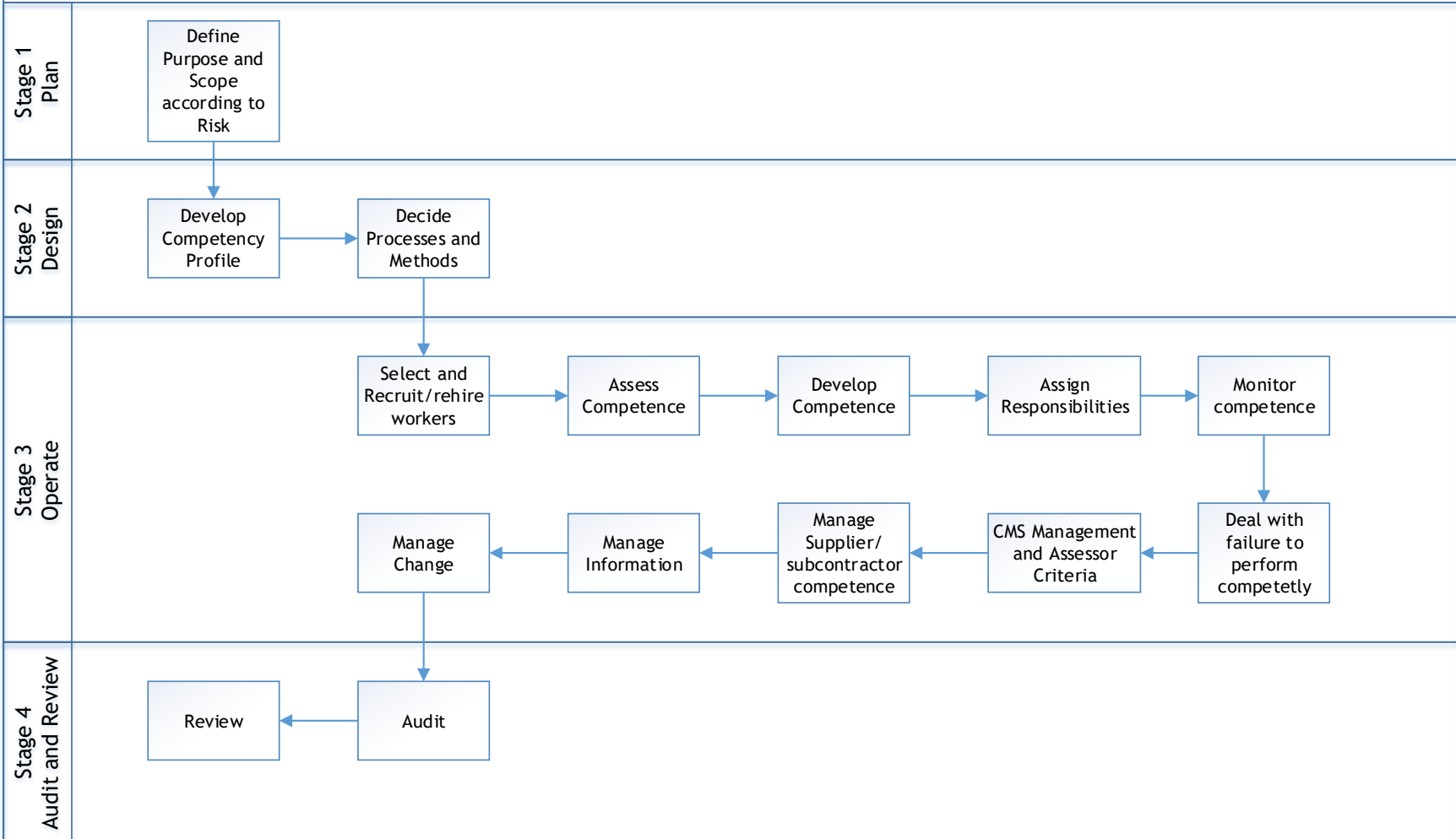
DOCUMENT PROVIDES

- » Clarification on competence
- » “How-to” guidance to establish a CMS
- » Resource for others to check their CMS has essential elements
- » Define the competency cycle system
 - High level view of stages and phases in a CMS



CMS STAGES AND PHASES

ESC Competency Management System (Stages and Phases)



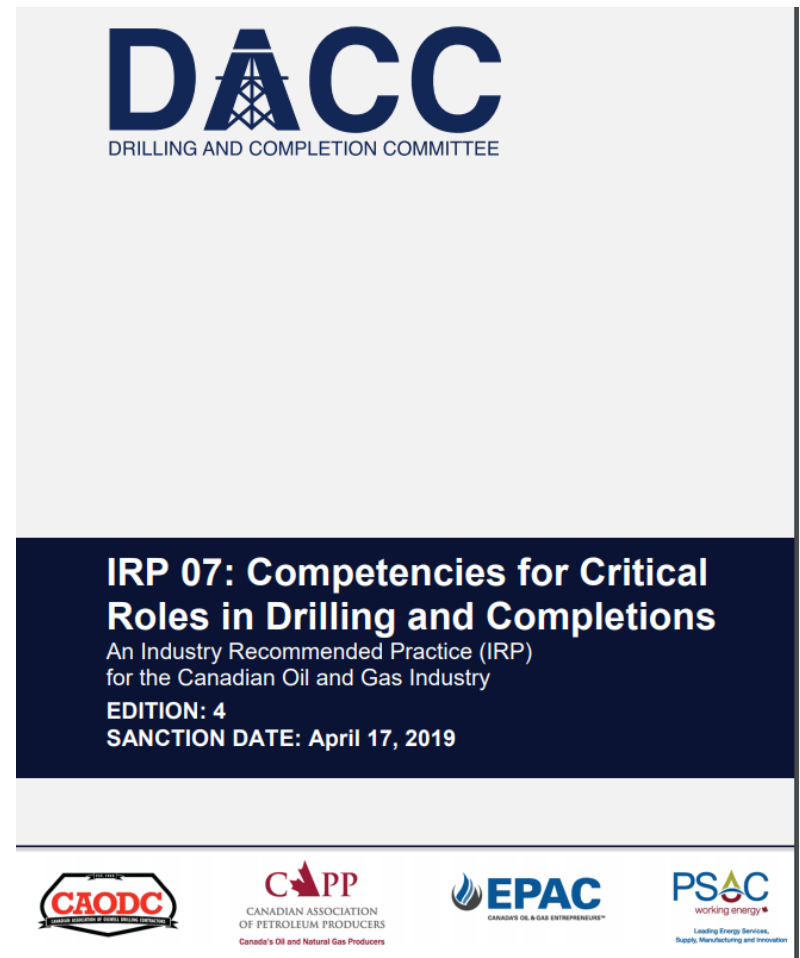
DRILLING AND COMPLETIONS COMMITTEE

- » DACC's IRP 7 was updated to align with industry guidance and published in 2019
- » 2008 version focused on safety through training and certification requirements for wellsite supervisor



DOCUMENT PROVIDES

- » A process for employers to identify minimum requirements for their CMS to prevent critical outcomes
- » Training, certification, and experience alone do not equate to competence
- » IRP 7 is no longer a checklist of training and certificates it is competency based

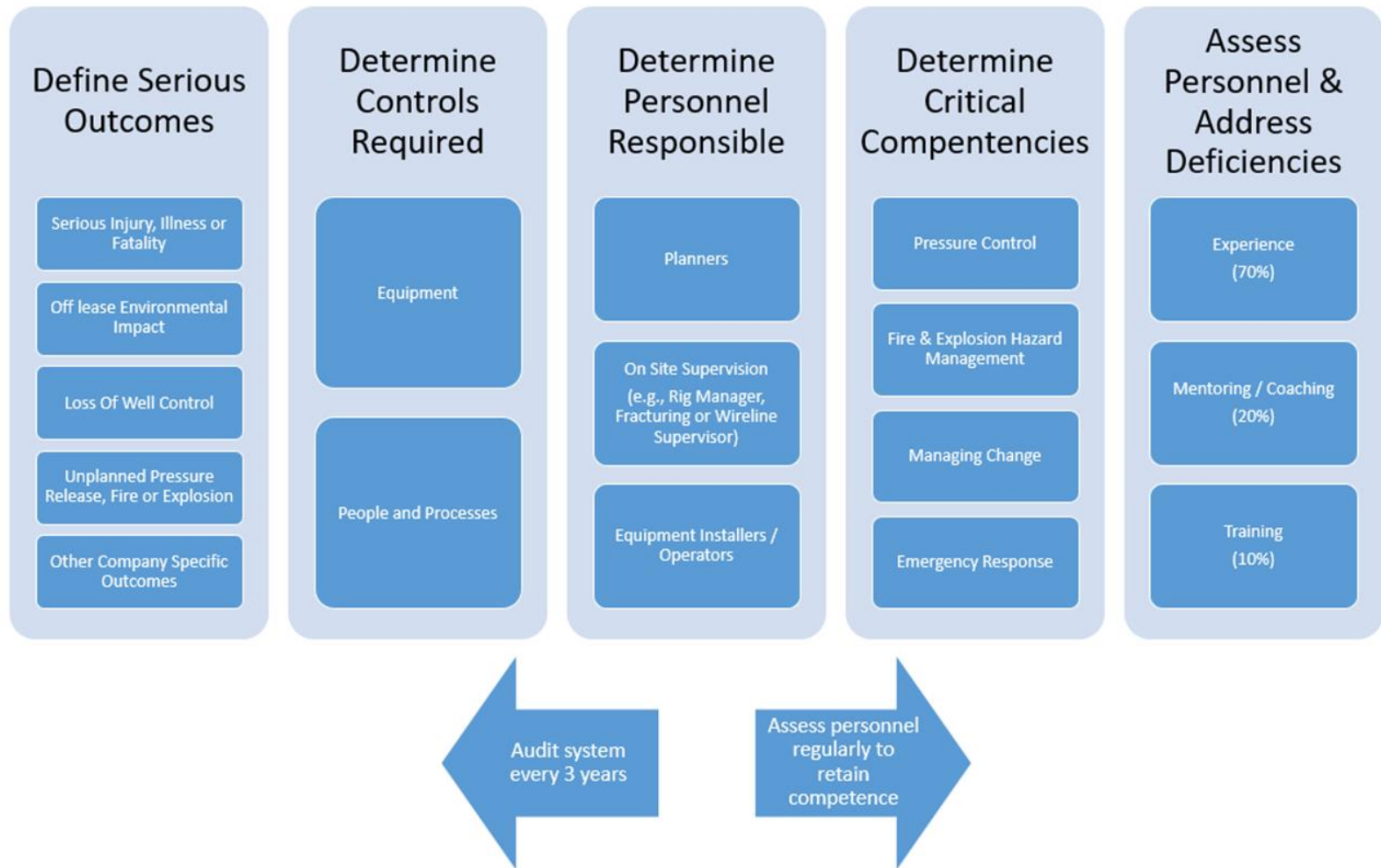


INDUSTRY ADVANTAGES

- » Empowers employers to recognize and manage competency on their terms
 - Prioritize development plans
 - Apply resources where they impact the most
- » Aligns stakeholders on personnel development versus arbitrary certifications

The image shows the cover of a document titled 'IRP 07: Competencies for Critical Roles in Drilling and Completions'. At the top is the logo for DACC (Drilling and Completion Committee), which consists of the letters 'DACC' in a bold, blue font, with a stylized oil rig structure integrated into the letter 'A'. Below the logo, the text 'DRILLING AND COMPLETION COMMITTEE' is written in a smaller, blue, sans-serif font. The main title 'IRP 07: Competencies for Critical Roles in Drilling and Completions' is prominently displayed in white, bold text on a dark blue background. Below the title, it states 'An Industry Recommended Practice (IRP) for the Canadian Oil and Gas Industry'. Further down, it specifies 'EDITION: 4' and 'SANCTION DATE: April 17, 2019'. At the bottom of the cover, there are four logos: CAODC (Canadian Association of Oil Drilling Contractors), CAPP (Canadian Association of Petroleum Producers), EPAC (Canadian Oil & Gas Entrepreneurs), and PSAC (Leading Energy Services, Supply, Manufacturing and Innovation).

PROCESS





Supervisor Leadership for Health and Safety in the Workplace

This course provides supervisors with an overview of their roles and responsibilities in the management of health and safety in the workplace. This is the only course offered by Energy Safety Canada that is aligned with the new [IRP 7 \(Competencies for critical roles in drilling and completions\)](#).

Upon Completion

Upon successful completion of this course you will receive a certificate of completion that does not expire.

Course Registration

 VIRTUAL CLASSROOM	 ESC LOCATION
<input type="text" value="-Select Location-"/>	<input type="text" value="-Select Date-"/>
Duration: 2 day(s)	Time: Fee (CAD):
<input type="button" value="REGISTER NOW"/>	

Topics Covered

- Supervisor leadership styles and communication skills
- Health and safety systems, legislation, and supervisor responsibilities
- Hazard identification and hazard management
- Training and the development of competent workers
- Emergency response planning
- Incident reporting and investigations
- Effectively communicate health and safety policies and procedures


NEW RESOURCES

Approach and Key Features



NEW RESOURCES

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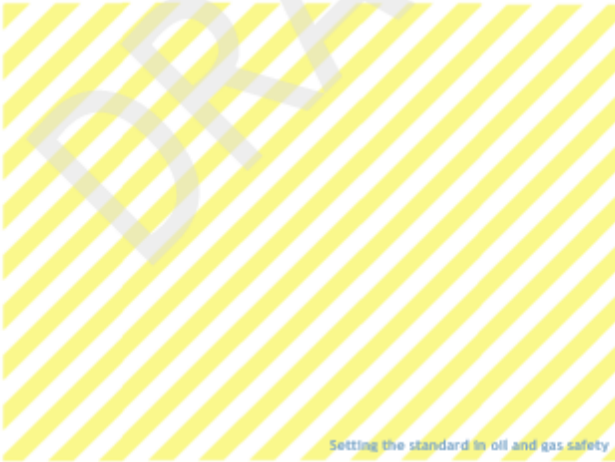
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How to build and use a supervisor competency program

EDITION » #1

REVISED » December 2020

RELEASE DATE » December 2020



Setting the standard in oil and gas safety

THE APPROACH

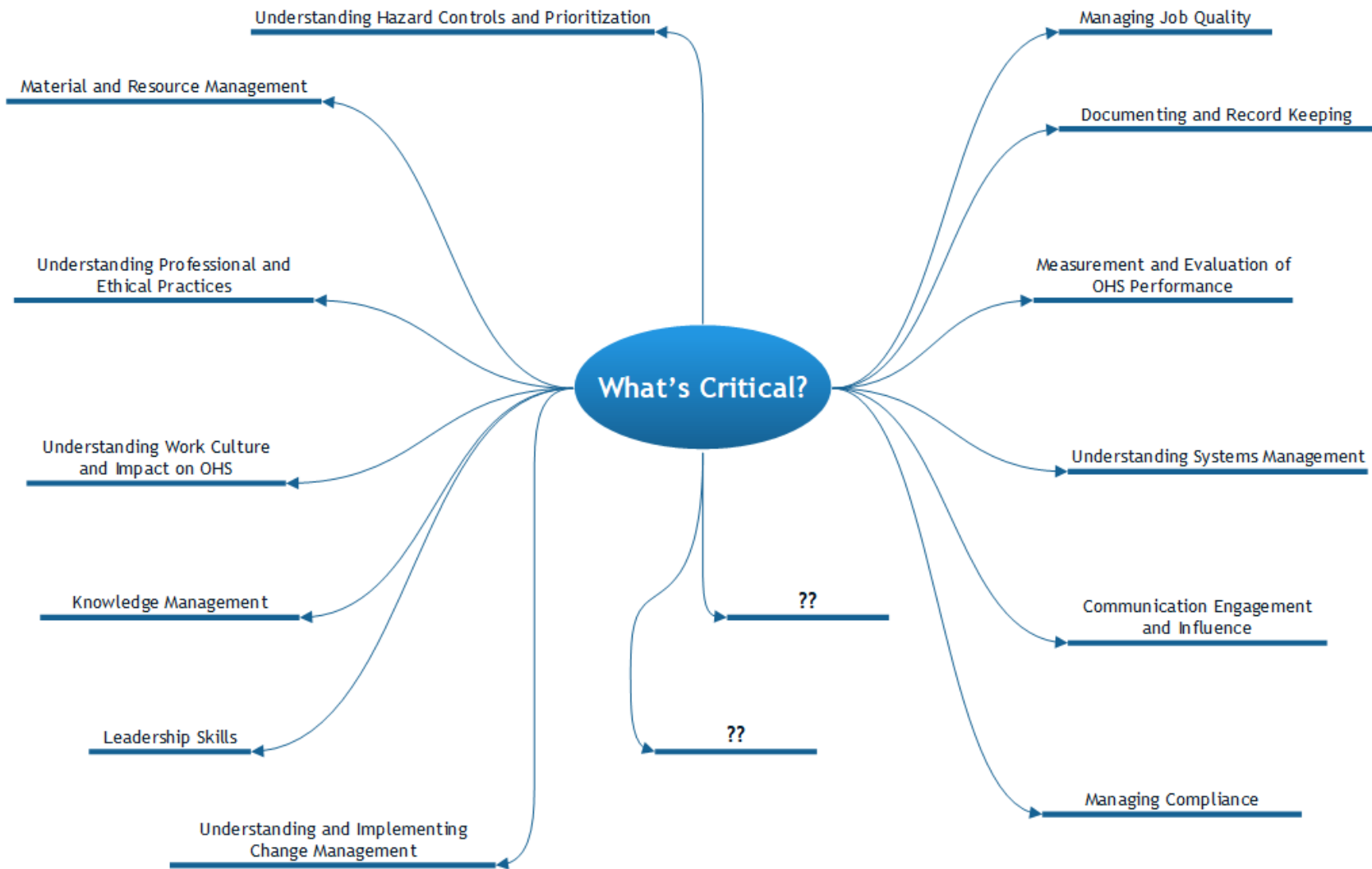
» Task Group Objectives:

- Align on competencies (health and safety and soft skills) deemed critical for supervisors working in the Canadian oil and gas industry
- Leverage existing resources to develop guidance on “How-To develop and implement a supervisor competency program.

THE APPROACH

» Setting boundaries:

- Defining term supervisor - meaning anyone responsible for directing others
- Deliverables are not prescriptive rather show best practices
- Avoid technical skills such as specialized safety knowledge



CRITICAL COMPETENCIES

- » Supervisor skills that are transferrable and not company dependent
- » Assess the readiness of a new supervisor or to guide experienced supervisors' continual improvement.
- » Defining the buckets
 - Reviewed and compared the leadership courses used by industry

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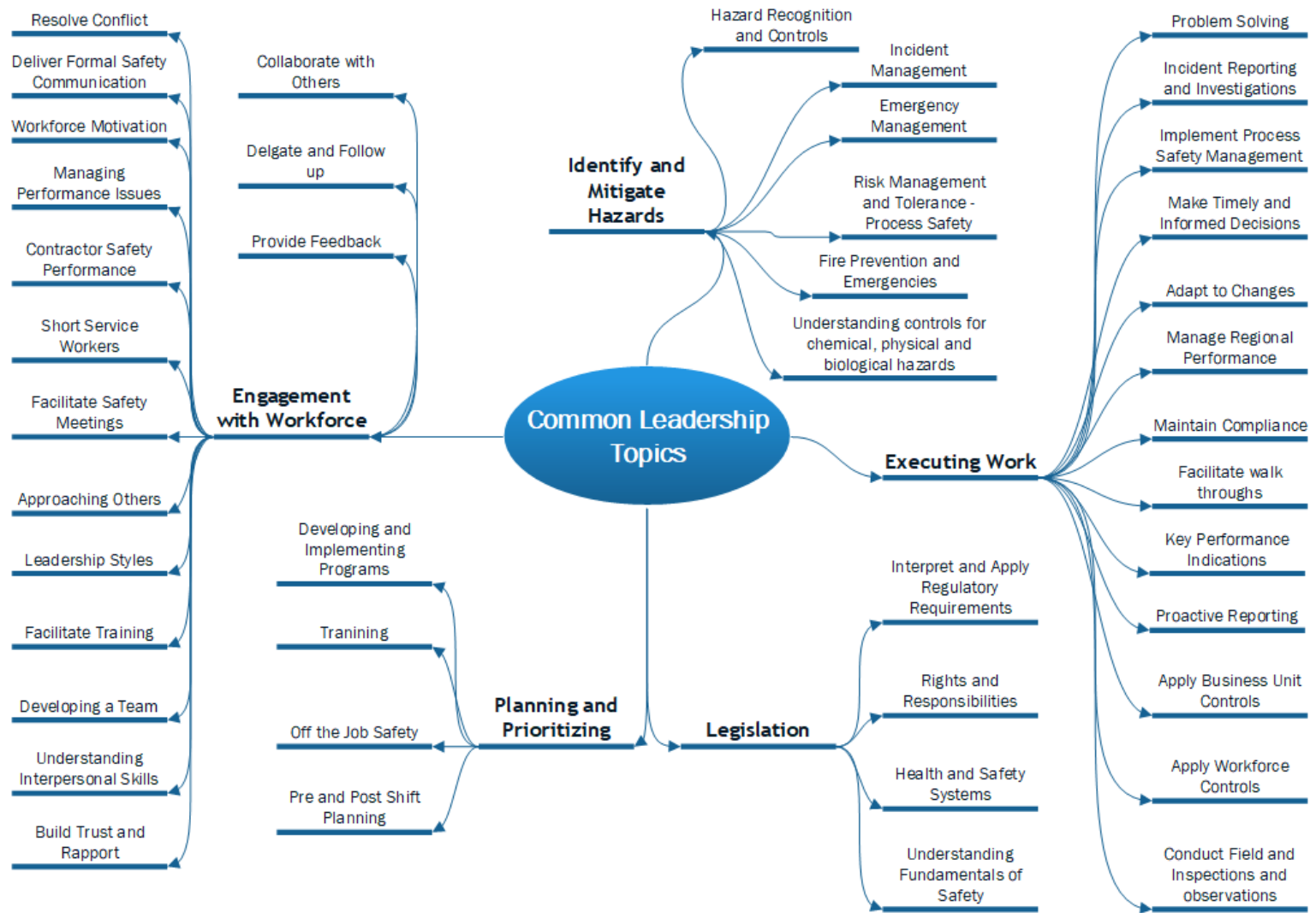
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COMMON THEMES



CRITICAL COMPETENCIES

- » A competent supervisor is one who:
 - Plans and Prioritizes
 - Engages the Workforce
 - Identifies and Mitigates Hazards
 - Executes Work

CRITICAL COMPETENCIES EXAMPLES

- » **Plans and Prioritizes:** The resources required to achieve the desired standard(s) can be used under the conditions at the required time.

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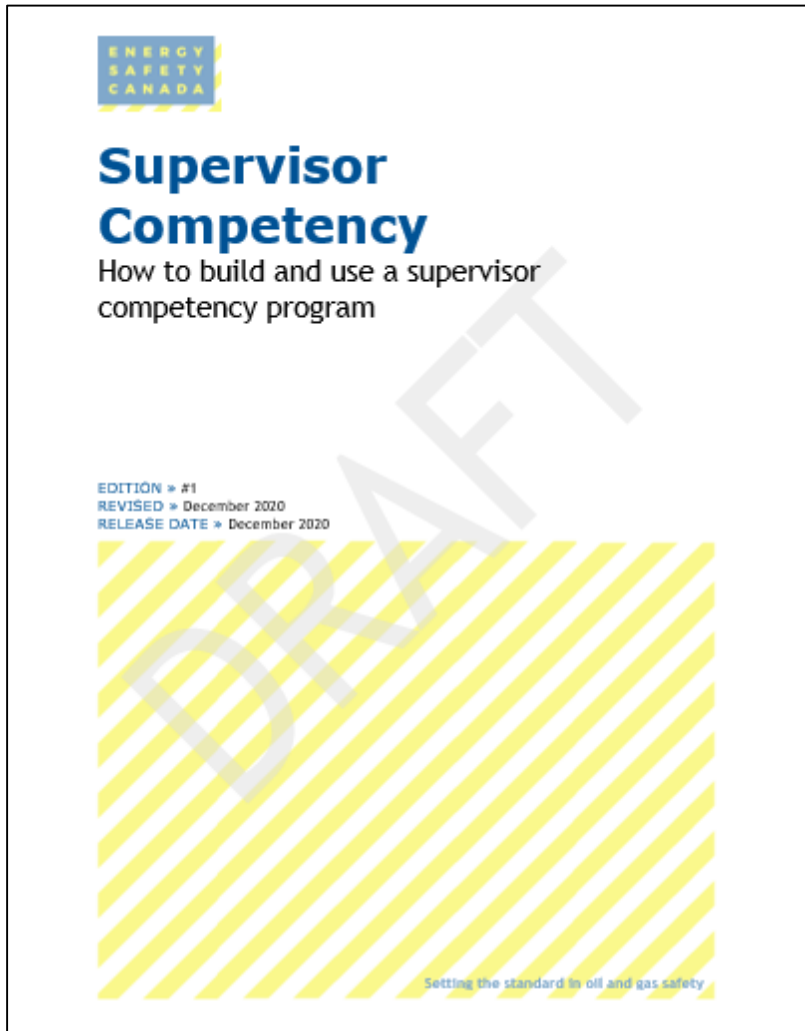
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HOW-TO GUIDANCE DOCUMENT

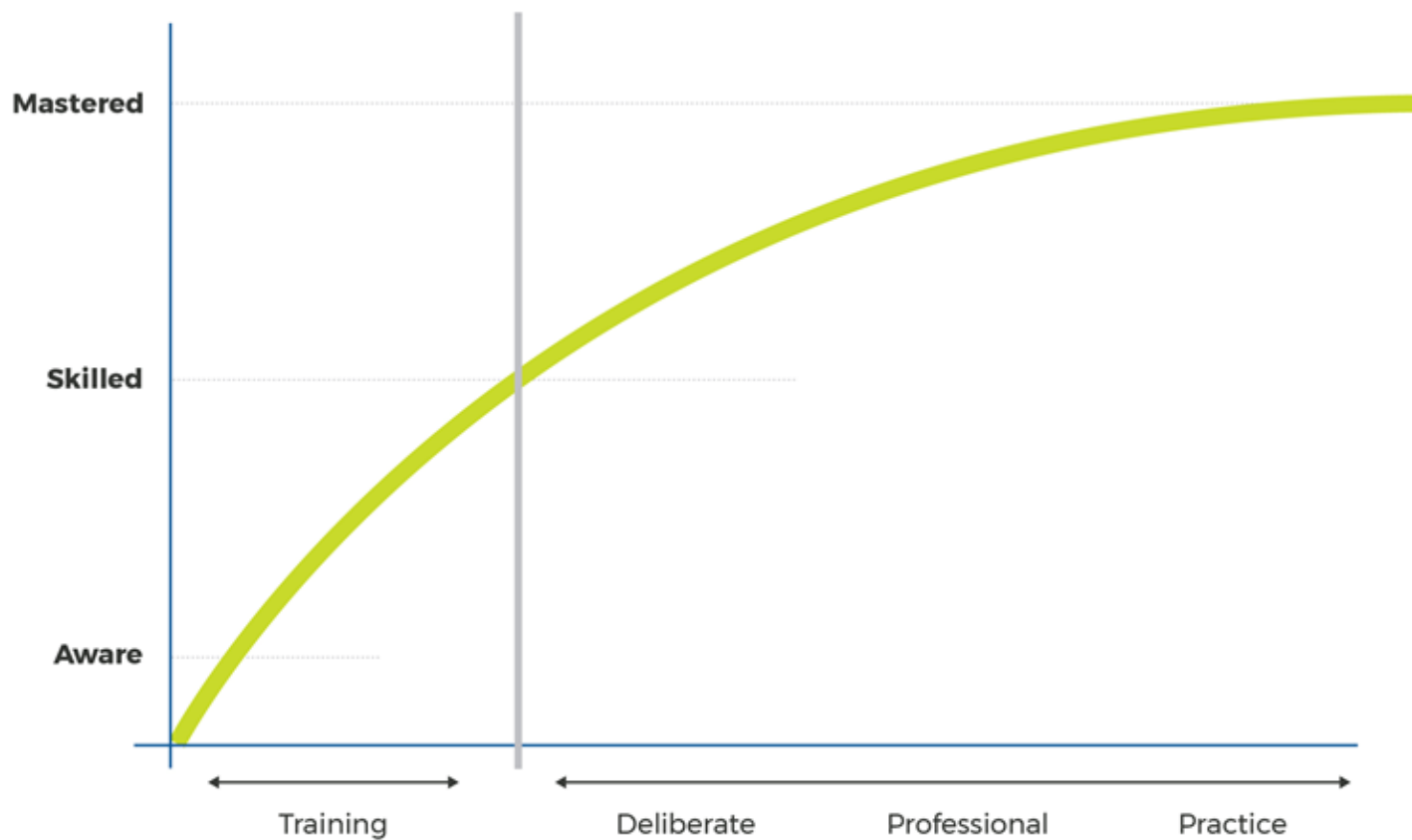


- » Leverages existing resources
- » Concepts can be applied to any target audience

COMMON LANGUAGE AND CONCEPTS

- » ...the application and integration of qualification, knowledge, skills, abilities and behaviors to achieve an outcome under conditions to a specific standard of performance”
- »ability to perform based on a combination of knowledge, practical and thinking skills and experience.
- »A competent person is one that is adequately qualified, suitably trained and has sufficient experience to safely perform their work

COMMON LANGUAGE AND CONCEPTS



COMMON LANGUAGE AND CONCEPTS

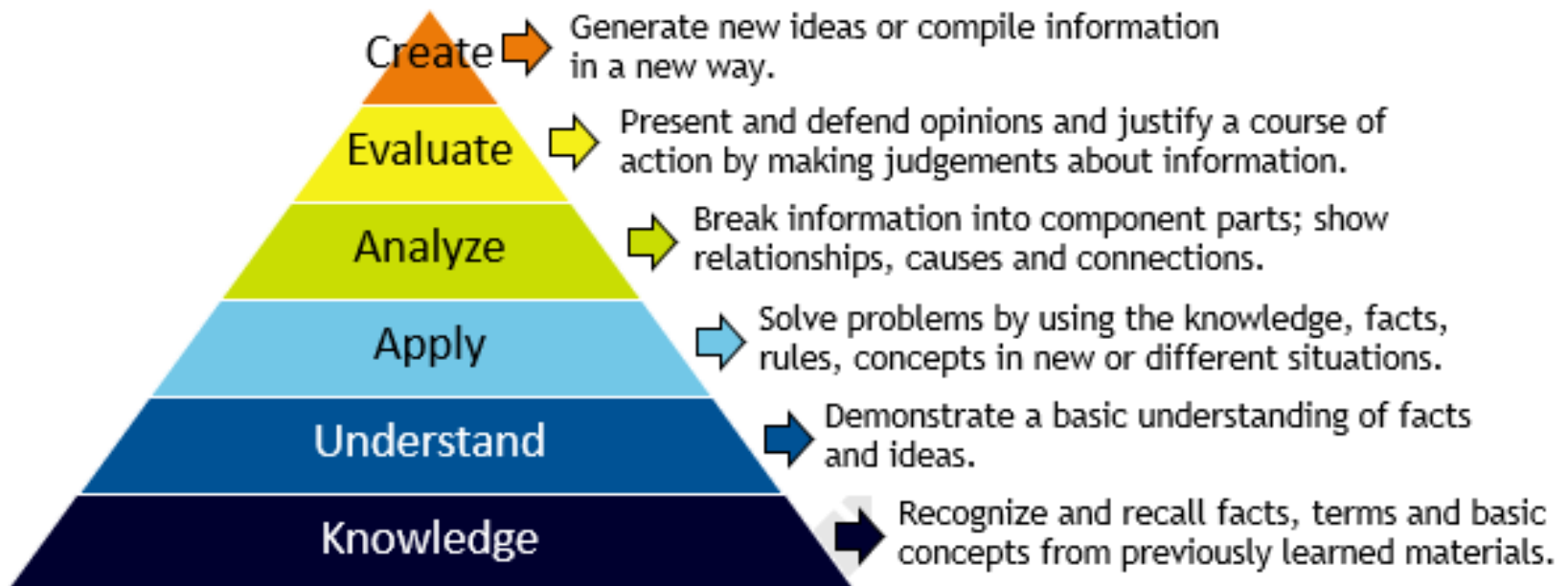


Figure 2: Model of Blooms Taxonomy

ESTABLISHING PROFICIENCY LEVELS

- » **Aware** - has a basic understanding of concepts and requires guidance when applying the competency. Feedback is required to learn.
- » **Skilled** - detailed knowledge/understanding and can assist others in the application of this competency. Recognizes there are additional issues to be considered and consults others.
- » **Mastery** - Has specialist knowledge and can explain concerns in relation to broader issues. Optimize solutions and knows which additional factors to consider.

ESTABLISHING PROFICIENCY LEVELS

- » Proficiency must be considered in the context of how they apply in the job/role
 - A supervisor may need to understand how to support the incident investigation process but does not need to be an expert in the subject

VISION STATEMENT

- » **Vision** aligns the team's understanding
- » **Strategy** provides the approach
- » **Objectives** define the steps
- » **Tactics** list the tools or resources that should be used.

PROGRAM PLANNING

Program Elements

- » Goals and outcomes → What is the vision?
- » Measuring success → How will we know when it is done?
- » Ties to current programs → How will this fit in?

PROGRAM PLANNING

Program Elements

- » Data and records to maintain → How will we show our work?
- » Program evaluation → Where can we improve?
- » Responsibilities and accountabilities → Who is on the team?

PROGRAM FRAMEWORKS

Basic

Example Framework: Basic Setup

Supervisor Competency Framework	
Plans and Prioritizes: The resources required to achieve the desired standard(s) can be used under the conditions at the required time.	
Competencies:	<ul style="list-style-type: none">• Develops work plans and applies lessons learned• Prioritizes and re-evaluates work tasks• etc.
Hazard Identification and Mitigation: The risk is reduced to a level acceptable to the organization.	
Competencies:	<ul style="list-style-type: none">• Conducts workplace and worker assessments• Anticipates hazards• etc.

PROGRAM FRAMEWORKS

Advanced

Example Framework: Advanced Setup

Supervisor Competency Framework			
Plans and Prioritizes	The resources required to achieve the desired standard(s) can be used under the conditions at the required time.		
	Aware (knowledge-understanding)	Skilled (application-analysing)	Mastery (evaluating-creating)
	Plans (monthly, quarterly, yearly to anticipate timelines and barriers	Manages and acquires resources	Collaborates with others completing critical tasks
	Documents, reports and communicates to other on key performance indicators	Organizes tasks and manages time based on importance	Concludes when a plan can't be achieved and applies mitigations
	etc.	etc.	etc.

PROCESSES

» Identifying Critical (IRP 7) Process

1. Define serious outcome
2. Determine controls required to avoid outcome
3. Determine personnel responsible for preventing the outcome
4. Determine critical competencies
5. Assess personnel and address deficiencies

PROCESSES

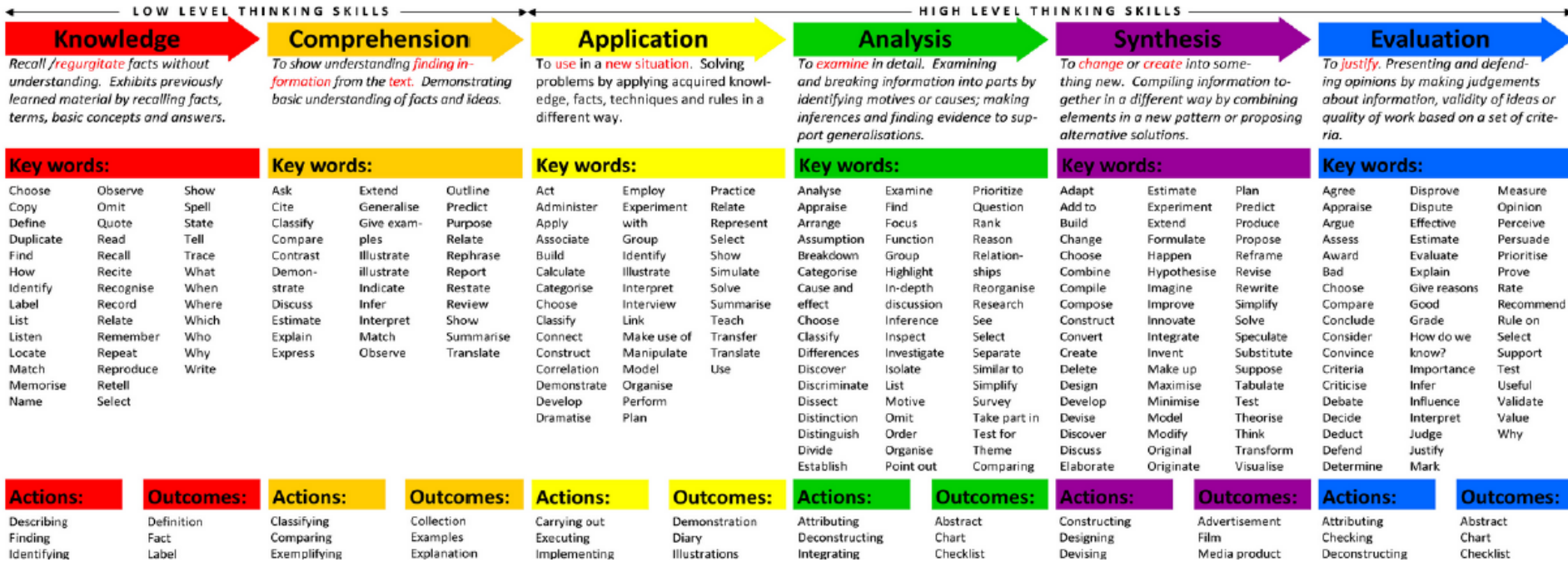
» Structured Collaboration

Example “Developing a Curriculum” (DACUM)

- Identifies “what does ideal performance look like?”
- Profile chart that details duties and responsibilities
- Sets performance expectations
 - Helps employers assess candidate readiness

DRAFTING COMPETENCIES

- » Borrow and build
- » Create new competencies specific to the organization



DEVELOPMENT PLANS

- » Considerations for development opportunities
 - E.g. Supervisor difficulty keeping on track
 - Assigning a mentor
 - Creating Priority Map
 - Identify behaviors
- » Using KPI's to identify ideal behaviour



VERIFICATION AND DATA

- » “Without data you’re just another person with an opinion” - W. Edward Demming

- » Verification is showing your work
 - Methods
 - Completing verifications
 - Considerations data collection
 - Quantitative vs Qualitative

CONTINUOUS IMPROVEMENT

- » When assessing the risk associated with change, consider the following:
 - Involve the right people.
 - Review the risk of misalignment with the organization's strategy.
 - Understand the assumptions and limitations of the change.
 - Weigh the impact of disruptive change.

- » Helpful to anticipate future skills required for the organization

QUESTIONS?

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LIFE SAVING RULES

An Industry Accepted Standard

MICROLEARNINGS

Energy Safety Canada has developed 10 short video clips called microlearnings: one for each of the Life Saving Rules (LSRs). These microlearnings are intended to reinforce the LSRs, remind workers of their importance, and prompt critical thinking about how they can be applied on the work site.

Microlearnings provide bite-sized information that makes learning easier. Each microlearning reinforces knowledge and highlights important details to remember. They can be used as part of a toolbox talk or safety meeting.

Webinars on Demand

Previously recorded Energy Safety Canada webinars are available below.

DROPS | CANADIAN CHAPTER

Energy Safety Canada is in the process of partnering with [DROPS \(DropsOnline\)](#) in the establishment of a Canadian Chapter.

Stay tuned for future announcements on how to become a member of this community of practice.

