ENERGY SAFETY CANADA

Webinar | Supervisor Competency Rollout

Presenters: Murray Elliott, Michael Mass
Host: Andrew Davis
Start Time: 12:00 pm

Agenda

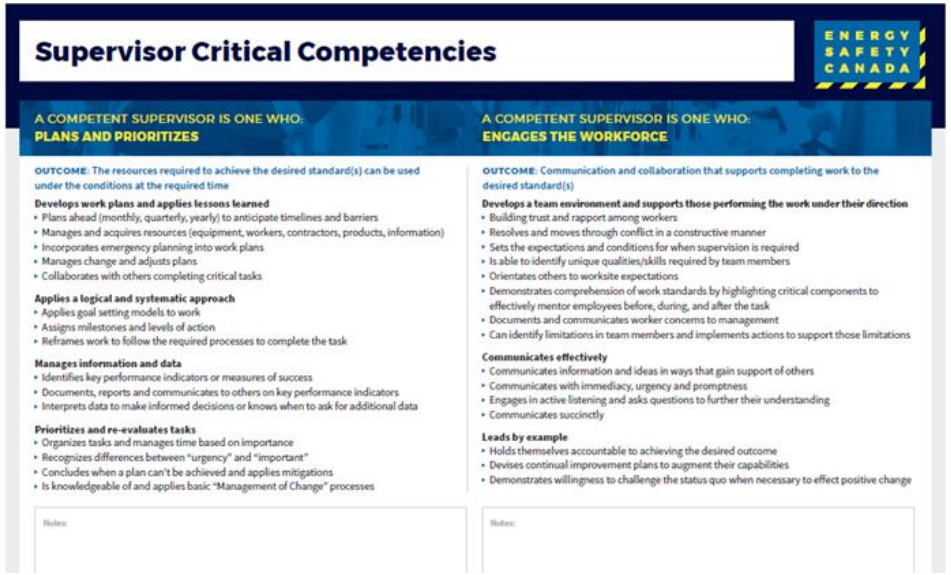
- Supervisor Competency Resources
  - Why Supervisor Competency?
  - Previous Work
  - Key Features
- Next Steps

New Resources

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

- How to Guidance
  - Leverage existing industry resources to share updated perspectives of competency
  - Highlight challenges faced by new and mature programs

New Resources



Supervisor Critical Competencies

ENERGY SAFETY CANADA

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
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- 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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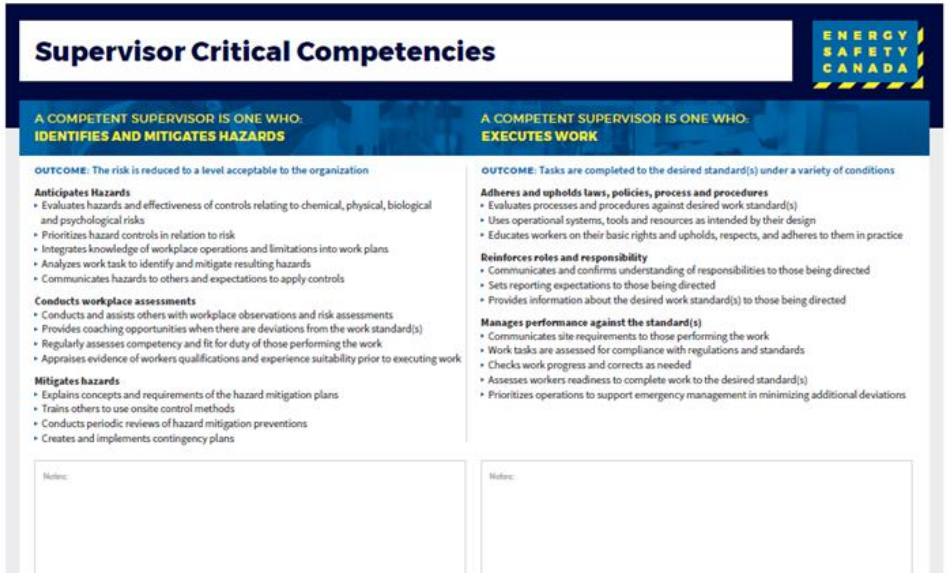

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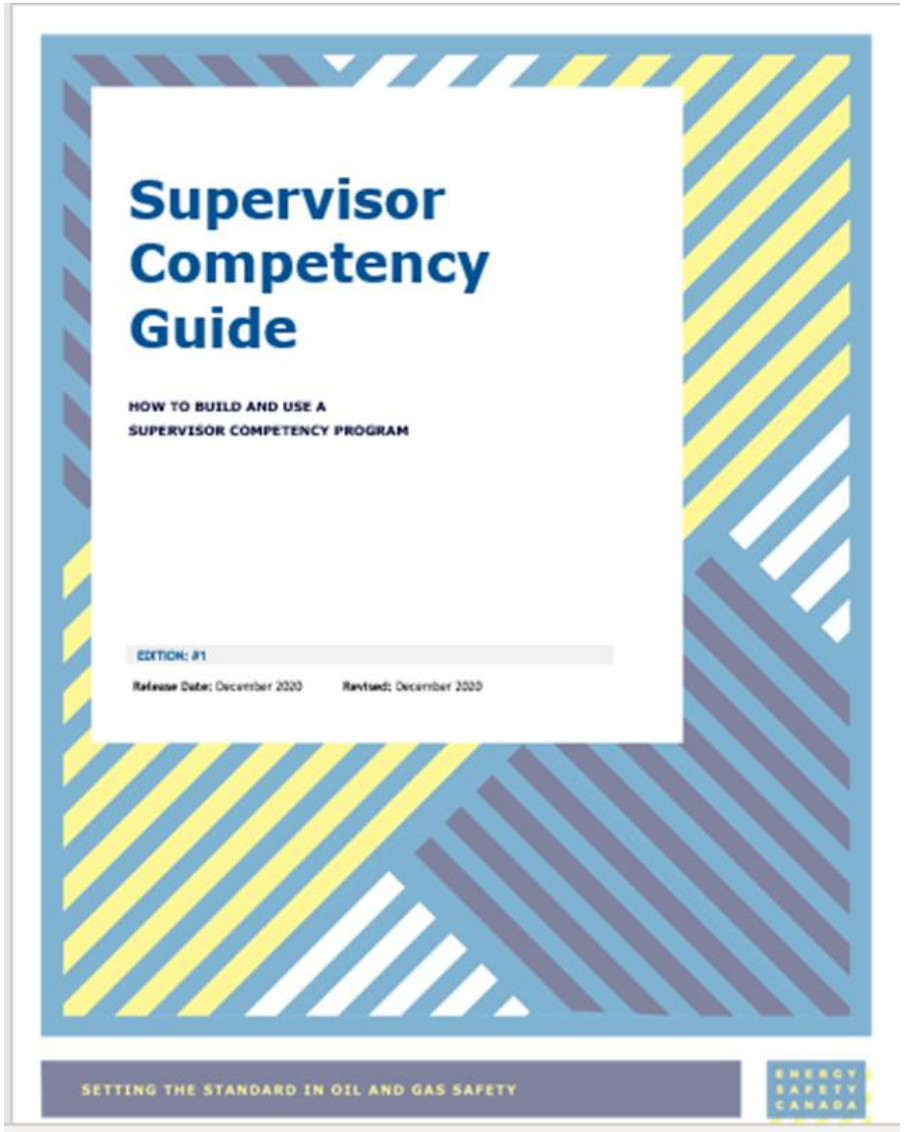

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HOW TO BUILD AND USE A SUPERVISOR COMPETENCY PROGRAM

EDITION: #1

Release Date: December 2020 Revised: December 2020

SETTING THE STANDARD IN OIL AND GAS SAFETY

ENERGY SAFETY CANADA

Why Supervisor Competency?

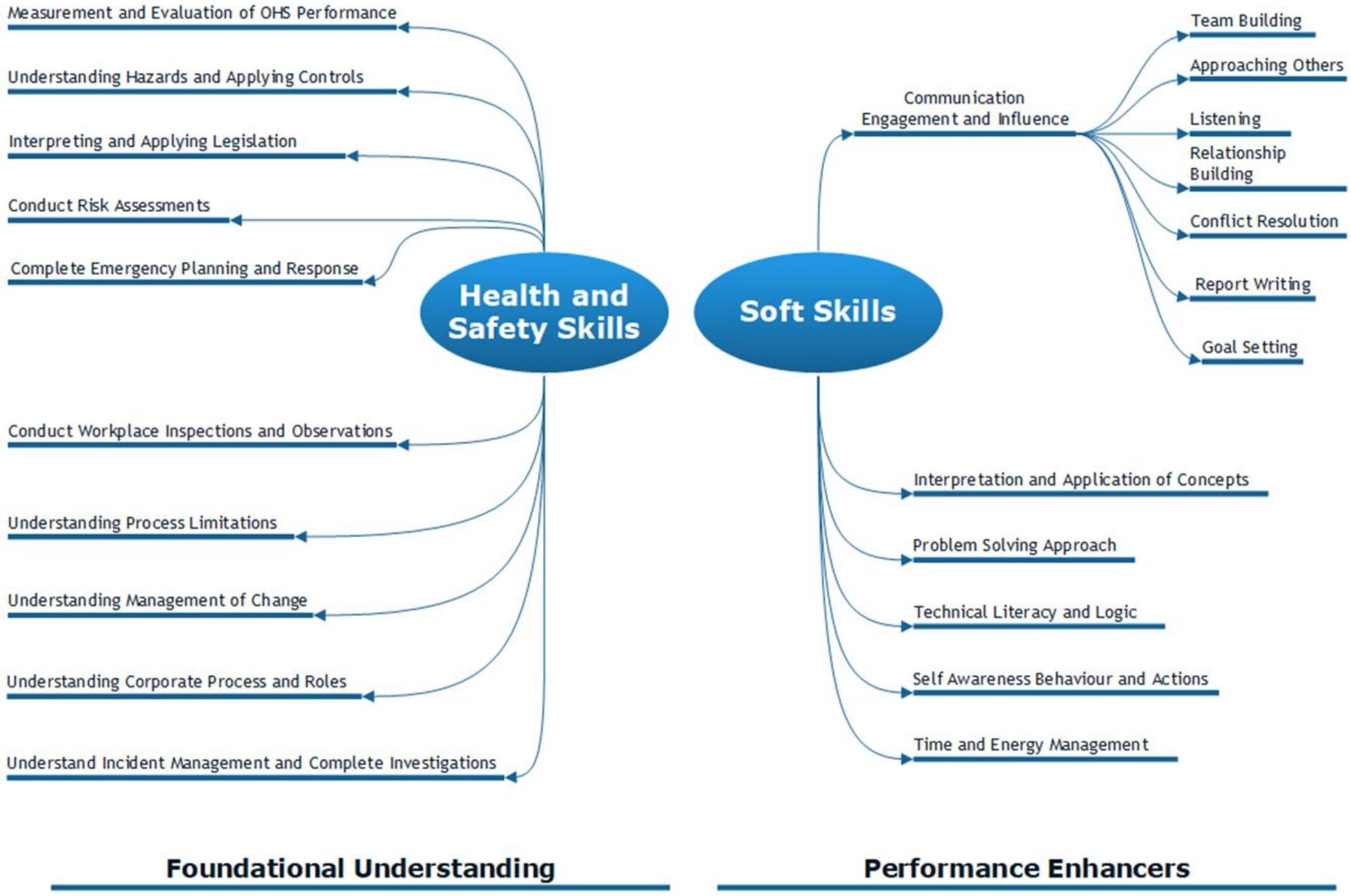
- Supervisor competency was identified as an area of concern for the oil and gas industry

- Energy Safety Canada completed an industry scan of producers, service companies and like-minded organizations

Industry Findings

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

- Focus was on systems and leadership training
  - Soft skills and company values
  - Specialized component to meet business needs


Measurement and Evaluation of OHS Performance
Understanding Hazards and Applying Controls
Interpreting and Applying Legislation
Conduct Risk Assessments
Complete Emergency Planning and Response
Health and Safety Skills
Conduct Workplace Inspections and Observations
Understanding Process Limitations
Understanding Management of Change
Understanding Corporate Process and Roles
Understand Incident Management and Complete Investigations
Soft Skills
Communication Engagement and Influence
Team Building
Approaching Others
Listening
Relationship Building
Conflict Resolution
Report Writing
Goal Setting
Interpretation and Application of Concepts
Problem Solving Approach
Technical Literacy and Logic
Self Awareness Behaviour and Actions
Time and Energy Management
Foundational Understanding
Performance Enhancers

Supervisors have a critical role

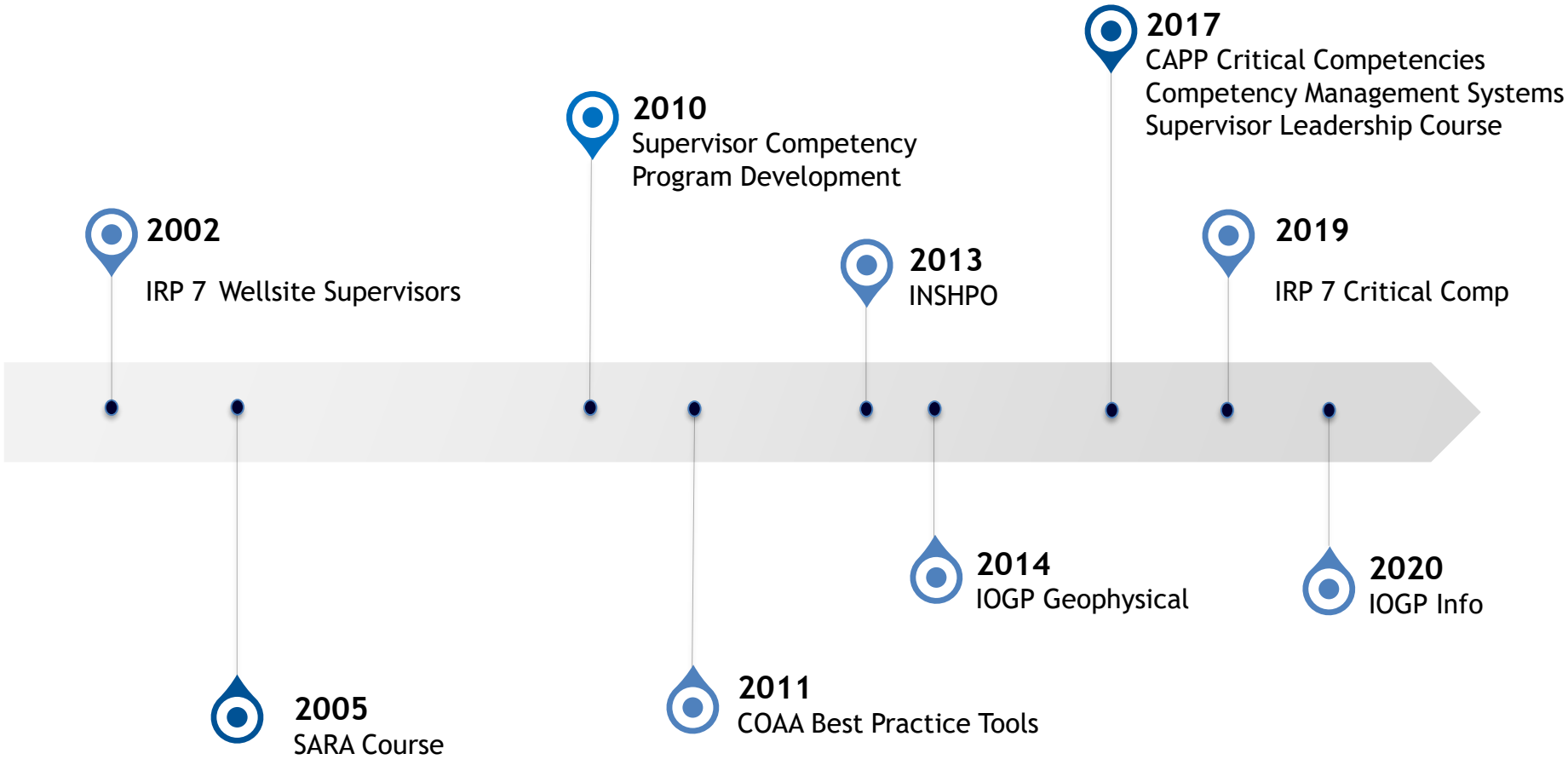
- Regulatory responsibilities
- Address activities not aligned with expectations
- Competent supervision reduces the risk of incidents and injury

Life Saving Rules Connection

- Fit for Duty Rule

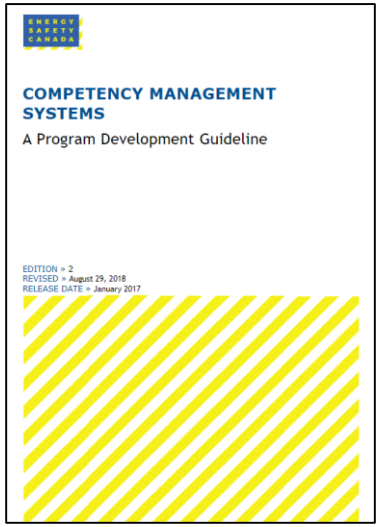
- Recognize when worker is not fit or capable to do the job safely

Previous Work



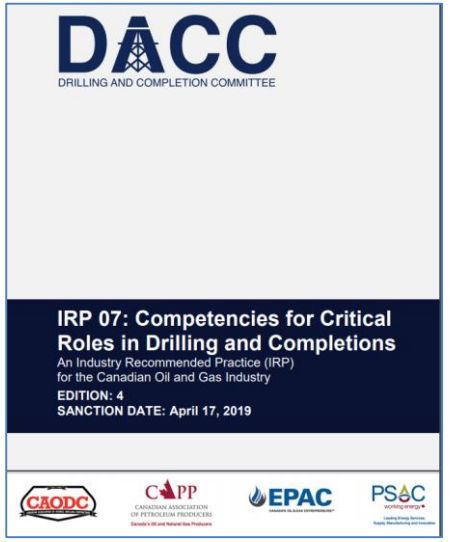
Industry Resources

[ESC: Supervisor Competency: A Program Development Guideline]



[ESC: Competency Management Systems: A Program Development Guideline]

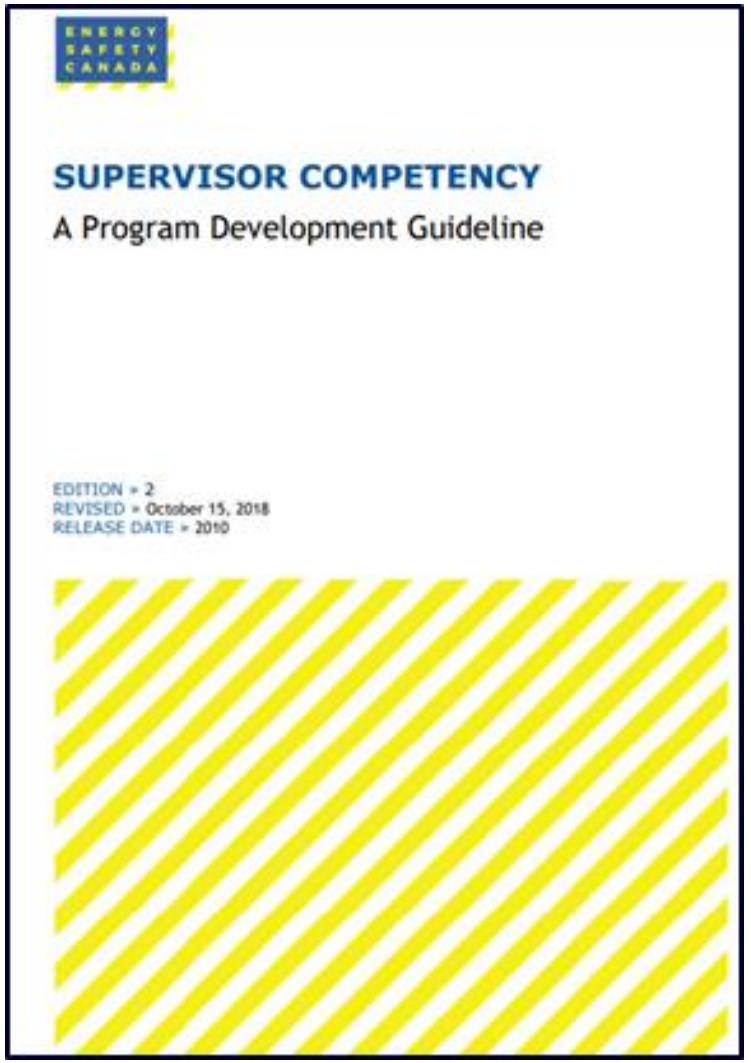
[CAPP: Critical Roles and Competency]



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

Supervisors Competency (2010)

- Effective leadership and communication are imbedded into each element



Supervisors Competency (2010)

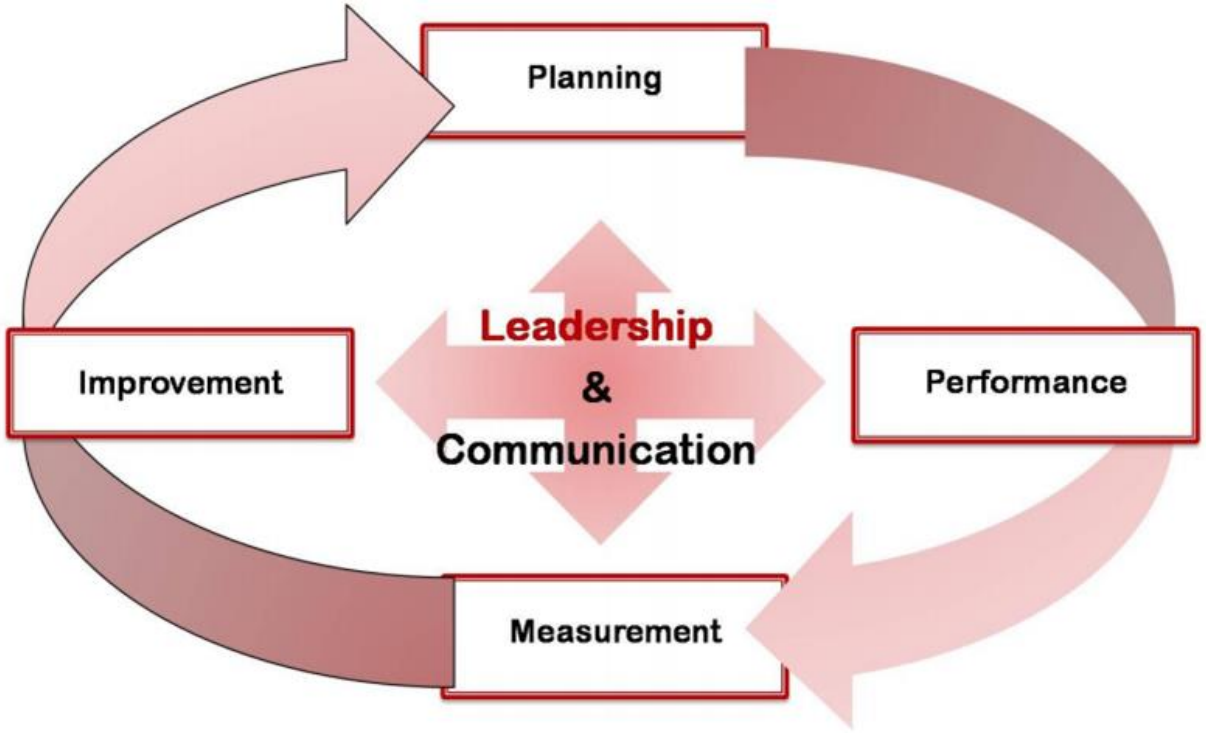
Leadership & Communications

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



Supervisors Competency (2010)

- 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

Supervisors Competency (2010)

- Examples of 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

Critical Roles and Competency (2017)

- Strategic guidance and consistent approach
- Oil and gas operations are planned and executed by competent personnel

Industry misconceptions

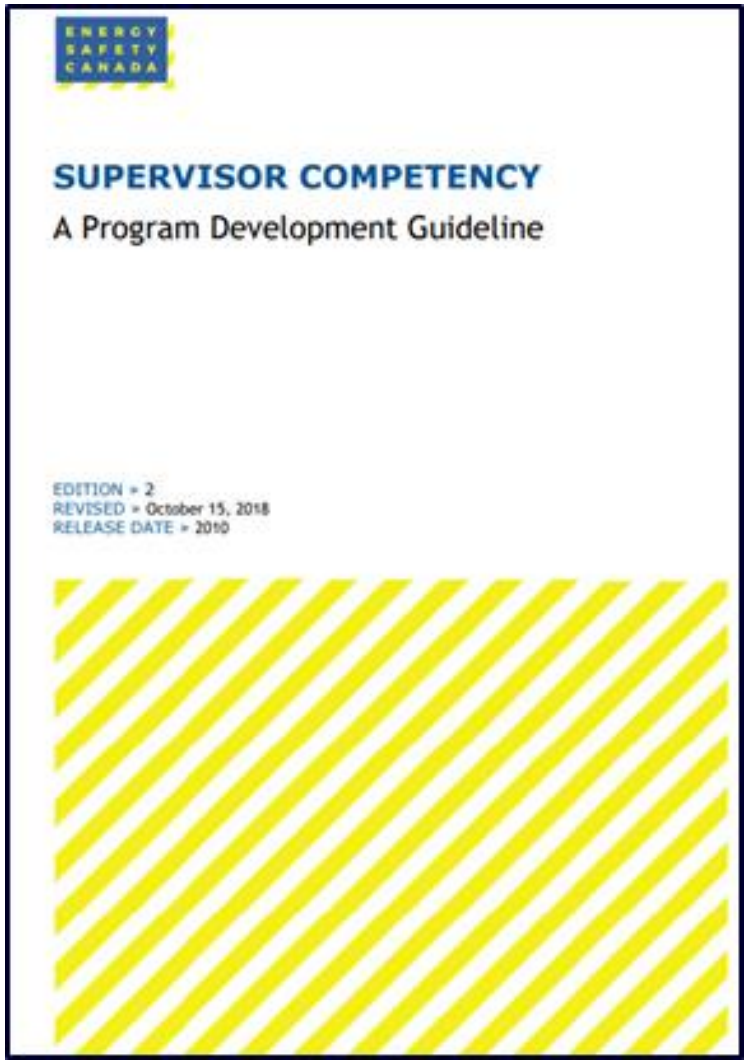
- There is no one-to-one relationship between training and competency
- There is no definitive end to the process of competencies

Learning model

- 70:20:10 model
- Reassess and repeat, developmental planning if required

Management Systems (2017)

- Outlines principles of competency management for employers
- Steps for designing and implementing a CMS



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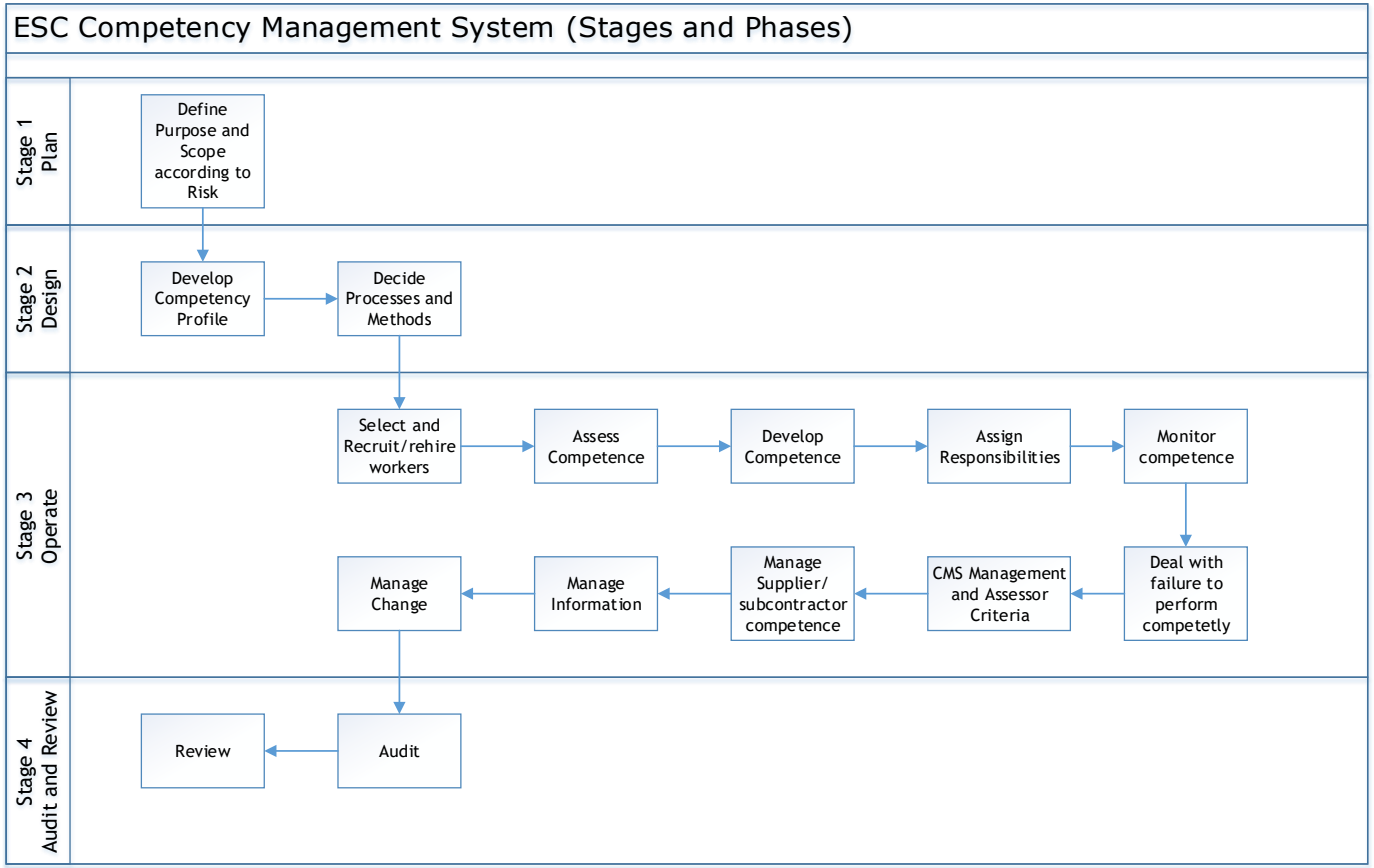
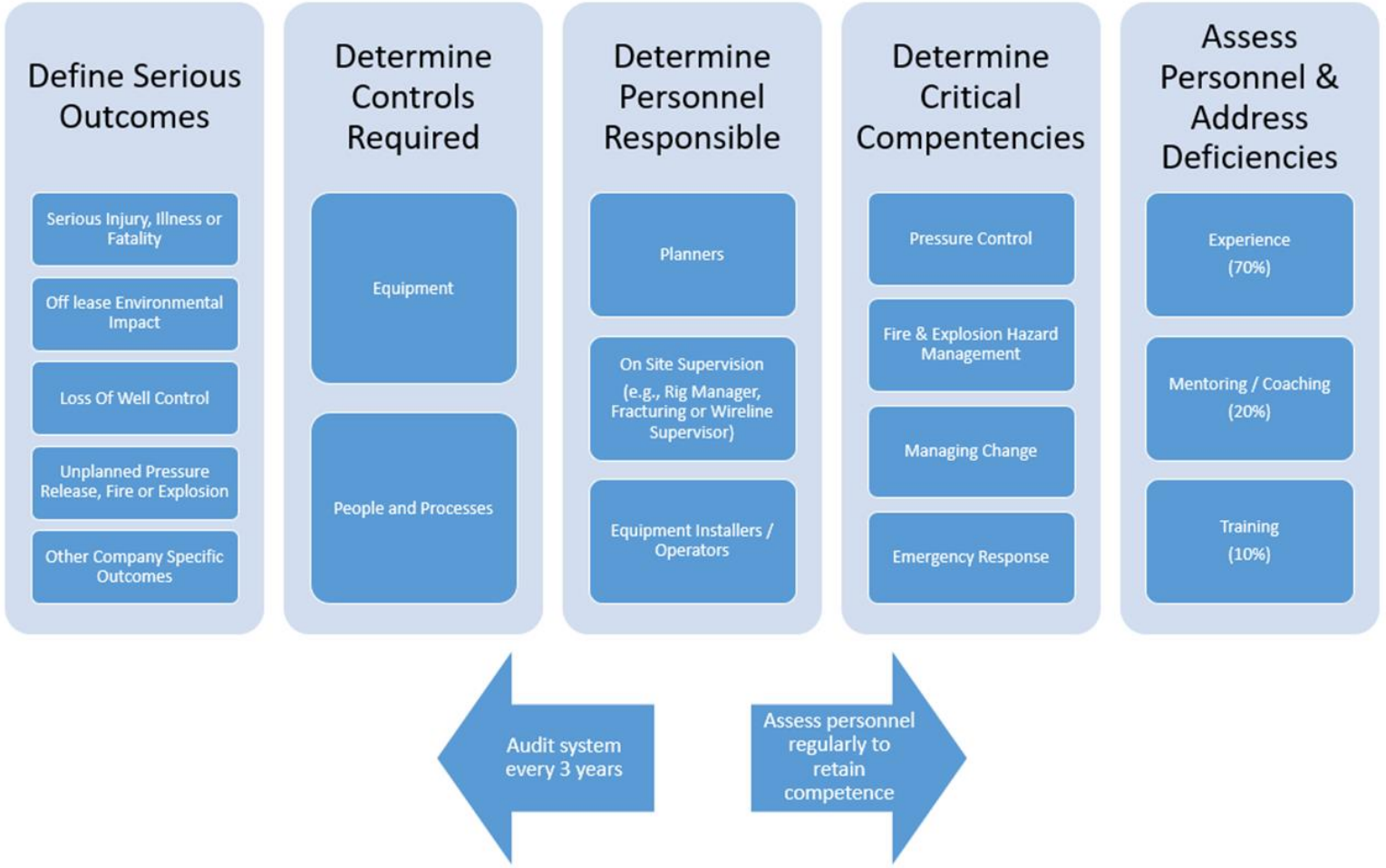


DACC's IRP 7 (2019)

- Previous version focused on training and certificate requirements
- Is now a process for employers

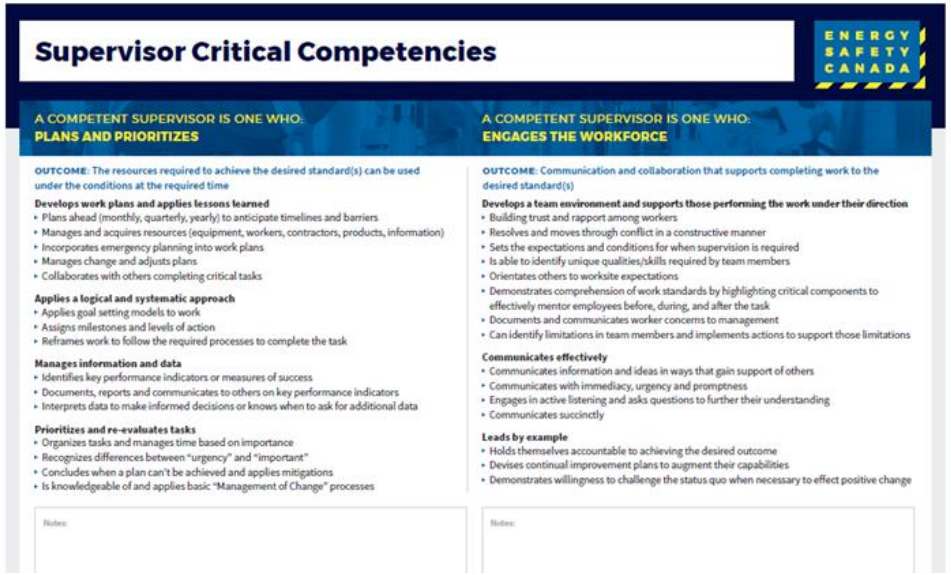
DACC's IRP 7 (2019)



DACC's IRP 7 (2019)

- Empowers employers to manage competency on their terms
  - Prioritize development plans
  - Apply resources where they have the most impact

New Resources



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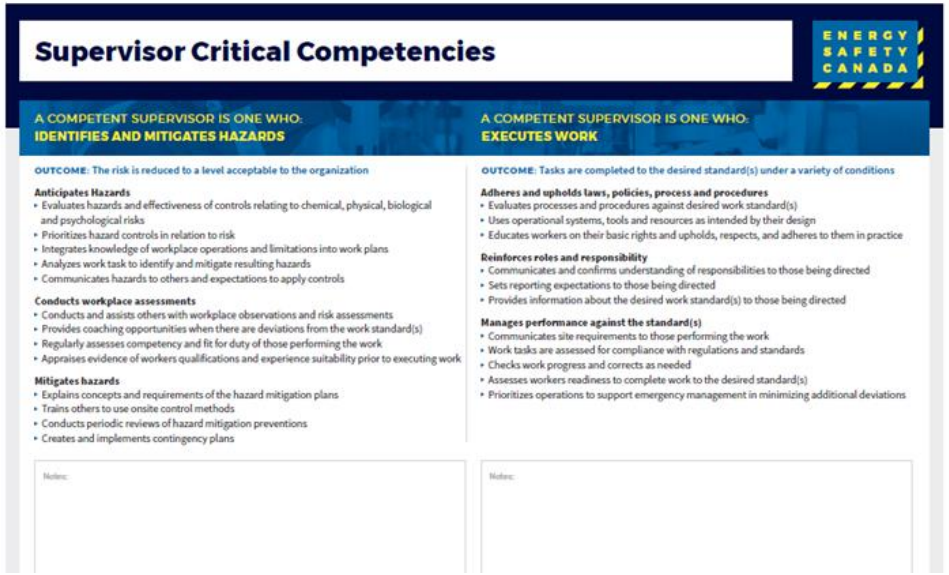

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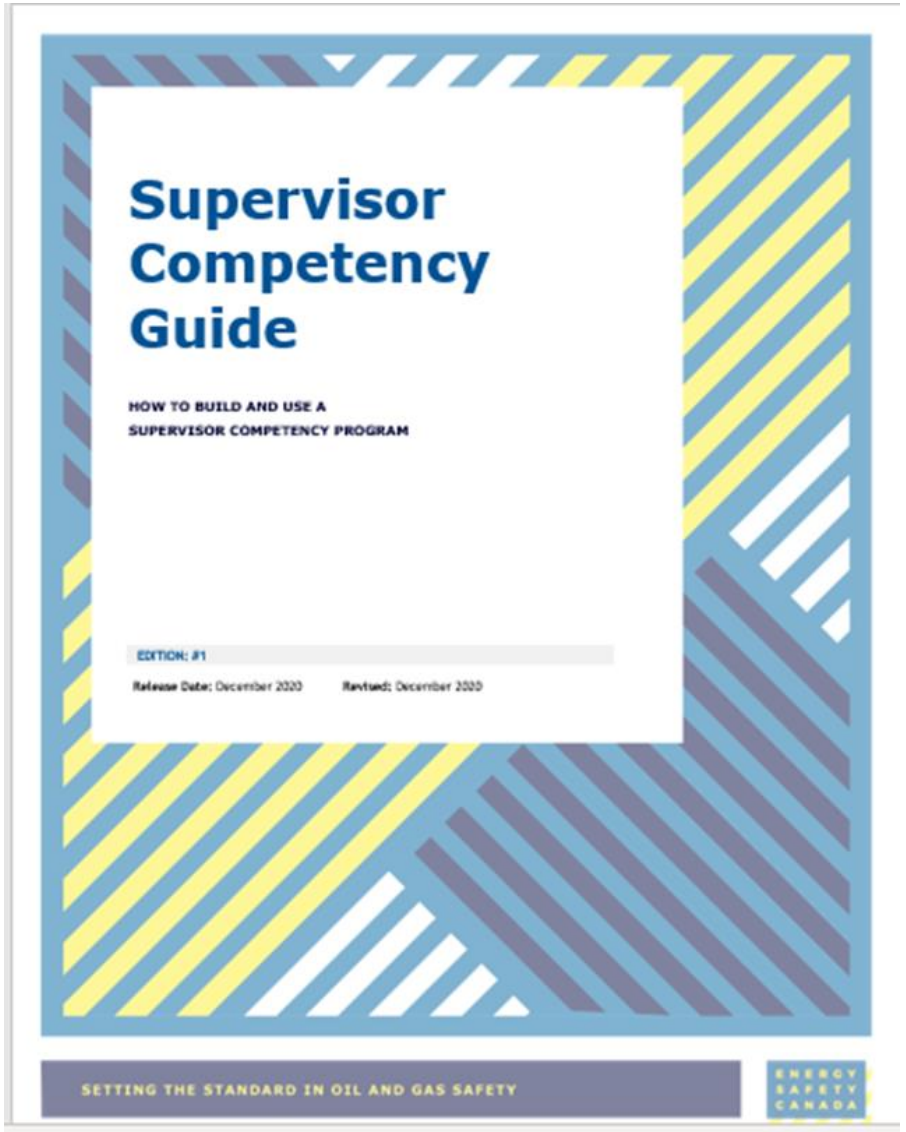

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Task Group Objectives

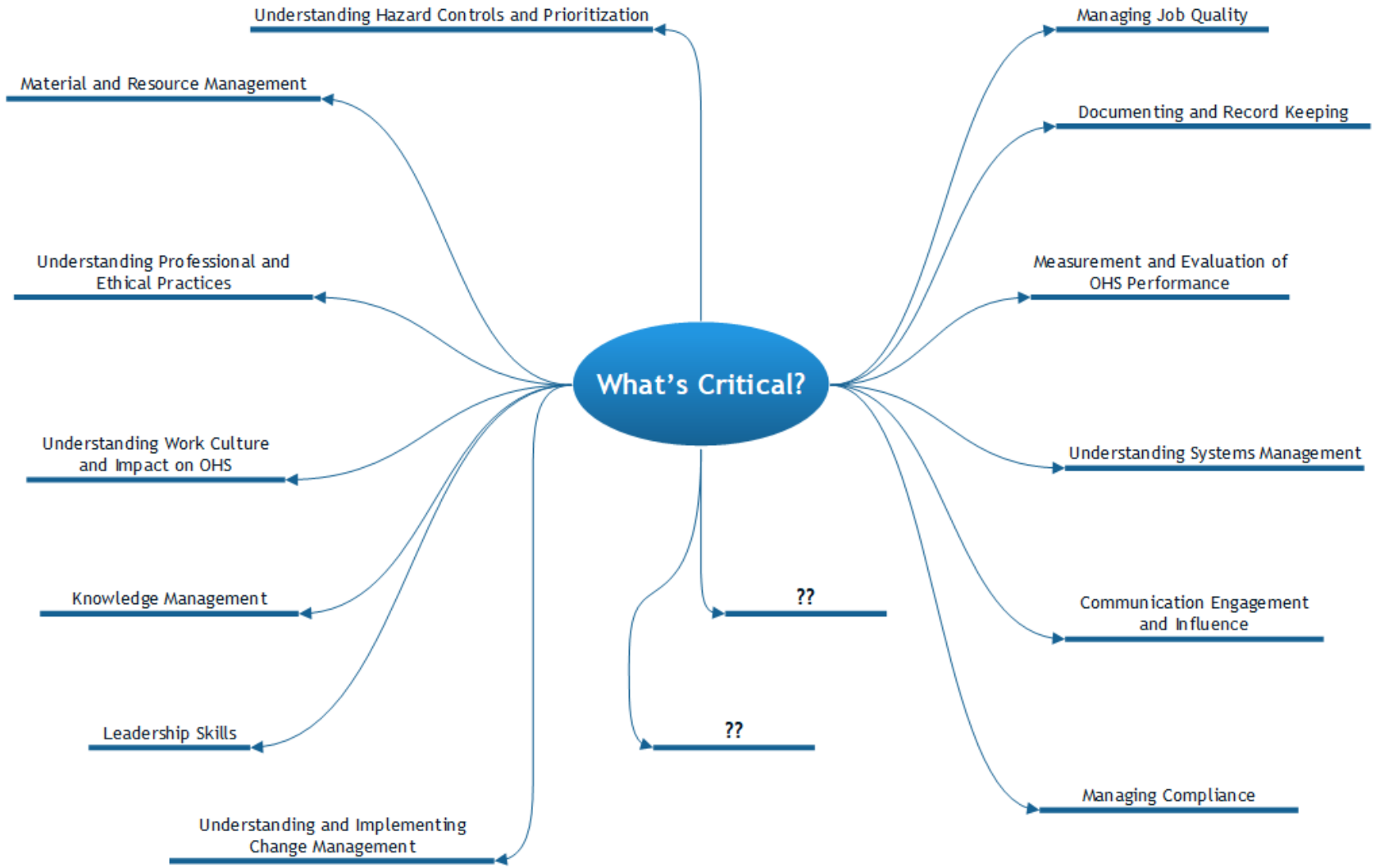
- Align on competencies (health and safety and soft skills) deemed critical for supervisors

- Leverage existing resources to develop how to guidance

Setting the boundaries

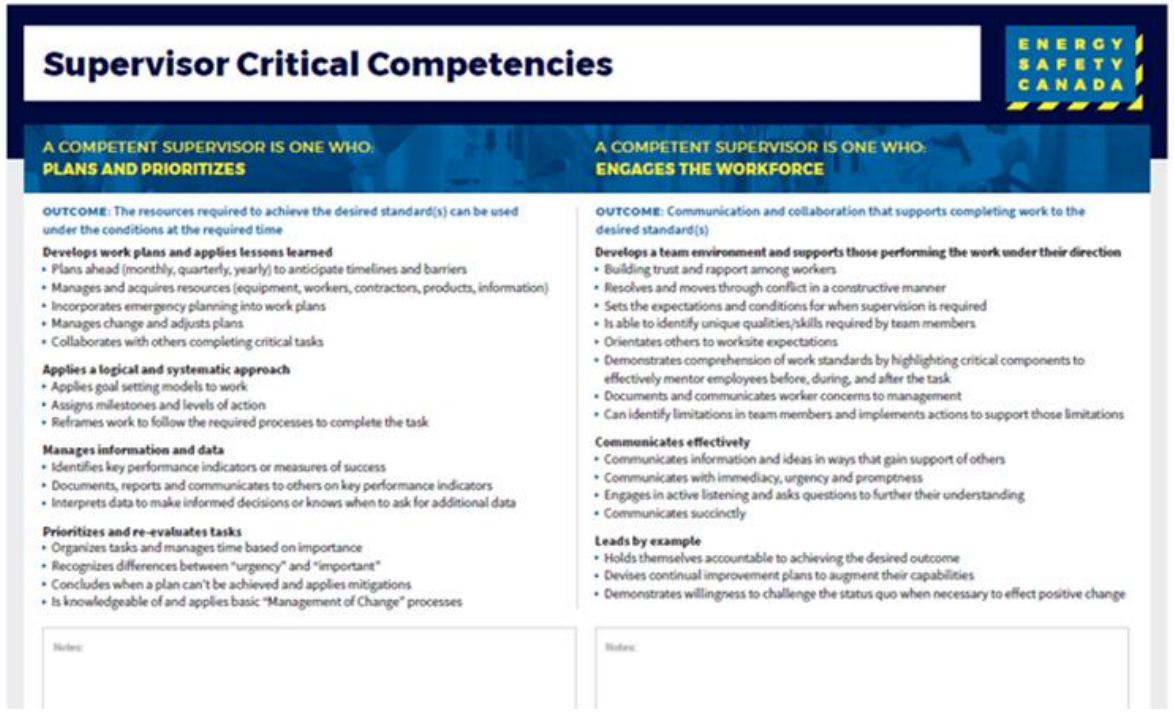
- Define supervisor – Those who direct the performance of work
- Focused on transferable skills
- Avoided technical skills such as specialized safety knowledge

What’s critical



Critical Competencies Focus

- Intended to assess readiness or guide existing supervisors



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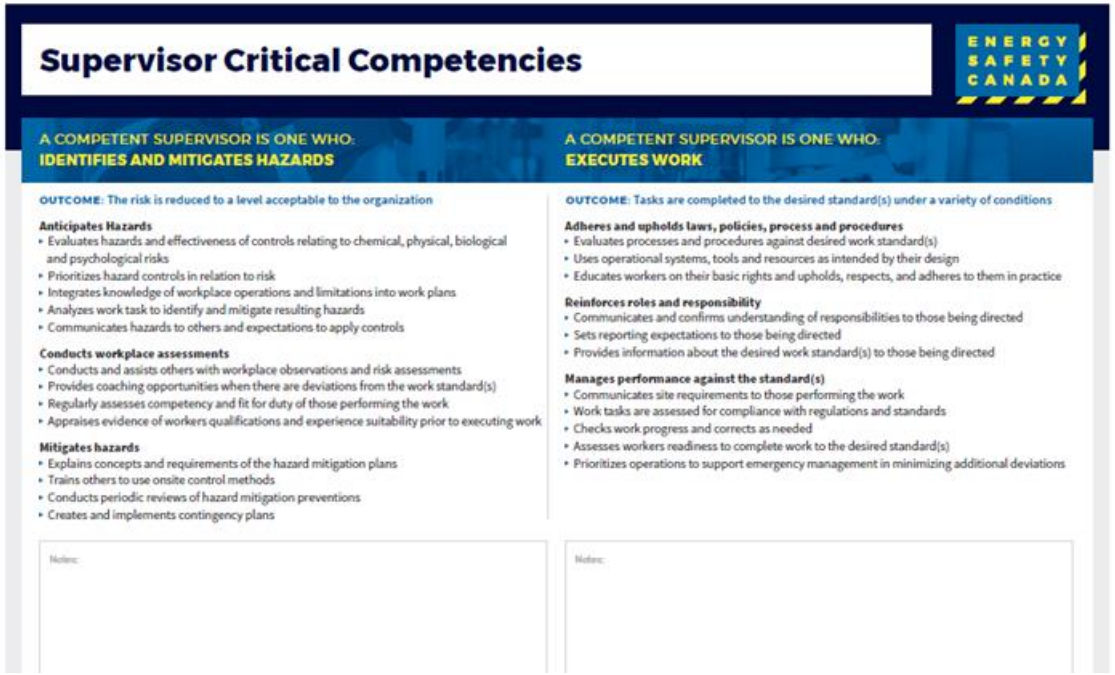

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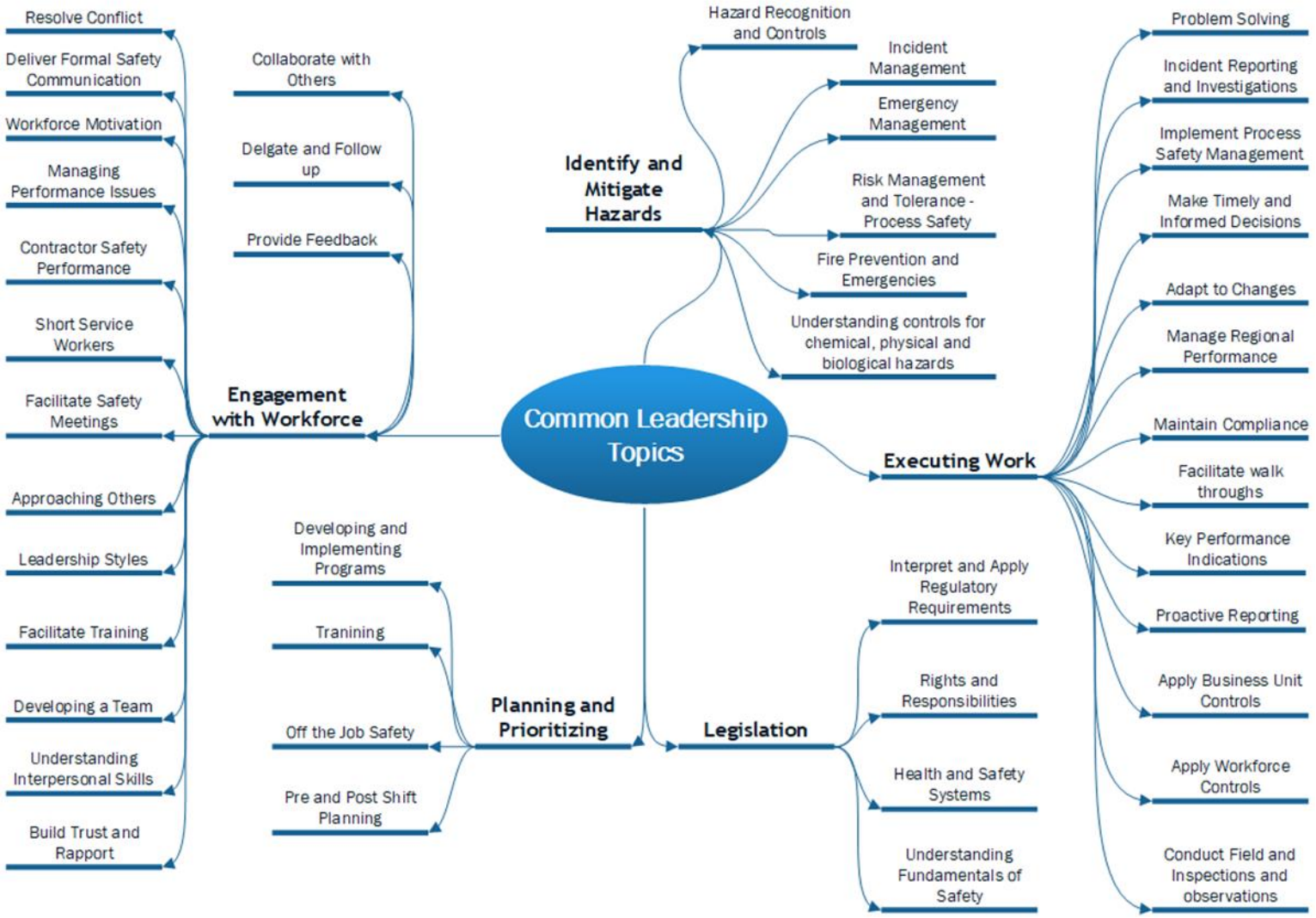

A competent supervisor:

- Plans and Prioritizes
- Engages the Workforce
- Identifies and Mitigates Hazards
- Executes work

Critical Competencies Design

Competency Category → Outcome

↳ Subgrouping

↳
- Examples of knowledge, skills, abilities, behaviours

Critical Competencies Examples:

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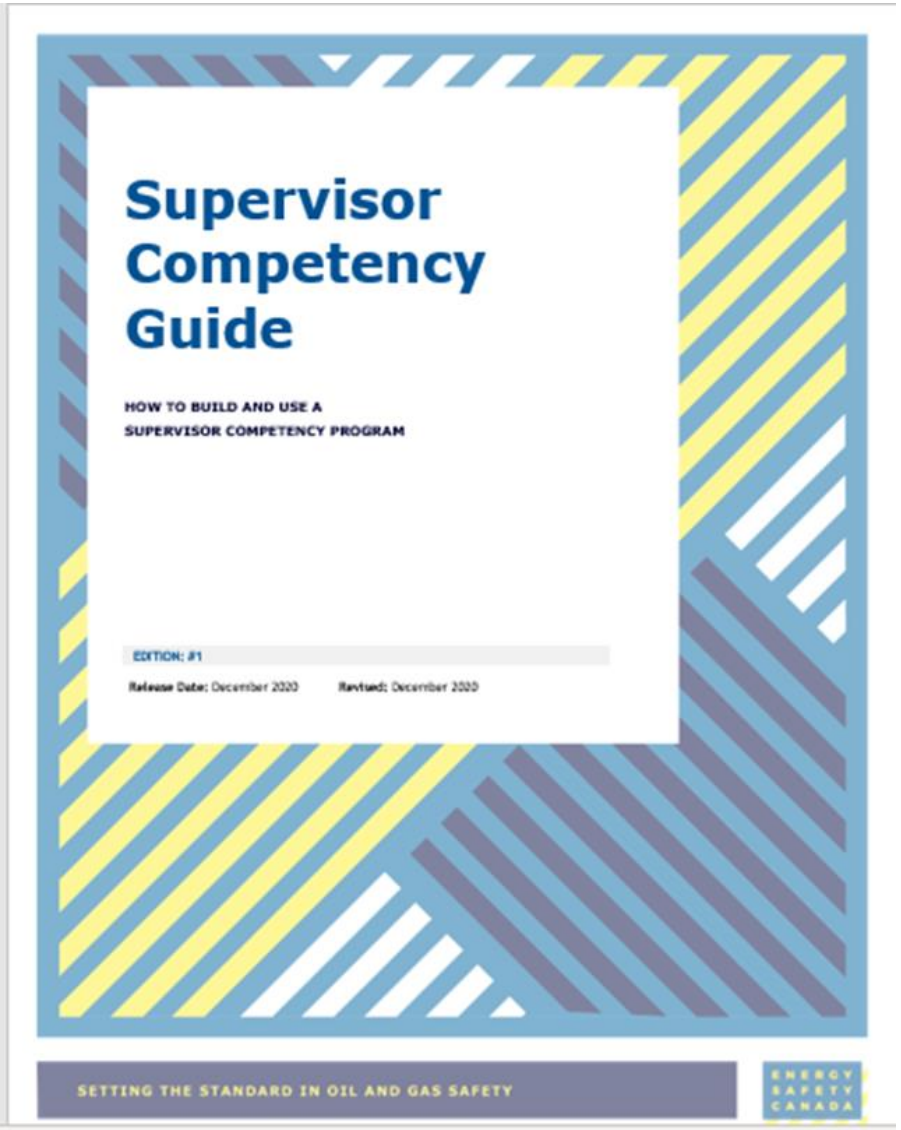
How-To Guidance Document



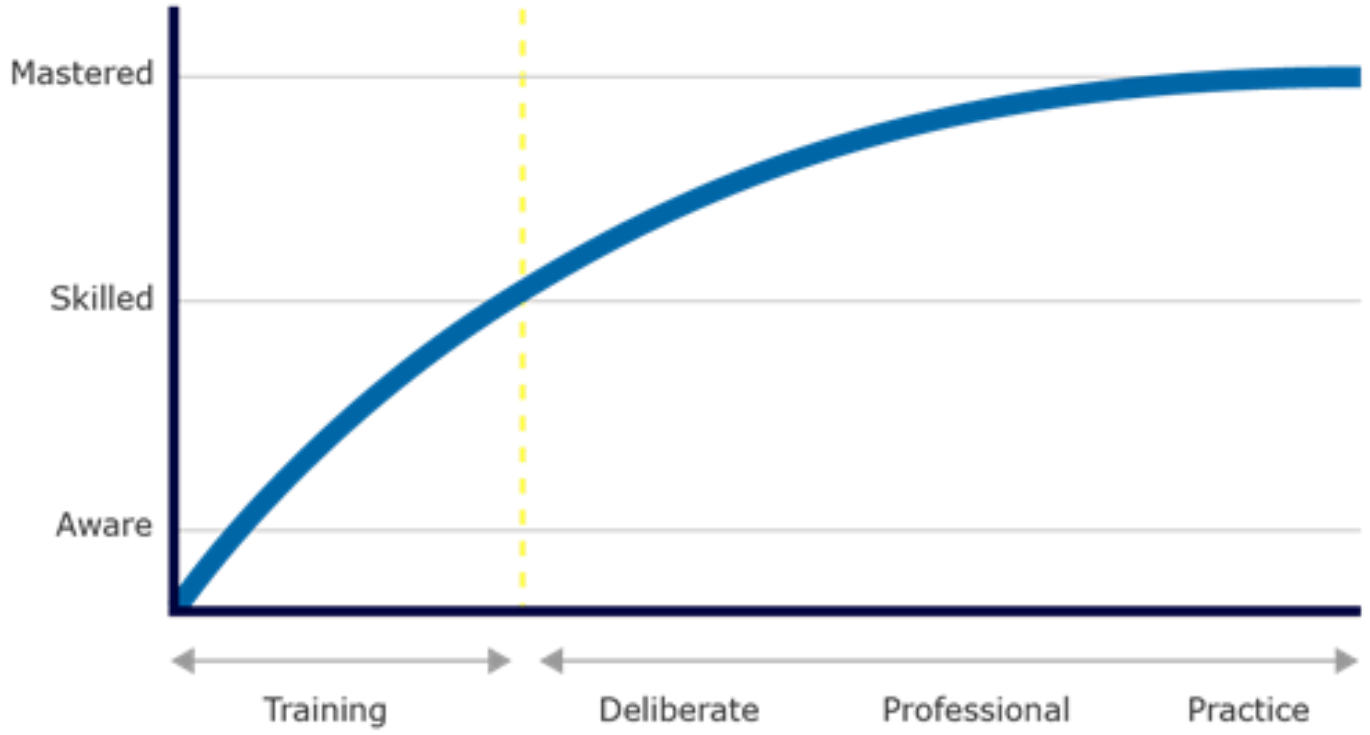
- Leverages industry resources
- Concepts can be applied to any target audience

Common Language and Concepts

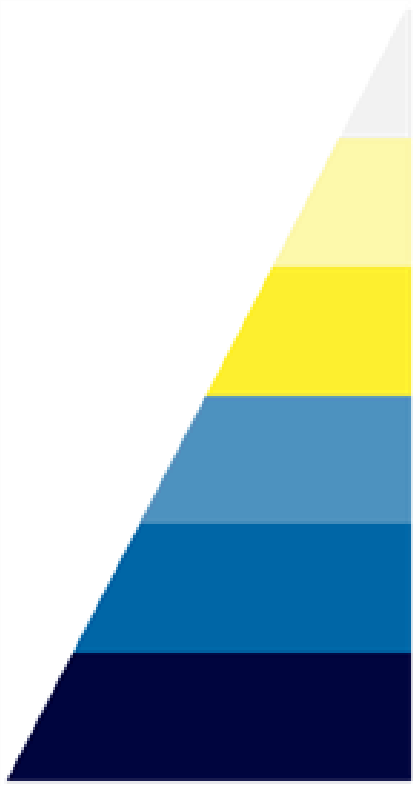
- …..the application and integration of qualification, knowledge, skills, abilities and behaviours to achieve an outcome under conditions to a specific standard of performance”

- ……ability to perform based on a combination of knowledge, practical and thinking skills and experience

Common Language and Concepts



Common Language and Concepts



CREATE: Generate new ideas or compile information in a new way.

EVALUATE: Present and defend opinions and justify a course of action by making judgements about information.

ANALYSE: Break information into component parts; show relationships, causes and connections.

APPLY: Solve problems by using the knowledge, facts, rules, concepts in new or different situations.

UNDERSTAND: Demonstrate a basic understanding of facts and ideas.

KNOWLEDGE: Recognize and recall facts, terms and basic concepts from previously learned materials.

Common Language and Concepts

- Aware
  - has a basic understanding of concepts and requires guidance when applying the competency.
- Skilled
  - detailed knowledge/understanding and can assist others in the application of this competency.
- Mastery
  - has specialist knowledge and can explain concerns in relation to broader issues.

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

Setting a Vision

- 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 Frameworks

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: • 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: • Conducts workplace and worker assessments • Anticipates hazards • etc.

Program Frameworks

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 others 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
  - aligns the team's understanding of critical and identifies gaps

- Structured Collaboration
  - Example "Developing a Curriculum" (DACUM)
    - Identifies what does ideal performance look like
    - Profile chart that details duties and responsibilities
    - Helps employers assess candidate readiness

Drafting Competencies

Table 1: Blooms Taxonomy Descriptions (adapted from My Growth Mindset)

LOWER LEVEL THINKING SKILLS				HIGHER LEVEL THINKING SKILLS							
Knowledge		**Comprehension**		**Application**		**Analysis**		**Evaluate**		**Create**	
Recognize and recall facts, terms and basic concepts from previously learned materials.		Demonstrate a basic understanding of facts and ideas.		Solve problems by using the knowledge, facts, rules, concepts in new or different situations.		Break information into component parts; show relationships, causes and connections.		Generate new ideas or compile information in a new way.		Generate new ideas or compile information in a new way.	
Keywords:		**Keywords:**		**Keywords:**		**Keywords:**		**Keywords:**		**Keywords:**	
Choose	Recognize	Ask	Illustrate	Act	Organize	Analyze	Examine	Agree	Estimate	Adapt	Elaborate
Define	Relate	Cite	Indicative	Administer	Practice	Appraise	Inference	Argue	Evaluate	Build	Formulate
Identify	Reproduce	Classify	Interpret	Apply	Relate	Arrange	Order	Assess	Influence	Change	Innovate
Listen	Retell	Compare	Outline	Categorize	Represent	Assumption	Organize	Conclude	Judge	Choose	Invent
Locate	Select	Contrast	Predict	Connect	Solve	Breakdown	Prioritize	Convince	Measure	Compile	Maximize
Observe	Show	Demonstrate	Report	Construct	Teach	Categorize	Question	Criteria	Perceive	Create	Minimize
Quote	State	Discuss	Summarize	Develop	Transfer	Choose	Research	Debate	Rate	Design	Model
Read	Tell	Estimate	Translate	Illustrate	Translate	Discover	Select	Deduct	Validate	Devise	Predict
Recall	Write	Explain	Outcome	Model	Outcome	Distinction	Outcome	Defend	Outcome	Discuss	Transform
Actions	Outcome	Actions	Examples	Actions	Demonstrate	Actions	Abstract	Actions	Report	Actions	Outcome
Describing	Definition	Classifying	Explanation	Carrying out	Interview	Attributing	Checklist	Attributing	Database	Constructing	Plan
Finding	Fact	Comparing	Outline	Executing	Presentation	Outlining	Report	Checking		Designing	Project
Identifying	Test	Explaining	Summary	Implementing	Simulation	Structuring	Survey	Integrating		Inventing	Story
Locating		Inferring				Establish				Producing	
Questions		**Questions**		**Questions**		**Questions**		**Questions**		**Questions**	
Can you list....?		How would you classify		How would you use?		Why do you think..		What is your opinion of...?		What changes would you make to solve...?	
Can you recall		How would you summarize		What approach would you use?		What inference can you make...		What would you recommend...?		Can you propose an alternative...?	

Development Plans

- Considerations for development opportunities
- Using KPI’s to identify ideal behaviour

Verification “show your work”

- Methods
- Completing verifications
- Considerations for data collection
  - Qualitative
  - Quantitative

Continuous Improvement

- When assessing the risk associated with change, consider:
  - Involving the right people
  - Review the risk of misalignment with corporate strategy
  - Understand the assumptions and limitations of the change
  - Weigh the impact of disruptive changes

- Helpful to anticipate future skills required for the organization

Next Steps

- Continue to add templates
  - Vision Statement
  - Development Planning
  - Competency Verification Template
  - KPI development

- Welcome more examples from industry

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New Resource Webpage

PROGRAM RESOURCES

The Critical Competencies are intended for any person directing the performance of work. These competencies can be used to assess a supervisor candidate or guide existing ones. Examples of skills, abilities and behaviours are provided to support the outcomes for each competency group.

The How-to Guidance provides considerations for small- to mid-size companies to overcome common challenges. The document will benefit anyone involved with developing, implementing or improving competency programs at their organization.

PROGRAM TEMPLATES

- Competency Verification Template
- Development Plan Template
- Vision Statement Template

ADDITIONAL RESOURCES

- Energy Safety Canada – Competency Management Systems, A Program Development Guide
- Energy Safety Canada – Supervisor Competency, A Program Development Guideline
- CAPP – Critical Roles and Competency Guide