

National Occupational Standards for
**FOOD PRODUCTION
SUPERVISOR IN THE FOOD
AND BEVERAGE INDUSTRY**



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INTRODUCTION

National Occupational Standards (NOS) are the essential ingredient of Food Processing Skills Canada's commitment to professionalizing the food and beverage manufacturing industry. With industry and educational partners, the organization has developed more than 30 standards in the following key professional categories:

- Food Safety
- Facility Maintenance
- Marketing
- Production
- Research & development
- Sales
- Logistics
- Human Resources
- Finance

The development of these national occupational standards are part of a national multi-year project, Professionalizing the Food and Beverage Industry, which is funded by Employment and Social Development. The incredible success to date in developing industry NOS is a result of collaborative action by Food Processing Skills Canada, the Government of Canada and the Canadian food and beverage manufacturing industry in raising the standards of employment and building a workforce that is highly qualified and resilient.

Employers and employees understand that NOS are the essential resource in documenting the major job competencies needed to perform well in specific food and beverage manufacturing job. Standards also guide the development of job descriptions, essential skills profiles, and language benchmarks. NOS are valued by employers and HR professionals in performance management and assessment, skills training and career development vis-à-vis the Learning and Recognition Framework. For educators, NOS are the preferred reference document for reviewing and creating curriculum and developing new professional designations.

As part of the 'professionalizing the industry journey', NOS are also the required first step in national certification for specific job titles and industry-led national accreditation of training curriculum. This is an exciting time for the industry in building workforce confidence with clearly defined standards and expectations and attracting the next generation of employee to the fulfilling jobs available.

ABOUT US | FOOD PROCESSING SKILLS CANADA

Food Processing Skills Canada (FPSC) is the food and beverage manufacturing industry's workforce development organization. As a non-profit, located in Ottawa with representatives across Canada, we support food and beverage manufacturing businesses from coast to coast in developing skilled and professional employees and workplace environments.

The organization's work directly and positively impacts industry talent attraction, workforce retention and employment culture. We care about assisting the industry in finding, training, and retaining the very best people for the job.

Through our partnerships with industry, associations, educators, and all levels of governments in Canada, FPSC has developed valuable resources for the sector including the Food Skills Library™, Canadian Food Processors Institute™, FoodCert™ and Labour Market Information Reports.

FOOD PROCESSING SKILLS CANADA'S NATIONAL OCCUPATIONAL STANDARDS DEVELOPMENT METHODOLOGY

Beginning in 2014 and for the following seven years, FPSC and subject matters experts committed to developing the first competency framework for the Canadian food and beverage manufacturing

industry. This was a significant, but ultimately rewarding, effort that culminated in a plan to develop a Learning and Recognition Framework including key initiatives such as National Occupational Standards.

The Learning and Recognition Framework has been finalized and the process to developing NOS proven successful.

FPSC's National Occupational Standard Development Pathway

- ◆ Establish a National Advisory Committee
- ◆ Conduct National Job Analysis
- ◆ Develop Job Competencies Content
- ◆ Conduct Stakeholder Review and Validation
- ◆ Approve of the National Occupational Standard
- ◆ Publish new NOS in both official languages



FOOD PRODUCTION SUPERVISOR | NATIONAL OCCUPATIONAL STANDARD

The NOS for Food Production Supervisor document describes in detail 256 main tasks Food Production Supervisor perform in their job. Each main task lists the **job performance indicators (behaviours)** and **knowledge requirements** that an experienced, fully proficient Food Production Supervisor must be able to demonstrate when performing the task.

DEFINITION | FOOD PRODUCTION SUPERVISOR

Food Production Supervisor are responsible for guiding others' performance, as well as ensuring work area/department performance. These individuals may work directly with internal and external customers to meet their needs, especially when there are issues, such as production delays or raw ingredient shortages.

In addition, they perform mid- and long-term production planning, workforce management and financial tasks that guide their work area in meeting its production targets. These individuals set the goals/targets and overall budgets for their work area. They provide input into HR and facility/equipment expansion/contraction and replacement planning as part of a management team, which includes managers or executives of other departments. These individuals are accountable for the performance of their entire team or department, as well as their own individual performance, to the organization and the organization's customers.

The following NOS for Food Production Supervisor documents the competencies and provides all the details central to job success.

WHY NATIONAL OCCUPATIONAL STANDARDS MATTER

National Occupational Standards (NOS) are the essential building blocks to professionalizing the Canadian food and beverage processing industry workforce. Each NOS provides complete clarity on the expectations and job competencies required to succeed in a specific role.

For employers, job seekers and HR professionals, an NOS takes the guessing out of job competencies and the specific skills a person needs to perform with success. And for students and educators, the skills pathway to achieving requirements for an occupation are standardized and readily available.

The standards also provide a general base of information on which a business can build its HR policies and procedures.

IF YOU ARE AN EMPLOYER



Employers in the Canadian food and beverage processing industry understand that people are their greatest asset. When employees are primed for the job, accomplishments in the workplace follow. NOS are resources that provides specific benefits to employers:

- ✓ Ensure accurate job descriptions for recruitment and employee advancement
- ✓ Guide new hire assessments based on specific benchmarked occupation criteria
- ✓ Set standards and key performance indicators for employee achievements
- ✓ Connect workforce development strategy with business objectives
- ✓ Guarantee accurate review of employee performance
- ✓ Contribute to employee retention, job satisfaction and job performance.

IF YOU ARE STUDENT

For students exploring job opportunities and career pathways, NOS provide the level of detail necessary to find the perfect occupational fit.



Students can easily check out occupational profiles to learn more about the various occupations and skills, and what is required for job success.

IF YOU ARE AN EMPLOYEE

Having an in depth understanding of the skills requirements for an occupation makes certain that an employee has every opportunity to achieve success.



NOS bring clarity to setting and reaching career goals by assisting with an evaluation of an employee's skills and identifying any training requirements that may be required.

NOS are also valuable in mentoring peers or newly hired employees. Mentoring helps others benefit from a leader's knowledge and experience and provides the basis for positive teambuilding.

NOS will help employees with the following questions:

- ✓ What occupational skills do I already have?
- ✓ What skills do I need to advance or improve my performance?
- ✓ What additional training do I need to further my career?

IF YOU ARE A TEACHER, GUIDANCE COUNSELLOR OR TRAINING PROVIDER.



For trainers and educators, NOS are the obvious resource for creating or redesigning training programs to meet the needs of industry and prepare individuals for successful careers. NOS provide the framework around which to build the content of new programs and curriculums. NOS directly support:

- ✓ Developing a strategic view of future learning requirements
- ✓ Developing or updating curriculum and evaluation tools
- ✓ Identifying group or organizational training needs
- ✓ Integrating standards into on and off the job training programs
- ✓ Identifying common and transferable skills in the occupation
- ✓ Improving the relationship between formal training and industry needs

Go to the **Appendix** for examples on how to use the job competencies for:

- ◆ Performance Management
- ◆ Training
- ◆ Interview
- ◆ On-boarding

FOOD PRODUCTION SUPERVISOR DEFINITION

DEFINITION OF OCCUPATION

Food Production Supervisors are responsible for ensuring that raw ingredients and the transformative production processes result in packaged products that meet regulatory, organizational and customer specifications. They perform workforce management and financial tasks that assist their work area in meeting its goals for training and guiding others' performance in the production process. These individuals work directly with operations staff to meet their needs and to problem-solve in order to minimize disruptions to production. These individuals are accountable for the performance of their entire team or department and their own individual performance to the organization and the organization's customers.

NOC & NOS | RELATION

The National Occupational Standard (NOS) for Food Production Supervisors relates to the occupations classified by the Government of Canada under the following National Occupational Codes (NOC):

- NOC 9213 Supervisor, food, beverage, and associated products processing

RELATED JOB TITLES

The Food Production Supervisors comprise job competencies for:

- Flour milling team supervisor
- Production supervisor - food and beverage processing
- Supervisor, fish processing
- Supervisor, food product testers
- Supervisor, meat packing
- Supervisor, vegetable packing
- HACCP co-ordinator
- Packaging supervisor - food and beverage processing
- supervisor, bottling



FOOD PRODUCTION SUPERVISOR AND OTHER OCCUPATIONS IN AN ORGANIZATION

The Food Production Supervisor standards are part of a larger competency framework developed by Food Processing Skills Canada for the industry. See all the 591 competencies units in Appendix B.

STANDARDS BY FUNCTION

The industry competency framework includes national occupational standards (competencies) for the functions below. For each function there are standards for management, supervisory and operator level.

- Food Safety
- **Food Production**
- Research and Product Development
- Facility and Equipment Maintenance
- Supply-Chain and Logistics
- Finance
- Human Resources
- Sales
- Marketing

STANDARDS BY OCCUPATION

There are specific competency-based standards for the following occupations:

- Food Processor Operator, HACCP Coordinator, Sanitation Worker, Food Safety Manager, Quality Assurance Manager, Laboratory Technician, Import/Export Clerk, Material Handler, Production Supervisor, Front Line Worker, and Food Process Control and Machine Operator.

ESSENTIAL SKILLS PROFILES

There are essential skills profiles for the following occupations:

- Import/Export Clerk, Industrial Meat Cutter, Frontline workers, Team-lead, Millwright, Process Control & Machine Operator, Production Supervisor, Shipper Receiver, Material Handler, Food Science Technologist, Quality Assurance Manager, HACCP Coordinator and Sanitation Worker.

All of these resources, plus "employee self-assessment skills checklists" and "curriculum against competencies checklists," will be available to download at the **largest online skills library database for the food manufacturing industry**. All National Occupational Standards, essential skills profiles, job descriptions, and checklists are available in **both official languages**.

Contact or visit the [Food Processing Skills Canada](https://www.foodprocessingkills.ca) to access this information.

OVERVIEW OF COMPETENCIES FOR FOOD PRODUCTION SUPERVISOR

A. Food Production Management

A.1 Implement Production Plan

- A.1.1 Monitor production workflow
- A.1.2 Monitor yield
- A.1.3 Manage production problems
- A.1.4 Adjust production workflow
- A.1.5 Implement food processing changeovers
- A.1.6 Implement strategies to maximize personnel and equipment use
- A.1.7 Assess availability of raw materials and packaging supplies
- A.1.8 Support improvement of manufacturing processes
- A.1.9 Support use of excess raw materials and by-products
- A.1.10 Prepare production reports

B. Food Safety Management System

B.1 Implement Food Safety Management System

- B.1.1 Verify food safety programs and tasks are being completed as required
- B.1.2 Communicate details of food safety management system to production staff
- B.1.3 Participate in food safety incident investigations

B.2 Support Organizational Food Safety Culture

- B.2.1 Support organizational food safety culture

B.3 Manage Audits

- B.3.1 Prepare for audits
- B.3.2 Participate in audits

B.4 Comply with Food Safety Management System

- B.4.1 Comply with food safety management system

C. Food Traceability

C.1 Manage Food Traceability

- C.1.1 Monitor food traceability on production line

D. Quality Management

D.1 Implement Quality Management System

- D.1.1 Communicate details of quality management system to production staff
- D.1.2 Liaise with production staff regarding quality management
- D.1.3 Provide input into improving quality on the production line

D.2 Monitor Product Quality

- D.2.1 Monitor quality of raw ingredients and in-process products
- D.2.2 Take corrective action to ensure product quality

D.3 Monitor Product Packaging

- D.3.1 Monitor quality of packaging

E. Workforce Management

E.1 Hire Staff

- E.1.1 Provide input for job descriptions

E.2 Train Staff

- E.2.1 Provide orientation to new staff
- E.2.2 Conduct one-on-one training

E.3 Monitor Staff Performance

- E.3.1 Build a respectful workplace
- E.3.2 Maintain positive work environment
- E.3.3 Motivate staff
- E.3.4 Supervise staff on modified work duties
- E.3.5 Schedule staff
- E.3.6 Conduct Performance Reviews
- E.3.7 Address Performance Issues

E.4 Manage within a Union Environment

- E.4.1 Comply with collective agreement

F. Pest Control

F.1 Comply with Facility Pest Control Program

- F.1.1 Comply with facility pest control program

G. Recalls

G.1 Follow Recall Plan

- G.1.1 Follow recall plan

H. Equipment and Tools

H.1 Operate Food Processing Equipment

- H.1.1 Troubleshoot minor food processing equipment problems

H.2 Lock out Equipment

- H.2.1 Lock out food processing equipment

I. Sanitation

I.1 Oversee Facility Cleanliness

- I.1.1 Monitor cleaning processes on production line

I.2 Sanitize Facility

- I.2.1 Monitor sanitizing processes on production line

J. Waste Management

J.1 Comply with Recycling Program

- J.1.1 Comply with recycling program

J.2 Comply with Facility Waste Management Program

- J.2.1 Comply with facility waste management program

K. Health and Safety

K.1 Manage Occupational Health and Safety Program

- K.1.1 Conduct safety inspections on production line

K.2 Comply with Occupational Health and Safety Program

- K.2.1 Follow occupational health and safety program
- K.2.2 Participate in emergency preparation
- K.2.3 Participate in accident/incident investigations

K.3 Comply with Facility Security Program

- K.3.1 Follow facility security program
- K.3.2 Participate in security exercises and drills

L. Record Management

L.1 Manage Record Management

- L.1.1 Monitor production line's record management

M. Financial Management

M.1 Manage Finances

- M.1.1 Monitor production line's budget performance

N. Organizational Policies and Procedures

N.1 Comply with Legislation/ Regulations

- N.1.1 Interact with regulatory agents/inspectors

N.2 Comply with Organizational Policies and Procedures

- N.2.1 Develop standard operating procedures (SOPs)
- N.2.2 Implement organizational policies and SOPs

O. Leadership

O.1 Provide Leadership

- O.1.1 Delegate tasks

O.2 Manage Organizational Change

- O.2.1 Promote continuous improvement
- O.2.2 Implement organizational change
- O.2.3 Support organizational change

O.3 Demonstrate Professionalism

- O.3.1 Facilitate collaboration of work teams
- O.3.2 Collaborate with team members
- O.3.3 Develop professionally
- O.3.4 Exhibit professional and ethical conduct
- O.3.5 Mentor/coach others
- O.3.6 Manage own stress
- O.3.7 Manage own time
- O.3.8 Contribute to a solution-focused workplace

P. Communications

P.1 Communicate Effectively

- P.1.1 Use active listening skills
- P.1.2 Use speaking skills
- P.1.3 Use hand signals
- P.1.4 Use writing skills
- P.1.5 Conduct meetings and presentations
- P.1.6 Manage internal and external communications

HOW TO READ THE COMPETENCY UNITS

DEFINITION | JOB COMPETENCIES

Job competencies are a common language to describe the skills that industry needs from its workers and the skills that educators need to design curriculum to train the workers.

A competency is a skill or ability to do something. The skills can be learned through training or experience and through a combination of practice and knowledge acquisition.

A job competency is the description of the ability of a worker to perform a job task. A worker to be deemed competent must demonstrate they have the ability to perform the task. A supervisor can assess if the worker has ability in a task by observing the worker behaviour and assessing the worker knowledge of concepts needed to perform the task.

Each national occupational standards document describes the main tasks needed to perform in a particular job or function in the organization. For each task the document lists the observable behaviors and knowledge requirements to perform the task. The observable behaviors are called performance indicators.

Both the performance and knowledge indicators are used to assess competency at work, level of competency to obtain a professional designation, level of competency of job candidates, readiness of a worker for a promotion, job performance and training needs. The performance and knowledge indicators are also used to create curriculum that aims at developing competency in the performance of a work task.

DESCRIPTION OF TASK, PERFORMANCE AND KNOWLEDGE

For each task, the following information available:



PURPOSE OF THE TASK

Outlines the intent of the task



PERFORMANCE

Outlines specific observable tasks practitioners need to complete to demonstrate competency



KNOWLEDGE

Outlines underpinning knowledge needed to perform the task competently



VARIABLES, RANGE OF CONTEXT

Outlines the fluidity of the task according to organizational needs

Contextual Information helps readers understand the relevance and importance of the task to the occupation



LEVEL OF COMPLEXITY

Indicates the level of learning needed to be competent in the task. The levels are based on an adaptation of the Bloom's taxonomy: recall, remember, understand, apply, analyze, evaluate, create and transform.

ADDITIONAL INFORMATION

Level of Responsibility: Indicates if the competency applies to operator, supervisory or management level.

Autonomy: describes if the competency would be performed independently, or with the assistance or overview of another.



GLOSSARY

Provides a summary of terms, concepts, or acronyms

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

A. Food Production Management

A1. Implement Production Plan

- A.1.1 Monitor production workflow
- A.1.2 Monitor yield
- A.1.3 Manage production problems
- A.1.4 Adjust production workflow
- A.1.5 Implement food processing changeovers
- A.1.6 Implement strategies to maximize personnel and equipment use
- A.1.7 Assess availability of raw materials and packaging supplies
- A.1.8 Support improvement of manufacturing processes
- A.1.9 Support use of excess raw materials and by-products
- A.1.10 Prepare production reports

 Purpose of the Task

Monitoring production is important to find ways to produce product more efficiently and cost-effectively, while maintaining product quality and safety. It also helps to identify issues that may be slowing down processing or negatively affecting product quality and food safety, and contributes to continuous improvement.

 Performance

1. Review schedules and inventory levels of product and supplies
 - use scheduling and tracking system
 - use inventory management system
2. Anticipate issues with factors of production, for example:
 - schedule personnel to cover holiday schedules
 - discuss potential supply issues with appropriate personnel, e.g. employees, quality assurance team, purchasers
 - obtain equipment maintenance and sanitation schedules
3. Establish production norms:
 - review key performance indicators
 - monitor productivity
 - conduct time studies
 - review time standards
 - review quality standards
4. Implement strategies to maximize the abilities and availability of staff to meet production targets, for example:
 - monitor attendance
 - recommend training
 - recommend hiring of more staff
 - promote shift exchanges
5. Implement strategies to maximize capabilities of equipment to meet production targets:
 - add additional lines to maximize capacity of equipment
 - adjust speed of equipment, if required.
 - operate equipment for longer hours, e.g. additional production shifts
6. Identify production and workflow bottlenecks:
 - determine potential solutions
7. Review statistical process control data:
 - monitor input parameters and output characteristics
 - review control charts
 - communicate data deviations to appropriate personnel

 Knowledge

1. Standard Operating Procedures (SOPs)
2. Good Manufacturing Practices (GMPs)
3. Existing workflow process
4. Statistical process control data and how to interpret it
5. Equipment capabilities and current status
6. Importance of operations: to improve quality and provide a competitive advantage
7. Production schedule
8. Availability and capability/capacity of personnel
9. Objectives of inventory management, e.g. incoming supplies, storage capacity
10. Organization's production targets/orders
11. Planning and scheduling processes and options e.g. scheduling and tracking system, inventory management system
12. Control systems, e.g. heating, cooking, cooling
13. Traceability requirements, e.g. documentation

Variables, Range of Context

- V1. Equipment lifespan
- V2. Available labour market
- V3. Number of products being produced/size of customer orders
- V4. Number of customers
- V5. Size of operation e.g. amounts being processed
- V6. Level of automation

Glossary

STATISTICAL PROCESS CONTROL (SPC): methodology to monitor and analyze process inputs parameters and outputs characteristics, take corrective actions if the process is out of control limits which is updated periodically based on the process data, so as to continually reduce variation in processes and products.

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

Purpose of the Task

Monitoring the purchase weight of product versus the finished product weight provides the yield from the raw materials and the process. This helps to ensure the process is cost efficient and the profit margin can be maintained.

Performance

1. Estimate potential quantity and quality of final products from raw material based on past results:
 - ensure all raw materials are adequate for the production required
2. Conduct a yield test:
 - conduct random sampling of a set quantity, (e.g. 10 cows, weight of potatoes) of raw material and determine amount of finished raw product, if applicable
 - track set quantity through process and measure waste
 - input data/calculate yield of return and waste in percentage raw material versus output, e.g. 7% waste
 - confirm quantities of inputs and outputs are correct:
 - yield can sometimes be a number/percentage higher than 100, where output does not match inputs, e.g. purchase weight (input) 100 kg finished product weight (output) 105 kg=105% yield or 5% gain
3. Use yield tests to confirm:
 - original delivery amount or quality of raw material through application of yield calculation, as required
4. Identify sources of unwanted loss of mass of raw materials/in-process product
5. Determine if changes to process, equipment, and/or staff training can reduce unwanted loss of mass and improve yield
 - • take corrective action, if appropriate
6. Document actions taken and communicate results of yield tests, as required

Knowledge

1. Standard Operating Procedures (SOPs), e.g. level of authority
2. Good Manufacturing Practices (GMP)
3. Inputs and outputs for each batch and lot
4. Process and implications for loss/gain
5. Types of products and variations within product specifications
6. Equipment used for performing and recording yield tests
7. Testing equipment operating controls, parameters and capacity relating to product weight/yield
8. Process flow, e.g. impacts of preceding stage on current process stage, effects of current process stage on next stage
9. Communication protocols; who requires information and when information is required

Variables, Range of Context

1. Type of product
2. Types of loss/waste/gain
3. Variations in raw materials, e.g. quality of raw materials can be affected by climate, geography, growing season, supplier
4. Calculations for different processing stages
5. Level of automation; use of technology to compute yields from inputs
6. Types of additives
7. Accuracy of weigh scales
8. Personnel, e.g. staff on sick leave, new staff

Glossary

YIELD: ratio of amount of primary product output to the amount of raw material input expressed as a percentage.

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X

A.13 Manage production problems

Reference Number: 2906

 Purpose of the Task

Identifying and resolving production problems in an effective and timely manner helps to minimize any impacts on production, such as on quality of product. Managing production problems proactively, and with the involvement of production employees, can lead to innovative solutions that might not have been arrived at otherwise.

 Performance

1. Identify production problems, for example: :
 - o product quality issues
 - o efficiency or timing issues
 - o food safety concerns
 - o workflow issues
 - o equipment issues
 - o under- or over-cooking products
 - o lack of packaging materials, e.g. boxes
 - o high absenteeism
2. Assess potential sources of problem, for example:
 - o review statistical process control data
 - o compare production records from different stages of process to identify problem stage and impact
 - o assess activities at each stage to determine if issue is personnel, equipment or process oriented
3. Determine likely cause of problem, for example
 - o begin by eliminating common issues as possible cause
4. Confirm cause of problem if possible
5. Address cause of problem, if possible
6. Collaborate with others to solve problem, if appropriate (e.g. Quality Assurance, employees) for example:
 - o work with others to identify and implement solutions, e.g. move personnel to different shifts, provide additional or refresher training
 - o request assistance or services from other departments, e.g. maintenance, sanitation
7. Assess possible solutions:
 - o choose solution to implement, e.g. arrange for equipment maintenance: o document rationale for choice
8. Implement solution:
 - o minimize impact on production and workflow
9. Follow up on problem:
 - o monitor effectiveness of solution
 - o communicate problems and solutions to employees
 - o propose continuous improvement changes, e.g. re-configure equipment
10. Document production problems and submit to other personnel, as required, e.g. manager:
 - o describe problem, present facts, e.g. communicate downtime report
 - o provide analysis of problem, including rationale
 - o make recommendations to prevent re-occurrences and improve productivity

 Knowledge

1. Standard Operating Procedures (SOPs), e.g. level of authority
2. Good Manufacturing Practices (GMPs)
3. Existing workflow process
4. Statistical process control data and how to interpret it
5. Equipment capabilities and current status
6. Importance of operations to improve quality and provide a competitive advantage
7. Production schedule
8. Roles and responsibilities of personnel
9. Organization's production targets
10. Customer specifications
11. Traceability requirements, e.g. documentation
12. Common problems and their indicators, e.g. humidity problem indicated by humidity monitoring system

13. Level of personal authority to address issues and solve problems
14. Organization's reporting procedure

Variables, Range of Context

1. Source(s) of problems
2. Level of authority
3. Labour environment, e.g. union, non-union
4. Quality of critical raw materials and packaging materials
5. Size of operation
6. Ability of new equipment to integrate with existing/aged equipment
7. Level of automation

Glossary

STATISTICAL PROCESS CONTROL (SPC): methodology to monitor and analyze process inputs parameters and outputs characteristics, take corrective actions if the process is out of control limits which is updated periodically based on the process data, so as to continually reduce variation in processes and products.

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X

Purpose of the Task

Workflow may need to be adjusted to accommodate equipment breakdown, acquisition of new technology, the addition/removal/revision of production line or changes in product, or to reduce the risk of errors.

Performance

1. Review production cycle to determine if changes to workflow are required:
 - use scheduling and tracking system, e.g. inventory tracking system, packaging material flow
 - review statistical process control data, e.g. input and output, control charts
 - review production schedule
2. Change production workflow, as needed:
 - revise production procedures
 - optimize plant layout efficiency, if applicable
3. Communicate change in workflow to team and support personnel, e.g. equipment maintenance and cleaning staff, quality team
4. Identify training requirements, as required:
 - recommend cross-training for personnel
 - identify team mentors
5. Monitor key performance indicators to measure effectiveness, e.g. time standards
6. Document changes, e.g. update Standard Operating Procedures

Knowledge

1. Standard Operating Procedures (SOPs), e.g. level of authority
2. Good Manufacturing Practices (GMPs)
3. Key performance indicators
4. Statistical process control data and how to interpret it
5. Equipment capabilities and current status
6. Production schedule
7. Availability and capability/capacity of personnel
8. How to adjust communication/training to different learning styles
9. Organization's production targets
10. Production management strategies
11. Product quality standards
12. Current workflow process factors, for example:
 - equipment capacity being used
 - resources being used
 - time to complete workflow steps
13. Traceability requirements, e.g. documentation

Variables, Range of Context

1. Equipment lifespan
2. Available labour market
3. Number of products being produced
4. New products being introduced
5. Size of operation, e.g. amounts being processed
6. Level of automation

Glossary

STATISTICAL PROCESS CONTROL (SPC): methodology to monitor and analyze process inputs

parameters and outputs characteristics, take corrective actions if the process is out of control limits which is updated periodically based on the process data, so as to continually reduce variation in processes and products.

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X

A.15 Implement food processing changeovers

Reference Number: 3368

 Purpose of the Task

To physically remove the cream from milk, which allows for the controlled changeover occur when production shifts from one product to another, for example from soybeans to peas and carrots being frozen. Changeovers can occur when the same product is being treated differently for different lines of product, for example, chicken wings being mixed with different types of sauces. A changeover may also be necessary if the quantity, size, weight or volume of the same product changes, depending on the type of product. Changeovers may require a shutdown for cleaning and sanitation depending on the previous product and the changeover product. Changeovers must be planned and implemented correctly to maximize productivity and food safety while maintaining product quality.

 Performance

1. Use required Personal Protective Equipment (PPE), e.g. safety footwear, bump cap, ear protection
2. Use required food safety and hygiene equipment, e.g. hair nets, beard nets, aprons, gloves, smocks
3. Review changeover requirements, for example:
 - allowed changeover time, e.g. equipment shutdown time
 - changeover product
 - new product specifications
 - new product labelling/identification requirements
 - equipment cleaning/sanitation requirements, especially for specific designations and product control, e.g. allergen-free, gluten-free, halal, kosher
4. Schedule changeover, as required:
 - communicate changeover and requirements to employees, e.g. distribute schedule, post on board, discuss in shift meeting
 - schedule equipment maintenance, cleaning and sanitizing, if applicable
5. Prepare for changeover in advance of changeover date/times, for example:
 - ensure inventory levels of ingredients/raw materials are correct
 - ensure packaging materials/labels are correct, available and easily identifiable
 - provide personnel with new control documentation
6. Ensure all product from previous process has been removed
7. Ensure equipment is clean and sanitized, as applicable
8. Ensure equipment is adjusted for new product, as required, for example:
 - ensure equipment is adjusted for new recipe
 - ensure conveyor belt and shelf height are adjusted
 - ensure speed is adjusted for new process
 - ensure no loose or missing pieces on equipment before operation, e.g. loose nuts, missing bolts
9. Monitor beginning of processing run closely to ensure in-process product specifications are being met:
 - notify appropriate personnel (e.g. quality control, management) if product is not meeting specifications
 - take corrective action, if applicable
 - document actions taken
10. Document changeover, as required

 Knowledge

1. Organization's structure, roles and responsibilities within it
2. Level of authority to address issues and solve problems
3. Organization's policies and procedures
4. Changeover standards, e.g. time allocation
5. Production schedule
6. Implications of a changeover, e.g. food safety requirements, traceability, coding changes, required downtime, allergen controls, change in product labels
7. Specifications for changeover product
8. Organization's customers
9. Organization's products and variations
10. Organization's product codes
11. Requirements for specific designations, e.g. halal, kosher, allergen-free, gluten-free, as applicable

12. Quantities of ingredients/raw materials required
13. Raw material/in-process product characteristics and properties, e.g. texture, viscosity, colour, odour
14. Quality standards of raw material/in-process products and resulting mixture
15. Food safety standards, e.g. cross-contamination, allergens
16. Process flow from start to finish, for example:
 - impact of preceding stage on current process stage
 - effect of current process stage on next stage
17. Importance of meeting task completion timeline

Variables, Range of Context

1. Number and types of products
2. Frequency of changeovers

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X

A.1.6 Implement strategies to maximize personnel and equipment use

Reference Number: 2908

 Purpose of the Task

It is important to constantly find ways to improve production to find efficiencies and reduce costs.

 Performance

1. Confirm current personnel and equipment levels and production levels:
 - use scheduling and tracking system
 - use inventory management system
 - analyze past history production reports, e.g. throughput overview
2. Obtain input from maintenance and sanitation regarding equipment down time required for maintenance and cleaning, e.g. sanitation and preventative maintenance schedules
3. Implement strategies to maximize abilities and capabilities of personnel, for example:
 - communicate with employees daily, e.g. discuss ideas for innovation at shift meeting
 - recommend cross training of personnel, e.g. rotate through other departments
 - develop casual labour pool
 - obtain input from frontline staff on potential scheduling and process efficiencies
 - develop succession plan
 - complete process audit
 - conduct performance evaluations
4. Implement strategies to maximize equipment production capacity, for example:
 - review equipment and process configurations to identify efficiencies, e.g. review audits
 - communicate with equipment operator regarding their experiences with equipment, e.g. identify best practices
 - be aware of technological advances
 - develop equipment improvement/replacement plans
 - monitor equipment repair and maintenance schedules and costs
5. Implement strategies to maximize capabilities of equipment to meet production targets, for example:
 - add additional lines to maximize capacity of equipment, e.g. multi-use line
 - improve speed of equipment within its capacity
 - operate equipment for longer hours, e.g. additional production shifts
 - reduce time frames for food processing and packaging changeovers
6. Provide production capacity information to Sales and Marketing to prevent overselling or unrealistic time frames for delivery

 Knowledge

1. Standard Operating Procedures (SOPs)
2. Good Manufacturing Practices (GMPs)
3. Employment environment
4. Production schedule
5. Availability of personnel
6. Organization's production targets
7. Planning and scheduling processes and options
8. Workflow process
9. Control systems, e.g. inventory management
10. Incoming supplies

 Variables, Range of Context

1. Equipment lifespan
2. Competing demand for labour
3. Number of products being produced
4. Product demand
5. Size of operation, e.g. amounts being processed

6. Level of automation
7. Level of training of personnel
8. Demographics of workforce

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X

A.1.7 Assess availability of raw materials and packaging supplies

Reference Number: 2909

 Purpose of the Task

In order to ensure uninterrupted production it is critical to ensure that raw materials and packaging supplies are constantly available. However, it is also important that there is not an over abundance of supplies that could spoil or tie up funds.

 Performance

1. Assess current supplies, e.g. food ingredients, packaging
 - check inventory management system and/or physically check for current amounts and back ordered items
 - ensure labelling is correct, e.g. check dates, discard old or incorrect labels
2. Compare available supplies to production schedule and current targets:
 - identify potential shortages or requirements for additional amounts
 - review product demand trends and upcoming requirements for changeovers
3. Communicate supply quality issues to appropriate personnel, e.g. quality team, purchasing:
 - make suggestions for new suppliers
 - notify purchasing of quality issues with raw materials or packaging supplies
 - communicate with purchasing personnel to resolve recurring issues

 Knowledge

1. Standard Operating Procedures (SOPs)
2. Good Manufacturing Practices (GMP)
3. Production schedule
4. Customer specifications
5. Production targets
6. Quality specifications for supplies
7. Food safety standards
8. Formulas/recipes
9. Control systems, e.g. inventory management
10. Current supply levels, delivery dates, and back orders

 Variables, Range of Context

1. Fluctuations in demand for products
2. Unforeseen global shortages, e.g. blight damage to crops
3. Number of products being produced
4. Size of operation, e.g. amounts being processed
5. Level of automation
6. Transportation issues due to climate and location
7. Reduced catch rate due to weather conditions

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X

Purpose of the Task

Improving existing manufacturing processes helps to enhance productivity and reduce costs associated with inefficiencies and errors.

Performance

1. Outline current manufacturing processes:
 - verify current production times
 - identify all chemical and physical processes being conducted
 - identify technology and equipment being used
2. Evaluate current manufacturing efficiency:
 - determine defect/scrap rates
 - determine current batch yield rates
 - determine amount and type of waste
3. Research best practices in manufacturing processes, for example
 - strategies for simplifying manufacturing tasks
 - approaches for enhancing organization of manufacturing floor/production line
 - techniques for reducing errors and defects
 - methods for minimizing production waste
 - strategies for optimizing personnel task assignment

Knowledge

1. Manufacturing principles and theories, e.g. Lean, TQM or Six Sigma
2. Good Manufacturing Principles (GMP)
3. Facility manufacturing processes

Variables, Range of Context

1. Types of products being manufactured
2. Level of automation in the manufacturing process
3. Human resource capacity and skill level

Glossary

EXTRA PROCESSING: any processing that does not add value to the product or is the result of inadequate technology, sensitive materials or quality prevention

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X

A.1.9 Support use of excess raw materials and by-products

Reference Number: 3370

 Purpose of the Task

Repurposing, re-working and re-running excess raw materials and by-products not only enhances a facility's bottom-line but also greatly decreases the amount of waste created by processing activities.

 Performance

1. Review ingredients used for the production of existing products
2. Identify unused ingredients, raw materials or by-products at various stages of the processing cycle, e.g. peels and stems from vegetable processing, tamale from lobster processing, starchy water from potato processing, cream from milk production
3. Consider innovative uses for raw materials or by-products:
 - determine in-house production capability, e.g. existing product enhancement, re-work or re-run
4. Determine processes and equipment required to use excess ingredients, raw materials and by-products:
 - consider new technology and equipment required
 - consider additional time or personnel required
5. Communicate ideas to management personnel, e.g. production manager, research and development team

 Knowledge

1. Processing methods for existing products
2. Ingredient lists and recipes of existing products
3. Good Manufacturing Practices (GMPs)

 Variables, Range of Context

1. Volume and cost of excess raw materials, ingredients and by-products
2. Facility capacity for re-working, re-purposing materials
3. Willingness of facility management to support innovation

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

Purpose of the Task

Data collection is necessary in order to evaluate all aspects of the business, e.g. production, equipment performance, personnel.

Performance

1. Assess daily production records:
 - analyze if targets have been met
 - identify problems that have occurred and need to be addressed
 - identify areas for continuous improvement
2. Document daily operations, for example:
 - units per man hour
 - Key Performance Indicators (KPIs)
 - production target achievements
 - equipment issues, e.g. breakdowns
 - Quality Assurance issues, e.g. non-conformance
 - waste and spoilage
 - safety management
 - inventory levels
 - workflow problems and actions taken
 - raw materials and packaging supplies used
 - inefficiencies and why they occurred, e.g. downtime
 - product that needs to be reworked
3. Provide analysis, e.g. identify priorities
4. Make recommendations to address issues and improve productivity
5. Submit production report to required managers and departments
6. Follow up to address issues
7. Ensure daily documentation has been completed completely and accurately

Knowledge

1. Standard Operating Procedures (SOPs)
2. Good Manufacturing Practices (GMPs)
3. Required record keeping
4. Production schedule
5. Organization's production targets
6. Product and process specifications
7. Food safety standards and program
8. Production workflow
9. Control systems, e.g. inventory management
10. Organizational reporting procedures

Variables, Range of Context

1. Reporting requirements and frequency
2. Process record keeping
3. Size of operation, e.g. number of daily records to review
4. Level of automation in reporting

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

B. Food Safety Management System

B1. Implement Food Safety Management System

- B.1.1 Verify food safety programs and tasks are being completed as required
- B.1.2 Communicate details of food safety management system to production staff
- B.1.3 Participate in food safety incident investigations

B.1.1 Verify food safety programs and tasks are being completed as required

Reference Number: 2877

 Purpose of the Task

Verifying tasks are being completed as required is important for the implementation of the food safety system.

 Performance

1. Complete the schedule of verification tasks
 - review schedule on daily basis
2. Interact with employees on a consistent/frequent basis, e.g. on the floor, on the phone, in the office
3. Confirm employee understanding and knowledge by asking, for example:
 - what the tasks are
 - when to perform the tasks
 - why perform the tasks
 - how to complete the tasks
4. Observe and interview employees to verify their understanding and knowledge of the tasks, including deviations, corrective actions, limits
5. Review production records and other relevant documentation to ensure it is complete, e.g., deviations and anomalies are recorded, issues is corrected, follow-up completed
6. Compare production results to the expectations and identify gaps, for example:
 - review existing results
 - compare results to benchmark data/expectations
7. Complete reports as required
8. Review records to analyze trends

 Knowledge

1. Good Manufacturing Practices (GMP)
2. Standard Operating Procedures (SOPs)
3. Food safety system and SOPs
4. Internal audit procedures
5. Production and processing activities
6. Operation processes
7. Production information and documentation
8. Equipment operations
9. Applicable regulations
10. Audit requirements
11. Industry best practices
12. Customer expectationsK

 Variables, Range of Context

1. Food and beverage products
2. Shifts/work schedules
3. Seasonality
4. Industry events, e.g. recalls, communicable diseases

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X

B.1.2 Communicate details of food safety management system to production staff

Reference Number: 3230

 Purpose of the Task

Communicating the details of the food safety system relevant to production staff roles and responsibilities is an important part of system implementation. Supervisors often serve as a liaison between food safety personnel and production staff to ensure understanding and compliance with the food safety management system.

 Performance

1. Present relevant food safety system components to direct reports, e.g., meetings, bulletins, presentations, demonstrations
2. Inform production personnel of:
 - standard operating procedures
 - roles and responsibilities associated with the food safety system
 - new and/or updated training available
3. Keep production staff up-to-date on changes to program and additional requirements, e.g. email, memos, meetings:
 - determine need for additional training

 Knowledge

1. Good Manufacturing Practices (GMP)
2. Standard Operating Procedures (SOPs)
3. Applicable regulations
4. Customer specifications
5. Elements of the food safety system impacting production, i.e. relevant changes
6. Key personnel and their roles
7. Training options or materials available
8. Organizational structure
9. Company culture

 Variables, Range of Context

1. Language barriers
2. Time frame
3. Size of company
4. Shift work/schedules
5. Seasonality of business

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

B.1.3 Participate in food safety incident investigations

Reference Number: 3227

 Purpose of the Task

When a food safety accident/incident occurs at an organization's worksite, all personnel must cooperate with external and internal investigators and follow standard operating procedures.

 Performance

1. Notify relevant personnel immediately of accident/incident, e.g. supervisor
2. Complete documentation according to standard operating procedures, for example
 - use specified form
 - obtain assistance to complete, if required, e.g. interpreter for ESL staff
 - be honest and as complete as possible
3. Provide documentation to investigative authorities
4. Cooperate with investigators:
 - explain processes and procedures when asked
 - answer questions honestly
5. Continue to carry out work as normal, if possible
6. Provide records and documentation as requested, e.g. production records/logs, training records
7. Follow organization's policies and procedures regarding communications

 Knowledge

1. Applicable legislation and regulations for organization, e.g. food safety protocols (SOPs), Occupational Health and Safety standards
2. Organization's functional areas
3. Protocols for external personnel on site, i.e. security
4. Roles and responsibilities of workforce
5. Organization's physical plant layout
6. Equipment information, e.g. maintenance records, age

 Variables, Range of Context

1. Size of organization
2. Nature and severity of incident/accident
3. Past incidents, e.g. number, severity, resolutions

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

B. Food Safety Management System

B2. Support Organizational Food Safety Culture

B.2.1 Support organizational food safety culture

 Purpose of the Task

| Being able to implement an organization-wide food safety culture is important because it allows an organization to meet future challenges and to foster sustainable growth. This ensures that food safety is a priority for all levels of a food organization, where employees are empowered to meet and continuously improve levels of food safety performance. An organization with a positive food safety culture creates a safe environment for employees to identify and even correct unsafe situations without fear of retaliation. Having an effective food safety culture reduces costly food safety incidents, customer complaints and lost-time injuries. Supervisors play an important role of ensuring production staff understand and contribute to a food safety culture and reinforcing food safety principles and training.

 Performance

1. Reinforce importance of food safety regularly:
 - o review HACCP plan with employees
 - o ask employees food safety-related questions on daily or weekly basis
 - o support organizational food safety initiatives, e.g. provide training materials, conduct training sessions, complete onsite verifications, share complaint and recall information with employees, assist QA team members
 - o be available to employees who have questions or concerns
 - o model food safety behaviour in own actions
 - o reinforce commitment to food safety, e.g. encourage employees to exceed minimum requirements rather than simply meeting minimum compliance
2. Provide direct, immediate, and specific verbal feedback on food safety-related tasks:
 - o explain reasons for feedback and consequences of actions, i.e. potential risks, effect on consumer
 - o hold employees accountable for their actions
 - o review relevant SOPs:
 - verify employee understanding, e.g. ask to repeat, demonstrate
 - reinforce concepts, if required
 - o provide coaching on proper processes
 - o reiterate food safety risks
3. Treat issues and near-misses as lessons learned and opportunities for learning:
 - o publicly reward/recognize employees for bringing issues to attention
 - o do not focus on assigning blame to individual(s)
 - o reiterate potential food safety consequences
 - o discuss issues and near-misses with employees to gather input:
 - depending upon the nature of the near-miss, arrange a formal review session
 - o ask for ideas to improve food safety
 - o highlight savings/avoided losses when possible
 - o determine improvements that can be made
 - o implement improvements
4. Share current food-safety organizational information with employee teams, including:
 - o summaries of food-safety related organizational activities, e.g. reviews/audits, initiatives, outcomes of executive meetings
 - o both positive and negative events and incidents
5. Communicate with colleagues and senior management on regular basis regarding food safety issues or identified food safety non-compliance:
 - o collect feedback from employees
 - o share own food safety learnings and experience
 - o share employees' comments and suggestions
 - o ask questions to learn from experience of colleagues, e.g. SMEs, regulators, management
 - o clarify issues and initiatives

 Knowledge

| Organization's mission statement, goals, structure and roles and responsibilities within it Level of authority to address issues and solve problems Organization's policies and procedures Applicable regulations Informal learning and coaching techniques Ethical principles Organization's code of ethics All elements of the food safety system Areas of specific food safety concern within the organization and its processes Industry trends and technology related to food safety Barriers/challenges to supporting a food safety culture Methods of reward and recognition

Variables, Range of Context

| Organizational expectations Position of individual in organizational structure Types of issues and problems Risk levels of types of products and processes Food safety history of organization

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

B. Food Safety Management System

B3. Manage Audits

- B.3.1 Prepare for audits
- B.3.2 Participate in audits

 Purpose of the Task

Collecting, reviewing, interpreting and assessing food processing records and documentation are critical steps in preparing for audits.

 Performance

1. Review documentation:
 - interpret audit standards
 - compare processing records and documentation to audit standards
 - identify gaps and/or inadequate controls
 - verify that documents have been completed correctly
2. Conduct pre-audit inspection of facility:
 - schedule walk through with key personnel: - ensure pre-audit is scheduled in advance of the audit to allow time to address deviations and re-train employees, if required
 - observe operations and conditions to identify deficiencies
 - generate work orders or corrective action to address deficiencies
 - identify food safety issue trends and concerns on production line, e.g. recurrent issues on the line
 - ensure appropriate follow up
 - review safety audit checklists
 - implement work orders or corrective actions
 - verify that corrective actions have been implemented and changes have been made
3. Review audit process with employees:
 - ask employees to describe tasks, e.g. when, why and how they are performed
 - ask employees to demonstrate tasks, including deviations, corrective actions, limits - provide coaching, if required
 - explain what the auditor will be looking for, e.g. expected outcome
 - provide encouragement and reassurance
4. Organize mock audits with QA team:
 - discuss identified trends during mock audit
5. Organize audit documentation, if required:
 - verify location of required audit document, e.g. paper files
 - access all forms required for production
 - verify accuracy and completeness of documentation

 Knowledge

1. Applicable audit standards
2. Good Manufacturing Practices (GMP)
3. Standard Operating Procedures (SOPs)
4. Plant schematic and process flow
5. Company/organization's quality management system and structure
6. Record management processes
7. Mock audit processes

 Variables, Range of Context

1. Type of audit, e.g. internal, external, regulatory, spot
2. Size of company
3. Level of regulation

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

Purpose of the Task

Participating in audits, whether internal, external, regulatory or third party-initiated, is an important part of managing audits.

Performance

1. Review quality program:
 - o participate in opening meeting with food safety team, including quality assurance, occupational health and safety, management, human resources
 - o review general overview of facility and products, if required
 - o confirm audit itinerary
 - o review previous audits, if applicable, including non-conformance and corrections to non-conformance issues
 - o provide information, e.g. verbal, documentation, as requested
 - o collect all required documentation
2. Accompany key personnel on tour of facility:
 - o provide information, e.g. verbal, documentation, as requested
 - o observe tour
3. Participate in audit summary:
 - o participate in closing meeting with key personnel
 - o discuss audit findings
 - o review written report: - ask questions, as required
 - o follow up on non-conformances in a timely manner: - implement corrective action plans
 - o document corrective actions
 - o submit corrective actions to appropriate certifying body or internal person
 - o share corrective actions with employees

Knowledge

1. Good Manufacturing Practices (GMP)
2. Standard Operating Procedures (SOPs)
3. Appropriate audit standards
4. Applicable audit processes, e.g. regulatory, quality compliance
5. Communication skills
6. Analytical and critical thinking skills
7. Company/organization's quality management system and structure

Variables, Range of Context

1. Type of audit, e.g. internal, external, regulatory
2. Size of company
3. Level of regulation
4. Type of industry

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

B. Food Safety Management System

B4. Comply with Food Safety Management System

B.4.1 Comply with food safety management system

B.4.1 Comply with food safety management system

Reference Number: 2880

 Purpose of the Task

Following the food safety management system is important to ensure the protection of employees and customers. Failure to comply can have serious consequences, including product that can cause illness and death in the general public.

 Performance

1. Participate in annual food safety management system training
2. Maintain personal hygiene, including:
 - wash hands frequently
 - use hair nets
 - wear clean clothing
3. Ensure workplace is clean and sanitized, as required
4. Use safe product handling practices
5. Identify hazards associated with products being handled
6. Take corrective action when deviations occur
7. Report:
 - unsafe/unsanitary conditions
 - illness or injury that could impact food safety

 Knowledge

1. Organizational policies and procedures
2. Organization's food safety management system, e.g. process flow diagram
3. Products and intended uses
4. Critical control points (CCPs), where applicable
5. Effects of incorrect temperature on product, e.g. freezer burn, bacteria growth
6. Common foodborne illnesses transmissible by humans

 Variables, Range of Context

1. Species-related hazards
2. Potential for Cross-contamination issues

 Glossary

- **Critical Control Point (CCP):** Specific point, procedure, or step in food manufacturing at which control can be exercised to reduce, eliminate, or prevent the possibility of a food safety hazard.

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

C. Food Traceability

C1. Manage Food Traceability

C.1.1 Monitor food traceability on production line

 Purpose of the Task

Food traceability provides real-time key manufacturing, quality management and production data for recalls. Food traceability systems need to be integrated with an organization's existing IT infrastructure and control systems. The traceability and control system must be able to identify ingredients, raw materials, or sources of input for product involved in a food recall. Supervisors have a pivotal role to play in ensuring that traceability practices are being followed by frontline employees.

 Performance

1. Obtain applicable codes for in-process and finished products, e.g. refer to production documentation, communicate with management
2. Train employees on how to read and maintain traceability documentation, e.g. interpreting codes, entering information
3. Communicate importance of food traceability to employees regularly:
 - explain reasons for traceability, e.g. recall of affected products
 - be available to employees who have questions or concerns
 - verify understanding, e.g. observe, ask questions
4. Verify equipment/hardware used for traceability is available and functional, for example:
 - barcodes designed into packaging
 - scanners for barcodes
 - stamps, printers, labels, labelling equipment
5. Monitor employee traceability practices on the line, for example:
 - review documentation to ensure accurate completion, e.g. batch numbers are recorded
 - verify that proper packaging and materials are being used
 - verify that correct codes are applied to products and labels, e.g. daily code, raw material origin codes
 - verify that all products are scanned
 - validate, e.g. sign, initial, traceability documents
6. Provide direct, immediate and specific verbal feedback on employee traceability practices:
 - explain reasons for feedback and consequences of actions, i.e. potential risks, effect on sales and profitability, loss of reputation
7. Encourage employees to identify issues or concerns regarding food traceability:
 - publicly reward/recognize employees for bringing issues to attention
 - do not focus on assigning blame to individual(s) who have
 - discuss issues with employees to gather input
8. Communicate with colleagues and senior management on regular basis regarding food traceability:
 - share own learnings and experience
 - ask questions to learn from others

 Knowledge

1. Organization's structure, roles and responsibilities within it
2. Level of authority to address issues and solve problems
3. Organization's policies and procedures
4. Applicable regulations
5. Audit requirements
6. Purpose and benefits of traceability systems
7. Types and volumes of products produced
8. Documentation requirements for traceability, manual or electronic

 Variables, Range of Context

1. Types and volumes of products
2. Types of issues and problems

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X



COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

D. Quality Management

D1. Implement Quality Management System

- D.1.1 Communicate details of quality management system to production staff
- D.1.2 Liaise with production staff regarding quality management
- D.1.3 Provide input into improving quality on the production line

D.1.1 Communicate details of quality management system to production staff

Reference Number: 3221

 Purpose of the Task

Communicating the details of the quality management system relevant to production staff roles and responsibilities is an important part of system implementation. Supervisors often serve as a liaison between quality assurance/control personnel and production staff to ensure understanding and compliance with the quality management system.

 Performance

1. Present relevant quality management system components to direct reports, e.g. meetings, bulletins, presentations, demonstrations
2. Inform production personnel of:
 - o standard operating procedures
 - o roles and responsibilities associated with quality management system
 - o new and/or updated training available
3. Keep production staff up-to-date on changes to system and additional requirements, e.g. email, memos, meetings:
 - o determine need for additional training

 Knowledge

1. Good Manufacturing Practices (GMP)
2. Standard Operating Procedures (SOPs)
3. Applicable regulations
4. Customer specifications
5. Elements of the quality management system impacting production
6. Key personnel and their roles
7. Training options or materials available
8. Organizational structure, e.g. departments
9. Company culture

 Variables, Range of Context

1. Language barriers
2. Time frame
3. Size of company
4. Shift work/schedules
5. Seasonality of business, e.g. if raw materials/product can be obtained

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

D.1.2 Liaise with production staff regarding quality management

Reference Number: 3222

 Purpose of the Task

Effective liaison with production staff is critical to ensure that quality control standards and practices are understood and followed on the production line and that issues related to quality control are managed and resolved at the supervisory and quality control department level.

 Performance

1. Serve as a front-line advocate/collaborator for quality control:
 - o demonstrate exemplary quality control practices, e.g. GMP, food safety, health and safety
 - o provide guidance and assistance to production staff to maintain quality
2. Keep up-to-date with discussions, issues and potential changes within the organization:
 - o attend meetings with supervisors and managers as required
3. Communicate new or updated standards and quality control processes to production staff
 - o provide written or verbal instruction to production staff on best practices and standards for quality control on the line
 - o address communication barriers, e.g. language, culture, as applicable: - use demonstrations and non-verbal communication - use teaching aids, e.g. video, photographs, diagrams
 - o verify that production staff follow instructions, e.g. observe, question
4. Inform production and quality control management personnel of quality control issues:
 - o describe deviations and/or non-compliance issues
 - o document, as required
 - o discuss potential corrective actions document corrective actions taken on production line, if required

 Knowledge

1. Food safety management program guidelines
2. Quality management system/quality specifications, e.g. quality characteristics and tolerances (colour, maturity, defects, size, pH, etc.), including:
 - o regulatory specifications
 - o customer specifications
 - o import/export specifications
 - o in-process and final product-specific specifications
3. Communication techniques and tools
4. Good Manufacturing Practices (GMP)
5. Standard Operating Procedures (SOPs)
6. Key personnel and their roles
7. Reporting protocols
8. Proper terms for industry/organizational jargon
9. Company organizational chart, i.e. roles and responsibilities
10. Company culture

 Variables, Range of Context

1. Organizational structure/hierarchy for communication and reporting
2. Size of the organization, including number of production staff, production lines and products
3. Barriers to communication, including English as a Second Language

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

D.13 Provide input into improving quality on the production line

Reference Number: 3223

 Purpose of the Task

Encouraging continuous improvement of quality on the production line contributes to the sustainability and growth of the organization, greater consumer loyalty to products and services, and opportunities to act on new trends and consumer demands.

 Performance

1. Review recurring quality issues on the production line and corrective actions taken:
 - identify trends
 - verify that changes have been implemented to prevent recurrences
 - verify if issues have been corrected as planned/intended
2. Identify the current production workflow and potential changes
3. Communicate ideas to supervisors and managers:
 - include details and rationale
 - communicate through verbal conversations and e-mail messaging

 Knowledge

1. Quality management system/quality specifications, e.g. quality characteristics and tolerances (colour, maturity, defects, size, pH, etc), including:
 - regulatory specifications
 - customer specifications
 - in-process and final product-specific specifications
2. Food safety management system
3. Production targets
4. Applicable regulations
5. Good Manufacturing Practices (GMP)
6. Standard Operating Procedures (SOPs)
7. Key personnel and their roles
8. Communication techniques and tools
9. Company organizational chart, i.e. roles and responsibilities
10. Continuous improvement tools and processes, e.g. Six Sigma

 Variables, Range of Context

1. Size of organization
2. Management style of organization
3. Level of automation
4. Types and number of products

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X



COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

D. Quality Management

D2. Monitor Product Quality

D.2.1 Monitor quality of raw ingredients and in-process products

D.2.2 Take corrective action to ensure product quality

D.2.1 Monitor quality of raw ingredients and in-process products

Reference Number: 2919

 Purpose of the Task

Monitoring the quality of raw ingredients and in-process products is critical in preventing contamination and maintaining food safety and is important for meeting labelling and regulatory requirements. Inadequate oversight of this process can result in a shut down of the food processing facility and ultimately impact workflow

 Performance

1. Follow regulatory requirements for quality inspections, sampling protocols and verification of raw materials and in-process products, for example
 - package and skid integrity
 - product size
 - abnormalities
 - extraneous and/or foreign material
 - chemical contamination
 - organoleptic evaluation, for example: - colour - damage, e.g. broken shells, claws - water content - odour - flavour
 - substitutions or fraud
2. Use inspection and sampling equipment to monitor standards, e.g. optical sorter, magnet, metal detector, x-ray:
 - verify calibration of inspection and sampling equipment
3. Record lot number in appropriate quality control documents
4. Validate freshness of materials, i.e. verify expiry dates
5. Document and take action, as required, for example:
 - inform relevant personnel of quality issues, e.g. purchasing, receiving, quality control
 - sample products according to approved plan, e.g. statistically validated process and procedures
 - conduct tests and perform analyses, e.g. sensory/organoleptic analysis, temperature checks, viscosity/density tests
 - compare results to ingredient/product specifications

 Knowledge

1. Spoilage characteristics, e.g. microbial, physical, chemical
2. Quality standards and specifications
3. Acceptance/reject criteria for raw materials
4. Grading criteria
5. Storage procedures
6. Customer/consumer requirements
7. Processes/procedures for rejected products
8. Sampling protocols
9. Operation of inspection and sampling equipment
10. Reporting protocols
11. Raw materials/product specifications
12. Common raw material/product defects
13. Purpose of taking samples and tests, e.g. to meet sensory standards, to ensure in-process materials/batch is ready for next processing stage

 Variables, Range of Context

1. Characteristics of different types of raw materials
2. Different quality scales for different types of raw materials
3. Different customers/consumers
4. Size of company
5. Level of regulation
6. Speed of production
7. Ingredient/product specifications

8. Sample handling
9. Different sampling points in process
10. Documentation can be handwritten on forms or on a computer system



Glossary

- **ORGANOLEPTIC:** refers to any sensory properties of a product involving taste, colour, odour and feel – organoleptic testing involves inspection through visual examination, feeling and smelling of products



Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X

D.2.2 Take corrective action to ensure product quality

Reference Number: 2924

 Purpose of the Task

Taking corrective actions and implementing preventative measures when a quality issue is identified maintains product quality and minimizes or prevents repeated quality issues.

 Performance

1. Identify anomalies/defects in products, e.g. raw materials, bruising, in-process products, labels, packaging
2. Remove defective product or material that does not meet specifications
3. Determine source of quality issue from information gathered:
 - check own area of operation
 - inform other operators up and down the line
4. Determine if corrective action is required, in a timely manner, e.g. raw materials/product is not meeting specifications or is sub-standard
5. Report problem to appropriate department, e.g. maintenance, quality assurance, receiving
6. Implement corrective action, e.g. place product on hold, adjust product to address deviation:
 - document problem and action taken, if applicable
7. Retain sample or take additional samples for Quality Assurance department or management, if required
8. Monitor process to determine if corrective action has resolved problem

 Knowledge

1. Good Manufacturing Practices (GMP)
2. Standard Operating Procedures (SOPs)
3. Critical Control Points (CCPs)
4. Required documentation, if applicable
5. Indicators of defective product
6. Product specifications e.g. labels, packaging
7. Reporting procedures
8. Defective/rejected product handling processes/procedures
9. Non-conformance procedures, e.g. level of authority to implement corrective measures
10. Production process and technology

 Variables, Range of Context

1. Different types of product specifications depending on type of food product
2. Different specifications for different stages of food product process
3. Different Critical Control Points
4. Complexity of the issue will have a direct impact on the ability of the practitioners to correct the problem
5. Production process and technology used will impact complexity of corrective actions

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

D. Quality Management

D3. Monitor Product Packaging

D.3.1 Monitor quality of packaging

 Purpose of the Task

Effective monitoring of the quality of packaging is critical to ensure that food safety standards, regulations and specifications are met.

 Performance

1. Use required Personal Protective Equipment, e.g. safety glasses, gloves, safety footwear, beard nets
2. Obtain sample of packaged product from line, e.g. from operator
3. Verify quality of packaging, including:
 - type of packaging material
 - size and configuration of product packaging
 - packaging seal
 - lot code
4. Verify quality and accuracy of labelling and printing, including:
 - label matches contents
 - label contents are accurate
 - codes and formats, e.g. batch numbers, production codes, expiry dates
 - packaged product meets customer/ organizational/ regulatory requirements and specifications
5. Identify any packaging or labelling deviations:
 - determine nature of the deviation
 - notify appropriate personnel (e.g. quality control department, packaging, quality control, food safety) if the frequency of packaged product that does not meet standards increases, i.e. if the deviation impacts a complete batch or a lot of product
6. Take corrective action, as required
7. Document actions taken

 Knowledge

1. Food safety management system program guidelines
2. Customer/organizational/regulatory specifications for packaging and labelling
3. Potential corrective actions associated with various non-compliance issues and deviations
4. Standard Operating Procedures (SOPs)
5. Good Manufacturing Procedures (GMPs)
6. Packaging and labelling regulatory requirements for specific designations, e.g. halal, kosher, organic, gluten-free, as applicable
7. Packaging types and uses
8. Production/expiry dates
9. Types of labels, e.g. adhesive labels, stamps, printed packaging, labelled shrink wrap
10. Label codes and formats, e.g. traceability requirements
11. Label contents, e.g. best before date, production date, fill date, etc.
12. Regulatory compliance

 Variables, Range of Context

1. Capacities, sizes and types of packaging and packaging materials
2. Capacities, sizes and configurations of product feed, packaging and labelling equipment
3. Types of labels and printed packaging
4. Size of operation, e.g. amounts being packaged
5. Number of packaging types for a single product, i.e. chocolate bar, display, case
6. Level of automation
7. Equipment configuration, e.g. portioning and packaging together
8. Number of customer requirements/specifications
9. Shipping destinations
10. Packaging requirements for different products

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

E. Workforce Management

E1. Hire Staff

E.1.1 Provide input for job descriptions

E.1.1 Provide input for job descriptions

Reference Number: 3116

 Purpose of the Task

Providing input into job descriptions helps to outline and define the expectations of a role for the benefit of staff and management. Good job descriptions support performance assessment, job evaluation, recruitment, and human resource planning and development.

 Performance

1. Review previous job descriptions, if available.
2. Review current requirements for the job:
 - compare job description to current job tasks and responsibilities
 - outline any changes or updates
3. Provide suggestions to revise existing job descriptions, including:
 - general duties
 - specific tasks
 - reporting structure and level of authority
 - tools/material/equipment used

 Knowledge

1. Industry trends related to hiring and job roles
2. Roles and responsibilities in work area
3. Organization's policies and procedures, e.g. communication protocols

 Variables, Range of Context

1. Who is involved in this process will vary with the organization. Some organizations may involve all levels and roles in the development and review of a job description, others will confine this activity to senior management.
2. In a unionized environment, parameters for job descriptions can be largely predetermined

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X



COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

E. Workforce Management

E2. Train Staff

- E.2.1 Provide orientation to new staff
- E.2.2 Conduct one-on-one training

Purpose of the Task

A good orientation welcomes new employees into the organization and ensures that they are knowledgeable about their new working environment.

Performance

1. Welcome employee to the organization
2. Schedule adequate time to conduct orientation session and to review the orientation package
3. Encourage questions
4. Tour facility and work areas, including:
 - o introduce new employee to other employees
 - o identify amenities, e.g. washrooms, shower, parking, hand-washing stations, employee entrances
 - o restricted and non-restricted areas
 - o explain emergency procedures
 - o identify safety equipment
5. Describe job responsibilities and performance expectations, for example:
 - o review job description
 - o review product standards
 - o discuss applicable legislation
 - o Good Manufacturing Practices
 - o provide manuals for operating equipment
 - o explain quality control plans
 - o discuss impacts and consequences of time lost, e.g. absenteeism
6. Finalize employment documentation, as required, e.g. have employee sign orientation checklist
7. Connect employee with a mentor, if appropriate
8. Conduct follow-up soon after employee begins work:
 - o seek feedback about orientation session
 - o check for understanding of organization and job responsibilities
9. Discuss training, as required, e.g. provide training schedule

Knowledge

1. Labour legislation and relevant collective agreements
2. Policies and procedures of the organization
3. Facility layout
4. Names and positions of all employees

Variables, Range of Context

1. Who leads this process will vary with the organization. Some organizations may have an individual in HR conduct this orientation; others will have the area supervisor conduct the orientation.

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

E.2.2 Conduct one-on-one training

Reference Number: 3246

 Purpose of the Task

Conducting one-on-one training helps to ensure that all staff are informed, knowledgeable and efficient. The training aims to improve the performance of the organization and to improve customer service levels.

 Performance

1. Establish a positive learning relationship:
 - o put participants at ease
 - o ask about expectations
2. Instruct and/or demonstrate tasks:
 - o provide opportunity for practice and feedback
3. Work with participant
4. Encourage questions and participation
5. Recognize success, e.g. provide praise
6. Evaluate own training skills:
 - o seek feedback
7. Follow up on training, as required, for example:
 - o monitor employee's progress
 - o document training provided

 Knowledge

1. Standard Operating Procedures (SOPs)
2. Good Manufacturing Practices (GMPs)
3. Performance expectations within the organization
4. Documentation requirements for training
5. Food safety standards and guidelines
6. Quality management standards and guidelines
7. Management style and culture of the organization

 Variables, Range of Context

1. Availability of resources, including funds and time, can affect the performance of this skill
2. Language requirements of learners will impact training delivery

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

E. Workforce Management

E3. Monitor Staff Performance

- E.3.1 Build a respectful workplace
- E.3.2 Maintain positive work environment
- E.3.3 Motivate staff
- E.3.4 Supervise staff on modified work duties
- E.3.5 Schedule staff
- E.3.6 Conduct Performance Reviews
- E.3.7 Address Performance Issues

E.3.1 Build a respectful workplace

Reference Number: 3373

 Purpose of the Task

Respectful workplaces are productive, rewarding, and enjoyable for everyone. A respectful workplace is a welcoming environment that results in increased employee engagement, productivity, morale and creativity.

 Performance

1. Communicate Code of Conduct to employees
2. Adhere to legislation, industry requirements and collective agreements
3. Demonstrate emotional intelligence (EI), including:
 - demonstrate self-awareness and self-regulation, e.g. identify own emotional habits and address them
 - assess emotional responses of others, e.g. non-verbal cues
 - practice empathy and compassion
 - listen actively, e.g. do not interrupt, encourage collaboration and teamwork
4. Promote a work environment that respects differences, promotes open-mindedness and avoids bias or prejudice:
 - act as model for inclusive behaviour in daily tasks
 - use inclusive language
5. Promote open communication with team
6. Encourage others to practice inclusion
7. Identify and adapt to, for example:
 - learning styles of employees
 - language requirements of employees
 - generational workforce differences
8. Provide fair and equitable opportunities for employees to achieve personal goals and reach potential
9. Provide accessibility for persons with disabilities
10. Be sensitive to culture and needs of employees, e.g. schedule around religious days
11. Take immediate action to address harassment and other disrespectful behaviour

 Knowledge

1. Organization's mission statement, goals, structure and roles and responsibilities within it
2. Level of authority to address issues and solve problems
3. Organization's policies and procedures
4. Emotional Intelligence, its components and applications
5. Forms of harassment and acceptable responses to them
6. Inclusion
7. Cultural needs and differences

 Variables, Range of Context

1. Position of individual in organizational structure and level of authority
2. Types of work teams, e.g. temporary project team, permanent work team

 Glossary

INCLUSION: the result of practices that integrate all employees into the formal and informal culture of an organization

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

E.3.2 Maintain positive work environment

Reference Number: 3127

 Purpose of the Task

Creating a positive work environment increases the likelihood of retaining talent and of meeting performance requirements and customer needs.

 Performance

1. Match employee's strengths with their positions
2. Inform employees of opportunities for:
 - o training
 - o mentoring
 - o new job postings
3. Define expectations and policies
4. Build a respectful workplace, e.g. demonstrate Emotional Intelligence, recognize diversity
5. Treat issues as opportunities for learning:
 - o publicly reward/recognize employees for bringing issues to the attention
 - o do not focus on assigning blame to individual(s)
 - o discuss issues with employees to gather input
 - o determine improvements that can be made
6. Encourage trust and accountability
7. Maintain two way communication with employees
8. Provide opportunities for growth, e.g. offer cross-training
9. Provide ongoing feedback
10. Encourage innovation, including:
 - o sharing of knowledge between employees and departments
 - o being open to new ways of doing things
11. Respond consistently and fairly to behaviour problems
12. Address staff concerns and conflicts immediately
13. Reward/recognize good performance
14. Acknowledge rights of unions and unionized employees
15. Act on information collected from employee opinion surveys and exit interviews

 Knowledge

1. Organizational mission statement, vision and goals
2. Labour legislation and relevant collective agreements
3. Human rights legislation
4. Performance expectations within the organization
5. Strengths and areas needing improvement of individual employees and of teams
6. Cultural and religious customs, traditions and obligations

 Variables, Range of Context

1. Training available through organization

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

Purpose of the Task

Using motivational strategies promotes productivity, creates a good work environment and minimizes employee turnover.

Performance

1. Provide tools, resources and environment to encourage success
2. Provide positive reinforcement informally and formally
3. Empower employees to own the work, i.e. give them decision-making power where appropriate
4. Ensure employees are aware of entire work process from start to finish, and results of their work, e.g. communicate customer satisfaction with what they have produced
5. Seek and respond to staff input
 - o provide reward/recognition for great ideas
6. Share Key Performance Indicators (KPIs) with staff, when possible
7. Identify needs and motivations of individuals, e.g. security, recognition, feeling of belonging, challenge
8. Apply different motivational theories, e.g. team building
9. Provide incentives to meet individual needs, e.g. time sharing, flex scheduling, volunteer time
10. Provide strong leadership:
 - o act as positive role model
 - o be both task and relationship-oriented
 - o maintain positive morale

Knowledge

1. Labour legislation and relevant collective agreements
2. Performance expectations within the organization
3. Strengths and areas needing improvement of individual employees and of teams
4. Motivational theories, e.g. Maslow, Herzberg
5. Recognition and reward programs within the organization
6. Organization's Key Performance Indicators (KPIs)

Variables, Range of Context

1. What is available regarding recognition and reward programs will vary from organization to organization

Glossary

- Key performance indicator - a set of quantifiable measures that a company or industry uses to gauge or compare performance in terms of meeting their strategic and operational goals. KPIs vary between companies and industries, depending on their priorities or performance criteria.

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X

E.3.4 Supervise staff on modified work duties

Reference Number: 3374

 Purpose of the Task

Employees may require accommodations or modified duties to safely return to work after an injury or illness. It is important for employers and supervisors to ensure that their employees adhere to their modified work duties, as outlined in safe return to work plans or functional analysis forms, to ensure the health and safety of the employee and prevent further injury.

 Performance

1. Collaborate with employee and other personnel, e.g. human resources, workers' compensation, health care provider, to:
 - determine the physical demands of the job, e.g. lifting, standing
 - identify any workplace conditions or SOPs that have changed during an absence from the workplace
 - identify work tasks that can be performed safely within the employee's restrictions
 - outline required accommodations or modified duties
 - ensure accommodations or modified work duties are related/comparable to regular role and responsibilities
 - develop a timeline for modified work duties and safe progression to regular duties
2. Confirm accommodations or modified duties can be implemented, for example:
 - review employee's return to work plan/functional analysis form
 - discuss modified work duties with employee
3. Implement accommodations or modified work duties according to return to work plan/functional analysis form and proposed timeline
4. Monitor employees:
 - verify accommodations or modified work duties are being followed, i.e. employee not exceeding physical limitations
 - re-evaluate and discuss with employee if accommodations or modified work duties are not being followed
5. Review return to work plan/functional analysis form to determine when employee is able to resume regular work duties
6. Update personnel, e.g. human resources, workers' compensation, physician, for example:
 - report concerns with staff not complying with accommodations or modified work duties
 - provide progress or status report of employee's accommodations or modified work duties
7. Document progress as required, e.g. sign-off on return to work

 Knowledge

1. Physical aspects of jobs/roles
2. Organization's Return to Work and accommodations policies and procedures
3. Workers' Compensation regulations
4. Required documentation related to return to work and modified work duties

 Variables, Range of Context

1. Provincial/territorial workers' compensation guidelines and policies will impact performance.
2. Modified work duties may be required for injuries obtained outside of the workplace; however, the same policies and procedures must be followed regardless of where the injury was sustained.

 Glossary

MODIFIED WORK DUTIES: Any temporary changes to the worker's job tasks, functions or workload. This can include alterations to the work area or the equipment used by the worker.

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

 Purpose of the Task

Scheduling staff effectively ensures that production and customer service levels are maintained. It also helps to keep costs in line with budget guidelines by avoiding over and under-staffing.

 Performance

1. Communicate policies and procedures about scheduling, for example:
 - o when and where the schedule is posted
 - o time off
 - o changing shifts
 - o overtime
 - o call-in procedure
 - o union agreements, e.g. seniority
2. Determine scheduling requirements, considering, for example:
 - o specific tasks
 - o specific skills required
 - o projected business volumes
 - o hours of operation
 - o employment legislation
 - o union agreements
 - o job rotation
 - o flex scheduling
 - o employees' capabilities and special needs
 - o budget restrictions
 - o vacation time booked
 - o leaves of absence, e.g. bereavement
 - o employee requests/availability
 - o previous staffing levels
3. Draft schedule
4. Review schedule to ensure that all shifts, positions, and requirements are covered:
 - o ensure schedule meets budget guidelines
5. Finalize schedule:
 - o seek approval from manager, if required
6. Communicate schedule to employees in timely manner, e.g. post schedule one week in advance
7. Revise schedule, as required
8. Notify individuals of changes made after posting, e.g. circle changes, contact employee by telephone

 Knowledge

1. Labour legislation and relevant collective agreements
2. Budgetary guidelines for labour
3. Performance expectations within the organization
4. Strengths and areas needing improvement of individual employees and of teams

 Variables, Range of Context

1. Organizations with flexible work options may have unique and specific documentation
2. Unionized environments may require scheduling of a specific number of hours/ shifts for their employees as part of the collective agreement
3. Larger organizations may have teams of people who work together to schedule employees

 Level of Complexity | Bloom's Taxonomy



Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

Purpose of the Task

Regular performance reviews help to improve work processes, staff skills and the organization as a whole. The performance review event is only part of the performance management process, but allows for a continuing and open dialogue between management and staff.

Performance

1. Select comfortable location away from distractions
2. Greet employee and put at ease
3. Start and end with positive feedback
4. Ask for written or verbal self-evaluation
5. Compare performance to established criteria, e.g. key performance indicators
6. Provide feedback on skills, knowledge and attitude:
 - o use specific examples of behaviour
 - o give legitimate reasons for any negative feedback
 - o keep feedback factua
 - o highlight positive contributions
7. Offer recommendations for improvement:
 - o ask employee for input, e.g. interview, peer review
8. Reach agreement on goals and time frames, for example:
 - o short- and long-term goals of employee within organization
 - o success targets of organization and how the employee's behaviour fits in, e.g., sales volume, number of customers
 - o consider involving the HR department if performance is unsatisfactory
9. Discuss career expectations and future plans of employee
10. Invite feedback on policies and procedures that affect performance
11. Follow up:
 - o implement incentive and training programs, if applicable
 - o document performance review, i.e. have employee sign it, provide copy
 - o file performance review
 - o update job description, if necessary
 - o set date for next review

Knowledge

1. Labour legislation and relevant collective agreements
2. Performance expectations within the organization
3. Strengths and areas needing improvement of individual employees and of teams
4. Motivational theories, e.g. Maslow, Herzberg

Variables, Range of Context

1. Performance reviews may involve one or more supervisors or managers for an individual employee
2. Performance reviews may be conducted in a group setting, e.g. with a team of production line workers

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

E.3.7 Address Performance Issues

Reference Number: 3131

 Purpose of the Task

It is important to address performance issues as soon as they happen to maintain productivity and staff morale. This creates a safe and fair work environment and maintains the integrity of the discipline process.

 Performance

1. Determine the nature of the problem:
 - locate source or problem, e.g. training, performance, behaviour, outside barrier, interpersonal difficulties with other staff
2. Determine risks and impact of problem on, for example:
 - other staff members
 - property/plant
 - work environment
3. Follow legislation, organization's policies and collective agreements
4. Discuss problem with employee privately:
 - have appropriate witness present, if required
5. Focus on issues, not personality
6. Collaborate on ways to solve the problem
7. State attainable goals and time frame:
 - set time frame for non-compliance
8. For major infractions, sign and have employee and union representative (if applicable) sign document:
 - give copy to employee
9. Document details in employee file, as required, e.g., date, behaviour change requested, consequences outlined
10. If problem continues, consult with management, human resource department, and/or union to determine appropriate consequences
11. Evaluate progress regularly:
 - monitor achievement towards goals
 - provide feedback to employee

 Knowledge

1. Labour legislation and relevant collective agreements
2. Privacy legislation
3. Performance expectations within the organization
4. Organization's discipline process

 Variables, Range of Context

1. Process followed may depend on employee's history within the organization
2. Who is involved in this process will depend upon the organization, the severity of the issue, and the presence of a collective agreement

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

E. Workforce Management

E4. Manage within a Union Environment

E.4.1 Comply with collective agreement

E.4.1 Comply with collective agreement

Reference Number: 3136

 Purpose of the Task

For workplace efficiency within a union environment, it is critical to adhere to collective agreements. Supervisors and managers must be aware of the details of collective agreements. Resolving grievances creates a more efficient workplace for the whole team.

 Performance

1. Familiarize themselves with the details of collective agreements, including rights, seniority, wages, pay guarantees
2. Adhere to terms of collective agreement in all aspects of leadership, e.g. scheduling, pay raises
3. Investigate employee comments or concerns and resolve them as promptly as possible in accordance with terms of collective agreement
4. Give serious consideration to all employee comments and concerns
5. Ensure that supervisors communicate employee concerns to senior management immediately
6. Provide a method of feedback, e.g. hotline, feedback cards
7. Communicate details in advance of any organizational/operational change
8. Establish a professional relationship with the union representative, e.g. Steward:

 Knowledge

1. Labour legislation and terms of relevant collective agreements
2. Role and responsibilities of Union Steward
3. Collective bargaining process
4. Union goals and common goals
5. Employee job descriptions
6. Arbitration/negotiation procedures
7. Key legal terms

 Variables, Range of Context

1. Terms and conditions of collective agreements can vary widely.

 Glossary

- **COLLECTIVE AGREEMENT:** a written contract of employment covering a group of employees who are represented by a trade union. This agreement contains provisions governing the terms and conditions of employment. It also contains the rights, privileges and duties of the employer, the trade union and the employees.
- **UNION STEWARD:** Employee elected by his or her co-workers to act as the onsite union representative. Stewards are generally responsible for handling grievances, resolving disputes, and overseeing the implementation of the terms of the collective-bargaining agreement.

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

F. Pest Control

F1. Comply with Facility Pest Control Program

F.1.1 Comply with facility pest control program

F.1.1 Comply with facility pest control program

Reference Number: 2888

 Purpose of the Task

Following the facility pest control program helps to prevent pests (e.g. insects, rodents and birds) from threatening the quality and safety of products that are produced, stored and shipped from the food processing facility. In addition, compliance helps to identify potential pest issues that require attention before they cause potential harm to products or personnel.

 Performance

1. Attend facility pest control program training (as required)
2. Comply with all Food Safety and Pest Control policies and procedures when completing all work activities
3. Monitor for signs of pests or potential warning signs, for example:
 - o pest sightings
 - o sightings of signs of potential infestation, e.g. droppings, nests, feathers, damaged food/ingredients
 - o damage to structures or equipment, e.g. holes in walls, gaps in seals, etc.
4. Report any findings to supervisor for immediate attention
5. Respond to pest sightings according to supervisory direction

 Knowledge

1. Pest control program protocols
2. Importance of maintaining a pest-free work environment
3. Indicators or signs of potential pest infestation
4. Policies for handling hazardous waste, e.g. rodent droppings, nests, etc.

 Variables, Range of Context

1. Number of employees
2. Levels of employee responsibility and authority
3. Practices and raw materials leading to high risk of pests

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X



COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

G. Recalls

G1. Follow Recall Plan

G.1.1 Follow recall plan

Purpose of the Task

It is important that recall actions/activities occur in a timely and orderly manner. Following the protocols laid out in an organization's recall plan ensures that affected items are handled effectively and efficiently.

Performance

1. Follow directions of recall team leader regarding corrective actions to take for current situation, for example:
 - in production, for example: - shut down production lines in coordination with production manager - prepare equipment and/or products for testing - collect production records for review
 - in quality management, for example: -identify source of problem -trace inventory back through production lines based on batch/lot numbers, using traceability system data -test equipment -test raw materials - contact regulating authority
 - in warehouse, for example:- segregate affected inventory - segregate affected raw materials - place segregated inventory and raw materials on hold -track trace shipments of affected inventory to next point of distribution, e.g. recipients, carriers-trace receiving of raw materials, to identify supplier, dates- stop further distribution of affected inventory and raw materials -collect, segregate and dispose of returned product, if applicable
 - in sales and marketing, for example: -inform clients of recalled product and details, and required action - launch public communications plan -document actions being taken -handle calls from public and customers regarding recalled product.
 - in administration/management, for example: -participate in communications plan -review purchase agreements -meet with legal team -determine potential/scope of litigation
2. Comply with communication plan directives, e.g. do not speak with media, provide information as directed by recall team, e.g. what information, and to whom
3. Document actions taken as a result of recall plan:
 - provide documentation to supervisor/manager
 - maintain accurate traceability records
 - identify issues/problems that occur during recall
4. Participate in emergency recall management drills

Knowledge

1. Good Manufacturing Practices (GMP)
2. Standard Operating Procedures (SOPs)
3. Organization's recall plan
4. Level of recall
5. Product segregation procedures
6. Organization's product tracing system and food safety program
7. Product and product raw materials, sources of raw materials
8. Regulatory authority(ies)
9. Organization's distribution network
10. Media contacts
11. Confidentiality of information
12. Potential impact on brand and company image
13. Organization's existing supply chain facilities
14. Level of insurance protections
15. Sales and Purchasing agreements

Variables, Range of Context

1. Reason for recall, e.g. labelling error, public health risk
2. Different types of food products, e.g. baked goods, meats, vegetables
3. Different types of food processes, e.g. fresh, frozen, canned, cooked
4. Differences in distribution for different types of products

5. Sources/suppliers of raw materials
6. Recall time frames depending on type of product and level of risk associated with problem
7. Social perceptions of corporate errors, responsibility



Glossary

- **COMPLAINTS:** consumer complaints about product
- **PRODUCT RETURNS:** ability to record and track returned products and reason for return by consumers
- **RECALL:** an action taken by an organization to remove potentially unsafe food products or products from the market that do not comply with relevant laws. It is the responsibility of organization to remove the product from sale or distribution.



Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X



COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

H. Equipment and Tools

H1. Operate Food Processing Equipment

H.1.1 Troubleshoot minor food processing equipment problems

H.1.1 Troubleshoot minor food processing equipment problems

Reference Number: 2930

 Purpose of the Task

It is important to be proactive and recognize when equipment is not functioning optimally. Troubleshooting minor issues can prevent costly repairs and equipment downtime. Operators must recognize when equipment is malfunctioning and required protocols that must be followed.

 Performance

1. Use required Personal Protective Equipment (PPE), e.g. safety glasses, safety footwear
2. Identify problem area, for example:
 - unusual sounds
 - gauges reading incorrectly
 - misalignment
 - changes in synchronization
 - timing that is off
 - equipment wear
 - heat fluctuations, e.g. too hot or not hot enough
 - discolouration of lubricants
 - bad or unusual smells
 - product is not meeting specifications, e.g. incorrect volume, wrong colour
3. Verify safety components are operational on equipment
4. Assess potential sources of problem
5. Determine likely cause of problem:
 - begin by eliminating common issues as possible causes
 - use systematic process to eliminate other possible causes
6. Lock/tag- out equipment, if required
7. Address cause of problem, if possible, e.g. adjust equipment or settings to maintain operational parameters
8. Observe the equipment to identify signs of dysfunction:
 - use all senses, e.g. smell, sight, hearing
9. Collaborate with others to solve problem, if appropriate, e.g. supervisor, co-worker
10. Contact others with expertise (e.g. supervisor, facility maintenance) if problem cannot be solved:
 - explain step-by-step what issues were observed and what actions were taken
11. Document defects or problems and solutions, as required

 Knowledge

1. Standard Operating Procedures (SOPs)
2. Good Manufacturing Practices (GMP)
3. Types of equipment
4. How system operates and how components are connected, i.e. closed or open systems
5. Strengths and weaknesses/limitations of equipment and new technology
6. Equipment parameters
7. Equipment component functions
8. Process requirements, e.g. temperature, time
9. Equipment hazards
10. Lock/tag-out procedures
11. Ingredient/product quality standards and customer specifications for in-process and finished products
12. Common equipment problems and their indicators, e.g. incorrect product colour
13. Indicators of wear
14. Effects of over/under lubrication
15. Indicators of parts/component wear
16. Indicators of need for oil/lubrication
17. Level of personal authority to address issues and solve equipment problems, i.e. parameters within which troubleshooting can be performed

Variables, Range of Context

1. Types of equipment
2. Operating parameters of equipment
3. Food processing requirements for different types of foods
4. Equipment hazards
5. Component configurations and types of connections

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X



COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

H. Equipment and Tools

H2. Lock out Equipment

H.2.1 Lock out food processing equipment

H.2.1 Lock out food processing equipment

Reference Number: 2940

 Purpose of the Task

When making adjustments and troubleshooting does not correct an equipment problem, it is necessary to lock-out equipment and/or request technical assistance to correct the problem and get the equipment running again as quickly as possible. The lock-out procedure is critically important to prevent injury and use of the equipment while it is being repaired, which could cause death/injury to personnel and irreparable damage to equipment.

 Performance

1. Use required PPE, e.g. safety glasses, safety footwear
2. De-energize equipment and lockout main energy source
3. Lockout equipment, e.g. electrical, mechanical, pneumatic, hydraulic
4. Confirm equipment is locked out, e.g. there is no stored energy present
5. Describe lockout reason on tag
6. Affix tag to lock or equipment
7. Report to appropriate personnel, as required
8. Document action taken, if applicable

 Knowledge

1. Standard Operating Procedures (SOPs)
2. Good Manufacturing Practices (GMP)
3. Occupational Health and Safety practices
4. Lock/tag-out procedures and program
5. Situations requiring lockout of equipment, e.g. equipment jams
6. Equipment components and possible hazards, e.g. non-energized moving parts, chemical, physical, and biological hazards
7. Isolation points
8. How and what components are connected, e.g. pumps, tanks, vessels

 Variables, Range of Context

1. Types of equipment, forklifts, overhead conveyors, conveyor belts/augers
2. Operating parameters of equipment
3. Food processing requirements for different types of foods
4. Equipment hazards/risks

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X



COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

I. Sanitation

I.1. Oversee Facility Cleanliness

I.1.1 Monitor cleaning processes on production line

I.1.1 Monitor cleaning processes on production line

Reference Number: 3375

 Purpose of the Task

| Regular monitoring of cleaning processes on the line allows for production staff and supervisors to keep abreast of sanitation activities, identify potential issues, prevent contamination, and implement mitigations before serious sanitation issues arise to in-process and finished products.

 Performance

1. Verify existence of Safety Data Sheet (SDS) for each cleaning agent used on the production line:
 - o inform sanitation department if SDS are missing
 - o ensure process directions for use of agents are within limits
2. Participate in pre-operation sanitation checks, if required/applicable
3. Verify labelling of cleaning agents
4. Review cleaning records for production line:
 - o verify that records are being kept
 - o evaluate quality of record-keeping
 - o follow-up with production staff if discrepancies are noted
5. Review cleaning training records:
 - o verify that production staff have received required training
 - o ensure records are up to date
6. Review cleaning records to ensure activities are being completed according to procedures and schedule
7. Conduct spot checks on production line to verify cleaning, if required:
 - o conduct organoleptic inspections (sight, smell and touch) of surfaces and areas
 - o conduct ATP and/or microbiological testing to confirm cleanliness of surfaces and areas
8. Discuss processes with production staff:
 - o respond to questions and concerns regarding existing cleaning processes

 Knowledge

| Location of SDS for each cleaning agent used on the production line ATP and microbiological testing procedures, if applicable Cleaning record-keeping policies Specific designation requirements for cleaning and sanitation, e.g. Halal, Kosher, Gluten Free

 Variables, Range of Context

| Cleaning requirements/thresholds Types of cleaning processes used on production line

 Glossary

| **ATP TEST**: a process of rapidly measuring actively growing microorganisms through detection of adenosine triphosphate, or ATP

VERIFICATION: proof that the cleaning was performed and performed in accordance with the SSOP

VALIDATION: proof that the cleaning performed in accordance with the SSOP cleaned to the set specification

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X



COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

I. Sanitation

I2. Sanitize Facility

I.2.1 Monitor sanitizing processes on production line

I.2.1 Monitor sanitizing processes on production line

Reference Number: 3376

 Purpose of the Task

| Regular monitoring of sanitizing processes on the line allows for production staff and supervisors to keep abreast of sanitation activities, identify potential issues, prevent contamination, and implement mitigations before serious sanitation issues arise to in-process and finished products.

 Performance

1. Verify existence of Safety Data Sheet (SDS) for each chemical and sanitizer used on the production line:
 - inform sanitation department if SDS are missing
 - ensure process directions for use of sanitizers are within limits
2. Participate in pre-operational sanitation check
3. Verify labelling of sanitizing agents
4. Review sanitizing records for production line:
 - verify that records are being kept
 - evaluate quality of record-keeping
 - follow-up with production staff if discrepancies are noted
5. Review sanitizing training records:
 - verify that production staff have received required training
 - ensure records are up to date
6. Review sanitizing records to ensure activities are being completed according to procedures and schedule
7. Discuss processes with production staff:
 - respond to questions and concerns regarding existing sanitizing processes

 Knowledge

| Location of SDS for each chemical and sanitizer used in the facility Sanitizing record-keeping policies

 Variables, Range of Context

| Sanitizing requirements/thresholds Types of sanitizing processes used on production line Certified organic products require certified organic sanitizers

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

J. Waste Management

J1. Comply with Recycling Program

J.1.1 Comply with recycling program

J.1.1 Comply with recycling program

Reference Number: 2998

 Purpose of the Task

Compliance with the recycling program helps the organization minimize waste, protect the environment and ensures that regulatory requirements are met.

 Performance

1. Attend recycling program training, if applicable
2. Differentiate between waste, recyclable and reusable materials in work area
3. Dispose of recyclables in appropriate collection bins
4. Encourage co-workers to follow program
5. Inform maintenance staff when recycling bins are, for example:
 - o overflowing
 - o damaged
 - o unlabelled, e.g. signage is illegible
 - o inaccessible
6. Keep up to date with changes to program
7. Provide feedback to waste management staff on program, for example:
 - o suggest improvements to recycling program in relation to own department/work area
 - o report non-compliance with recycling program, if required

 Knowledge

1. Types of recyclables being collected
2. Locations of collection bins in work area
3. Overall goals of facility recycling program
4. Communication protocols for issues with bins, program, collection times/frequency
5. Value of recycling to organization

 Variables, Range of Context

1. Types and sizes of recyclables being collected
2. Frequency of collection
3. Co-workers unfamiliar with recycling concepts

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

J. Waste Management

J2. Comply with Facility Waste Management Program

J.2.1 Comply with facility waste management program

J.2.1 Comply with facility waste management program

Reference Number: 3001

 Purpose of the Task

Compliance with the facility waste management program prevents issues that can lead to major problems with operations and employee health.

 Performance

1. Attend waste management program training
2. Differentiate between waste, recyclable and reusable materials in work area
3. Follow appropriate disposal procedures for waste materials of own work area, including cleaning solutions and bio-waste
4. Follow appropriate handling procedures for hazardous waste from own work area
5. Use designated waste collection containers
6. Notify supervisors when, for example:
 - o waste collection containers are full or overflowing
 - o integrity of waste collection containers is compromised, e.g. leaky, cracks, missing lids
 - o leaks are observed in wastewater system
 - o unaccounted changes in wastewater system pressures are observed
7. Provide feedback to supervisors to improve waste management program for work area
8. Keep up to date with changes to waste management procedures

 Knowledge

1. Chemicals used in the workplace, e.g. Workplace Hazardous Materials Information System (WHMIS)
2. What is designated as waste materials within work area
3. Procedures for handling hazardous and non-hazardous waste
4. Designated waste collection containers and areas
5. Communication protocols for issues with bins, program, collection times/frequency
6. Health and safety hazards, e.g. contamination and cross-contamination

 Variables, Range of Context

1. Type(s) and volume of waste being collected
2. Different facility work areas producing different types of waste
3. Potential for waste to become a commercially viable by-products

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

K. Health and Safety

K1. Manage Occupational Health and Safety Program

K.1.1 Conduct safety inspections on production line

Purpose of the Task

| Regular safety inspections and audits help to assess if the occupational health and safety program is being followed on the production line. Inspections can catch health and safety issues and violations before they result in personal injury or property damage.

Performance

1. Determine what inspections need to be completed based on inspection schedule or any recent hazards noticed
2. Inspect production area for unsafe acts and conditions
3. Identify and control hazards
4. Verify PPE is being worn by all production workers
5. Observe tasks being completed:
 - o ask workers for feedback and take notes
6. Verify production staff has completed required safety training, i.e. review training records, if required
7. Examine production and material handling equipment for signs of damage
8. Review equipment maintenance records
9. Verify safe lock out of machines is being performed
10. Look for machine guarding issues on equipment/machinery
11. Inspect production area for good housekeeping, e.g. proper storage of tools and equipment, potential slip/trip hazards
12. Record all findings, recommendations, corrective actions and follow-up

Knowledge

| Workplace inspection procedures Auditing techniques Proper performance of tasks being observed Standard Operating Procedures (SOPs) Required Personal Protective Equipment (PPE) Equipment safe operating procedures Lock out tag out procedures

Variables, Range of Context

| Inspections may be performed by a facility staff member (e.g. supervisor) or by a third-party inspector

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X



COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

K. Health and Safety

K2. Comply with Occupational Health and Safety Program

- K.2.1 Follow occupational health and safety program
- K.2.2 Participate in emergency preparation
- K.2.3 Participate in accident/incident investigations

K.2.1 Follow occupational health and safety program

Reference Number: 3099

 Purpose of the Task

When all employees adhere to the occupational health and safety program the risk of the occurrence of accidents and injuries significantly decreases, leading to enhanced productivity and worker safety.

 Performance

1. Comply with organization policies and procedures regarding occupational health and safety
2. Wear personal protective equipment (PPE) as required
3. Use machinery, equipment and materials only as authorized
4. Follow written work procedures
5. Use safe ergonomic practices, e.g. safe lifting, repetitive strain avoidance
6. Use safe work principles, e.g. avoid rushing or taking shortcuts, making safety the top priority
7. Conduct safety check prior to beginning each shift, as required
8. Report accidents, incidents and near misses
9. Report all injuries for first aid, regardless of severity
10. Cooperate with the Joint Occupational Health and Safety Committee (JOHS) or Health and Safety Representative
11. Follow warning signs on equipment and machinery
12. Report hazards, unsafe conditions or actions to supervisor

 Knowledge

1. Personal legal responsibility for following Occupational Health and Safety Program
2. Worker's Compensation program, including purpose, responsibilities, compensation and benefits
3. Importance of occupational health and safety
4. Potential Hazards with the workplace
5. Workplace Hazardous Materials Information System (WHMIS) and applicable Safety Data Sheets (SDS)
6. Safe ergonomic practices
7. Types of common accidents/incidents and their causes
8. Locations of safety equipment within facility, e.g. eye wash station, first aid kit, emergency exits
9. Joint Occupational Health and Safety Committee (JOHS) members and Health and Safety Representative
10. Reporting procedures for hazards, accidents, near misses

 Variables, Range of Context

1. Provincial/territorial and federal occupational health and safety regulations
2. Types of PPE will vary depending upon organization, product and processes, e.g. hard hats, apron, gloves, safety footwear
3. Types of chemicals
4. Types of equipment

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

Purpose of the Task

Emergency preparedness is critical for all employees to ensure that in the event of an accident or incident, all involved parties are aware of the protocols and procedures to ensure safety.

Performance

1. Locate fire exits and muster/gathering points throughout the facility
2. Locate first aid stations, eye wash stations, Safety Data Sheet (SDS), emergency phones
3. Identify individuals training in CPR and first aid
4. Use safe handling procedures for handling facility materials, i.e. according to Workplace Hazardous Material Information System (WHMIS)
5. Use lock out tag out procedures for equipment
6. Participate in emergency drills, e.g. fire, chemical spills, evacuations, critical accidents simulations

Knowledge

1. Organization's policies and procedures, e.g. evacuation plans
2. Locations of all first aid stations, eye wash stations, Safety Data Sheet (SDS), emergency phones and muster points throughout the facility
3. Emergency contact information, e.g. security system, gas/utilities, fire, Ministry of Environment, Ministry of Labour, senior management, employee emergency contacts
4. Workplace Hazardous Materials Information System (WHMIS) and the applicable Safety Data Sheet (SDS)
5. Types of common accidents and their causes
6. Reporting procedures for emergencies

Variables, Range of Context

1. Size and layout of facility
2. Number of employees
3. Range of potential emergency situations

Glossary

- **MUSTER POINT:** a muster point is a designated place or an area where all employees, passengers, or a large crowd assemble in case of an emergency in an installation, building, public place or a watercraft. It is also known as an emergency assembly point (EAP), or, simply, assembly or gathering point.

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

K2.3 Participate in accident/incident investigations

Reference Number: 3102

 Purpose of the Task

In the aftermath of an accident/incident at an organization's worksite, all personnel must cooperate with external and internal investigators and follow standard operating procedures.

 Performance

1. Notify relevant personnel immediately of accident/incident, e.g. supervisor
2. Complete documentation according to standard operating procedures, for example:
 - use specified form
 - obtain assistance to complete, if required, e.g. interpreter for ESL staff
 - be honest and as complete as possible
3. Provide documentation to investigative authorities
4. Cooperate with investigators:
 - explain processes and procedures when asked
 - answer questions honestly
 - provide employee safety training records, if required
5. Continue to carry out work as normal, if possible
6. Provide records and documentation as requested, i.e. Worker's Compensation reports, paystubs
7. Follow organization's policies and procedures regarding communications

 Knowledge

1. Applicable legislation and regulations for organization, e.g. food safety protocols (SOPs), Occupational Health and Safety standards
2. Organization's functional areas
3. Protocols for external personnel on site, e.g. security
4. Roles and responsibilities of workforce
5. Organization's physical plant layout
6. Equipment information, e.g. maintenance records, age

 Variables, Range of Context

1. Size of organization
2. Nature and severity of incident/accident
3. Past incidents, e.g. number, severity, resolutions

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X



COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

K. Health and Safety

K3. Comply with Facility Security Program

- K.3.1 Follow facility security program
- K.3.2 Participate in security exercises and drills

Purpose of the Task

Adherence to security programs and procedures is important for the protection of the organization's assets and the safety of workers.

Performance

1. Attend security program training
2. Provide required information for security protocols/features
3. Follow required security procedures, for example:
 - access and egress to and from facility areas and facility grounds
 - reporting for work, i.e. signing in and off work/shifts
 - visitors, e.g. sign in log, visitors pass
 - reporting presence of strangers without visitor documentation/badge
 - removal of facility equipment
4. Protect intellectual property of organization, e.g. recipes, formulations, product specifications:
 - follow communication protocols for media, if applicable
5. Report loss of keys/electronic pass cards immediately
6. Report unusual occurrences, e.g. suspicious packages
7. Report unusual use or consumption of regulated chemical and raw materials, e.g. ethanol, cannabis

Knowledge

1. Security program protocols
2. What information is proprietary
3. Confidentiality rights and responsibilities
4. Indicators of unusual behaviour and activities
5. Cyber-security

Variables, Range of Context

1. Number of employees
2. Levels of employee responsibility and authority

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

K.3.2 Participate in security exercises and drills

Reference Number: 3107

 Purpose of the Task

Practice of security procedures enhances the efficiency and effectiveness of employee response during actual security breaches.

 Performance

1. Attend security exercises and drill training
2. Identify type of emergency response required, e.g. lockdown
3. Take action based on assigned role for type of emergency, for example:
 - o shut down equipment
 - o clear and lockdown areas
 - o report to muster areas
4. Provide feedback to supervisors regarding:
 - o activity completion time
 - o areas for improvement
5. Keep up to date with changes to procedures

 Knowledge

1. Security program protocols
2. Types of security breaches
3. Roles and responsibilities based on security situation
4. Potential security risks
5. Locations of security features, e.g. locks

 Variables, Range of Context

1. Quantity and types of security risks will vary based on organization's product and facility, e.g. number of access and egress points

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

L. Record Management

L1. Manage Record Management

L1.1 Monitor production line's record management

L.1.1 Monitor production line's record management

Reference Number: 3378

 Purpose of the Task

| Production line records/documentation need to be reviewed, monitored and analyzed on a regular basis to ensure accuracy while maintaining efficiency. This will ensure that organizational and legislative requirements are continuously being met.

 Performance

1. Review organizational requirements for records/documentation on production line
2. Communicate requirements for recordkeeping to employees
3. Ensure records/documents are fully completed within time frames specified by legislation and/or organizational policies and procedures:
 - o ensure data is accurate
 - o approve records/documentation, as required, e.g. initial or check off in appropriate column
4. Follow up on any issues and concerns indicated by information in records/documentation:
 - o discuss issues with employees
 - o communicate issues to other relevant personnel, e.g. quality assurance, management
5. File records/documentation according to organization's record management system, as required
6. Evaluate record/documentation processes regularly:
 - o make recommendations to adjust processes and procedures, as needed

 Knowledge

| Standard Operating Procedures (SOPs) Existing workflow process Data integrity and its importance Records required by legislation Documentation requirements of relevant programs, e.g. British Retail Council (BRC), Safe Quality Food (SQF) Roles and responsibilities of personnel Traceability requirements Level of personal authority to address issues and solve problems Organization's reporting procedure

 Variables, Range of Context

| Technology used in the record management process will vary, e.g. some digitized products may take readings and automatically generate reports

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

L. Record Management

L2. Complete Record Management Tasks

L2.1 Keep records up-to-date

Purpose of the Task

Record management systems need to be adhered to so that data is available to be reported. Data needs to be accurate and accessible because it is the basis for strategic organizational planning.

Performance

1. Identify types of records that must be maintained, for example:
 - o Standard Operating Procedures (SOPs)
 - o accident/incident reports
 - o payroll
 - o distribution lists
 - o personnel files
 - o inventory
 - o sales
 - o maintenance
 - o financial
 - o purchasing
 - o security
 - o licence and insurance
2. Complete records as required, e.g. daily, monthly
3. Ensure information is current and accurate, e.g., dates, calculations, inventory counts
4. File copy using the organizational systems (electronic and/or paper) so it may be accessed when needed
5. Use organizational data back-up systems
6. Distribute records, as required
7. Follow audit schedule to review documents on regular basis
8. Ensure records are secured, when required

Knowledge

1. Labour legislation and relevant collective agreements
2. Other relevant legislation, e.g. Worker's Compensation
3. Policies and procedures of the organization
4. Documentation requirements of insurance providers
5. Documentation requirements of relevant programs, e.g. British Retail Council (BRC), Safe Quality Food (SQF)
6. Requirements for storage of different types of documents, e.g. financial reports

Variables, Range of Context

1. Relevant records will vary with the occupation. For instance, Food Production Supervisors may only be responsible for SOPs, whereas a human resource professional may be responsible for employee files, etc.
2. Technology used in the record management process will vary
3. Lack of equipment or facilities could affect an organization's ability to maintain records effectively
4. Some data in records is required by legislation, and other data is confidential and must be kept secure _ the procedures will vary with the type of data

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

M. Financial Management

M1. Manage Finances

M1.1 Monitor production line's budget performance

M.1.1 Monitor production line's budget performance

Reference Number: 3379

 Purpose of the Task

| Budgets must be administered and monitored to ensure that the business is viable. These activities measure business progress for a specific period and for specific products/processes. Variances and losses can be analyzed, and causes can be identified and controlled. This sets the organization up for financial success and protects the return on investment.

 Performance

1. Identify relevant aspects of budget to be monitored:
 - o key performance indicators, e.g. target cost savings
 - o labour costing
 - o production/yield
 - o equipment performance and maintenance
2. Measure budget aspects within established time frames, e.g., line speed at kg/person, task completion times
3. Identify variances between budgeted and actual figures
4. Determine impact of variances, e.g. lost time, spoilage, customer complaints
5. Determine causes of identified variances
 - o communicate with relevant personnel (e.g. employees, managers) to discuss variances:
 - o collaborate with others (e.g. relevant departments, managers) to agree on action plan
6. Implement action plan to respond to variances
7. Communicate findings and actions to affected stakeholders

 Knowledge

| Organization's structure, roles and responsibilities within it
 Level of authority to address issues and solve problems
 Organization's policies and procedures
 Organizational budget relevant to production line
 Essential mathematics, e.g. ratios/proportions
 Budget terms and their meanings, e.g. margin
 Budget aspects to be monitored
 Impacts of budget variances
 Statistical process control, e.g. percentages of spoilage or wastage, efficiencies of equipment

 Variables, Range of Context

| Position of individual in organizational structure and level of authority
 Access to overall budget and its components

 Glossary

| **STATISTICAL PROCESS CONTROL (SPC):** methodology to monitor and analyze process inputs parameters and outputs characteristics, take corrective actions if the process is out of control limits which is updated periodically based on the process data, so as to continually reduce variation in processes and products.

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

N. Organizational Policies and Procedures

N1. Comply with Legislation/ Regulations

N.1.1 Interact with regulatory agents/inspectors

N.1.1 Interact with regulatory agents/inspectors

Reference Number: 3166

 Purpose of the Task

When regulatory agents/inspectors visit the organization, it is imperative that all staff follow appropriate protocols, to ensure that all operations and their practices are transparent to ensure regulatory agents/inspectors can determine compliance with legislation/regulations.

 Performance

1. Identify purpose of regulatory agent/inspector's presence, including:
 - regulator and agency being represented, e.g. international federal, provincial
 - purpose of visit, e.g. unscheduled inspection, formal audit
 - scope of visit
2. Interact with regulatory agent/inspector:
 - explain processes and procedures
 - answer questions honestly
 - continue to carry out work as normal
3. Demonstrate tasks, as requested

 Knowledge

1. Applicable legislation and regulations for organization, e.g. food safety protocols (SOPs), Canadian Meat inspection Act
2. Organization's functional areas
3. Organization's products, waste materials and processes, e.g. HACCP/food safety program protocols
4. Protocols for inspections/tours and audits
5. Roles and responsibilities of workforce
6. Organization's physical plant layout
7. Meat inspection process, e.g. held table

 Variables, Range of Context

1. Size of organization
2. Types of products, e.g. fresh, processed, frozen
3. Number of products
4. Critical inspection points

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

N. Organizational Policies and Procedures

N2. Comply with Organizational Policies and Procedures

N2.1 Develop standard operating procedures (SOPs)

N2.2 Implement organizational policies and SOPs

Purpose of the Task

Standard Operating Procedures and their supporting documents and tools contribute to consistent, safe and compliant operations within the entire organization.

Performance

1. Develop format for SOPs that, for example:
 - o is concise
 - o is easy to read
 - o uses pictures, photos and graphics whenever possible
 - o are available in different languages, as appropriate
 - o are identified according to document control system, e.g. identifying number, revision number
2. Establish development process, from development to revision
3. Develop SOPs, including:
 - o whom procedure applies to
 - o what procedure applies to
 - o when procedure must be carried out
 - o how procedure must be carried out, i.e. step by step instructions
 - o how procedure will be monitored including frequency and person(s) responsible
 - o how deviations will be identified using root cause analysis, documented and communicated
 - o how corrective actions will be implemented, monitored and documented
 - o how preventative measures will be implemented, monitored and documented
 - o how allowable exceptions will be handled
 - o how procedure will be verified and person(s) responsible
4. Develop supporting documents, e.g. checklists

Knowledge

1. Food production processes
2. Document and records control system
3. Document development processes
4. Document design
5. Applicable regulations for organization, i.e. federal, provincial/territorial, municipal
6. Good Manufacturing Practices
7. Lean Manufacturing Principles
8. Roles and responsibilities of workforce

Variables, Range of Context

1. SOPs may require updates when products, equipment or equipment layout change
2. Company culture, whether SOPs are available and how they are used
3. Templates may be available, and will vary
4. SOPs required for specific facility functions, e.g. Sanitation Standard Operating Procedures (SSOPs) for facility cleaning and sanitizing

Glossary

- **Deviation** _ an incorrect variation to an SOP process.
- **Exception** _ a controlled variation of the SOP process.
- **Standard Operating Procedures (SOPs)** _ a written set of instructions that describe how to perform the required steps for a particular task or sequence of tasks.

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
					X	

Purpose of the Task

In order for an organization's policies and SOPs to be adhered to, implementation must engage all personnel in a variety of different ways.

Performance

1. Confirm organizational policies and SOPs handbook is available for employees to reference
2. Integrate a review of the organizational policies and relevant SOPs with new employees as part of orientation
3. Integrate SOPs as part of on-the-job training
4. Review SOPs and documentation periodically and when changes occur, e.g. to regulations, equipment, ingredients, suppliers, premises or processes
5. Update SOPs and documentation:
 - add, modify and archive records according to document and record control programs
 - update master list of SOPs indicating latest versions, as required
6. Post changes to policies and SOPs for review and sign off by employees

Knowledge

1. Difference between policy and procedure (SOPs)
2. Document management system
3. Roles and responsibilities of workforce
4. Numbers and experience of personnel
5. Barriers to compliance, e.g. employee complacency

Variables, Range of Context

1. Size of organization
2. Roles and responsibilities of personnel
3. Complexity of production (may require more SOPs)

Glossary

- **Policy** _ written statement that clearly indicates the position and values of the organization on a specific topic. It contains rules and stipulates what to do.
- **Standard Operating Procedures (SOPs)** _ a written set of instructions that describe how to perform the required steps for a particular task or sequence of tasks.

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X



COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

O. Leadership

O1. Provide Leadership

O.1.1 Delegate tasks

Purpose of the Task

Delegating tasks helps to manage time and the team efficiently, it allows for the simultaneous performance of multiple tasks, and provides controlled/safe opportunities for staff to take on more responsibility and/or develop new competencies.

Performance

1. Determine which tasks and responsibility can be delegated, considering, for example:
 - risk level, i.e. consequences of not completing task or of not completing task correctly
 - task frequency, i.e. does task re-occur
 - opportunity for mentoring
 - whether monitoring of task performance is required
 - suitability of task to be delegated
2. Choose employees best suited or trained to perform task considering:
 - consider employees' capabilities and limitations
 - consider employees' availability and workload
3. Confirm employees' understanding of task:
 - intent, purpose, and content of task
 - deadlines and desired results
4. Set schedule based on needs of organization, e.g. desired results, time or date for task completion
5. Monitor employees' progress, e.g. provide feedback, offer suggestions
6. Provide support to employees as required
 - if roadblocks are encountered, provide assistance to enhance performance
7. Ensure task is completed as required:
 - recognize successful completion of task, e.g. thank employee
 - follow up as needed, e.g. provide coaching, re-assign task
8. Document employees' performance
9. Confirm employees' willingness to accept additional responsibility

Knowledge

1. Delegation techniques, for example:
 - SMARTER:
 - specific
 - measurable
 - agreed on
 - realistic
 - time-bound
 - ethical
 - recorded
 - delegation checklists
2. Levels of delegation, e.g. assess and report findings; assess, analyze and make recommendations.
3. Staff person's capabilities and limitations
4. Accountability and responsibility
5. Current work practices, processes and products
6. Regulations
7. Communication skills
8. Appropriate opportunities for delegating, e.g. lower risk, less critical tasks

Variables, Range of Context

1. Size of organization
2. Formal or informal employee mentoring programs
3. Union or non-union work environment
4. Staff empowerment

5. Leadership capacity of person delegating tasks

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X



COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

O. Leadership

O2. Manage Organizational Change

- O.2.1 Promote continuous improvement
- O.2.2 Implement organizational change
- O.2.3 Support organizational change

Purpose of the Task

Encouraging continuous improvement engages employees and motivates them to excel and achieve.

Performance

1. Implement process for developing, discussing and presenting improvement ideas:
 - o liaise with staff
 - o seek new ideas, e.g. make an agenda item during meetings
 - o evaluate new ideas:
 - review statistical data
 - discuss issues and potential impacts
2. Develop strategies to ensure employees are encouraged to participate in decision-making processes and take initiative
3. Identify opportunities to improve work practices, processes or products, e.g. source new technologies
4. Define areas in which work practices, processes or products may benefit
5. Propose change management plan for implementation of successful ideas, if required

Knowledge

1. Continuous improvement processes, e.g. PDCA, plan-do-check-act (PDCA) cycle, also known as Deming cycle, or Shewhart cycle
2. Root cause analysis
3. Statistical analysis
4. Current work practices, processes and products
5. Regulations

Variables, Range of Context

1. Size of organization
2. Management style of organization
3. Union or non-union work environment
4. Level of automation
5. Types of products produced

Glossary

- **CONTINUOUS IMPROVEMENT**: ongoing effort to improve products, services or processes; can be "incremental" improvement over time or "breakthrough" improvement all at once
- **ROOT CAUSE**: highest level cause of a problem, that if removed will prevent the problem from re-occurring
- **ROOT CAUSE ANALYSIS**: a wide range of approaches, tools and techniques used to uncover the causes of problems, e.g. causal factor analysis, barrier analysis, change analysis, management oversight and risk tree analysis

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

Purpose of the Task

It is important to use the organization's agents of change, i.e. those in the team that embrace change, to promote and implement changes within the organization to ensure a smooth and efficient transition. Employees must be well-informed, and sometimes reassured, during the change process as change can be difficult for individuals and for teams.

Performance

1. Involve those affected by change in the implementation
2. Communicate information to employees:
 - identify resistance to change
3. Address specific reasons for resistance, i.e. remove obstacles, for example:
 - explain purpose and benefits of change to organization and individual employee
4. Lead change by example
5. Support employees:
 - provide training
 - provide equipment
6. Document results of change, e.g. impact, costs, benefits
7. Provide evidence, e.g. quantitative or qualitative results, that change has been implemented
8. Provide feedback on results of change

Knowledge

1. Reasons for change
2. Barriers to change
3. Implications of change
4. Change management models, e.g. Kotter's Eight Steps to Change, Bridge's Transition Model, Roger's Technology Adoption Curve, Kubler-Ross Five Stage Model, The Change Curve
5. Change management plan details, e.g. targets, schedule, priorities
6. Involved stakeholders
7. Organizational resources
8. Agents of change in organization

Variables, Range of Context

1. Size of organization
2. Management style of organization
3. Union or non-union work environment
4. Empowerment of employees
5. Level of stakeholder engagement
6. Degree and type of change

Glossary

- Stakeholder - anyone that can be affected by a company's actions, objectives, and policies. This includes both internal stakeholders, such as employees and managers, and external stakeholders, such as shareholders, suppliers, customers, surrounding communities, creditors, government representatives, etc.

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

Purpose of the Task

All employees need to embrace change at an individual level. It is important to support organizational change as an individual to contribute to the team and the organization's success. Resistance to change results in a poor work environment and low productivity.

Performance

1. Be willing to try new ways to carry out tasks:
 - approach change objectively
 - keep an open mind
2. Take training for new processes/equipment operations
3. Provide feedback on effectiveness of change, e.g. observations, outcomes
4. Speak positively about potential outcomes and benefits of change
5. Determine how change is beneficial to own work situation
6. Explain benefits of change to others
7. Adapt if implemented changes do not have the anticipated outcomes

Knowledge

1. Reasons for change
2. Barriers to change
3. Implications of change
4. Organizational resources

Variables, Range of Context

1. Size of organization
2. Management style of organization
3. Union or non-union work environment
4. Empowerment of employees
5. Level of stakeholder engagement
6. Degree and type of change

Glossary

- **Stakeholder:** anyone that can be affected by a company's actions, objectives, and policies. This includes both internal stakeholders, such as employees and managers, and external stakeholders, such as shareholders, suppliers, customers, surrounding communities, creditors, government representatives, etc.

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

O. Leadership

O3. Demonstrate Professionalism

- O.3.1 Facilitate collaboration of work teams
- O.3.2 Collaborate with team members
- O.3.3 Develop professionally
- O.3.4 Exhibit professional and ethical conduct
- O.3.5 Mentor/coach others
- O.3.6 Manage own stress
- O.3.7 Manage own time
- O.3.8 Contribute to a solution-focused workplace

 Purpose of the Task

The success of an organization often depends on how well its team members work together. Effective team leaders demonstrate leadership through facilitating the collaboration of the work teams that they are responsible for. This builds engagement in the processes and products, as well as the capacity to proactively identify issues and address them. Research has shown that work teams that are collaborative are exponentially more productive because they are focused on common goals.

 Performance

1. Identify own leadership style and tendencies
2. Identify roles and responsibilities of team members:
 - be aware of strengths/weaknesses of team members
3. Build teams of individuals with complementary skill sets, when possible
4. Establish ground rules and team norms through discussion:
 - respect inclusion and diversity
5. Address signs of stress in the group, for example:
 - hold support meetings
 - discuss ideas for reducing stress with team
 - conduct team building events
6. Build cohesion in the group, including:
 - identify goal(s) or common cause
 - encourage innovation, e.g. brainstorm ideas/solutions, promote open-minded environment
7. Communicate with individual team members regularly, including
 - expectations
 - progress
 - issues and concerns
8. Lead team meetings, as required:
 - ensure all team members have opportunity to contribute
9. Facilitate consensus within the group, when necessary:
 - encourage sharing of information and ideas
 - encourage discussion
 - ensure that everyone can agree on next step
10. Respond to questions and requests in a timely manner
11. Honour promises made to the team
12. Celebrate team successes, e.g. hold pizza party when team exceeds targets, use rewards available through organization such as coffee gift cards
13. Document team's progress or ensure progress is documented, as required

 Knowledge

1. Organization's mission statement, goals, structure, and roles and responsibilities within it
2. Level of authority to address issues and solve problems
3. Organization's policies and procedures
4. Characteristics of teams
5. Roles that individuals play within teams
6. Importance of trust in building teams
7. Stages of team development, e.g. forming, storming
8. Barriers/challenges to collaboration

 Variables, Range of Context

1. Position of individual in organizational structure and level of authority
2. Types of work teams, e.g. temporary project team, permanent work team

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

Purpose of the Task

Collaboration is often a crucial part of a business, as it is often necessary for colleagues to work well together, trying their best in any circumstance. Collaboration means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals to achieve the goals of the team and ultimately the mission of the organization. "Team" refers not only to a small work group, but to the organization as a whole.

Performance

1. Support others:
 - share knowledge with others
 - provide feedback in a constructive, timely and professional manner
 - be receptive to other's opinions
 - respect individual differences, e.g. strengths and limitations, cultural differences, language requirements, physical needs and limitations
2. Collaborate with representatives from other functional areas of organization, e.g. maintenance, quality control:
 - share expertise, information and resources
 - work together on broader organizational objectives
3. Work together to achieve goals and resolve issues:
 - actively participate in team activities, e.g. contribute ideas, carry out tasks
 - share credit and recognition for achievements
 - resolve inconsistencies and errors together
4. Identify ways to continuously improve own collaboration skills:
 - reflect on successes and challenges

Knowledge

1. Purpose/goal of team
2. Mission statement and values of organization
3. Benefits of teamwork
4. Strengths and limitations of self and other team members
5. Team dynamics
6. Other teams in organization
7. Relationships between different functional areas of the organization
8. Level of personal authority to address issues and solve problems

Variables, Range of Context

1. Size of organization
2. Management style of organization
3. Union or non-union work environment
4. Empowerment of employees
5. Level of team member engagement

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

Purpose of the Task

In order to advance in one's career, prevent skills obsolescence, improve knowledge and skills, it is critical to take advantage of development opportunities and make time to keep up with advances in the industry. Organizations support professional development of their employees for succession planning, to maximize the skills and knowledge of their personnel and to develop/maintain a competitive edge.

Performance

1. Recognize ongoing need for professional development:
 - o review personal skill set
 - o identify personal short- and long-term training needs
 - o assess current and future professional development needs
 - o assess current trends and best practices
2. Engage in formal and in-formal training and development activities, for example:
 - o research professional development opportunities
 - o enroll in educational and professional seminars, courses, workshops and certification programs
 - o participate in mentorship programs
 - o volunteer
 - o read industry publications
 - o participate in local trade and business organizations
 - o network with industry members
3. Access organizational support, e.g. time off, reimbursement of course fees
4. Assess the effectiveness of development activities
5. Review and update professional development goals

Knowledge

1. Professional goals
2. Trade and business organizations
3. Organizational support for professional development, e.g. time off, course fees
4. Available educational and professional seminars, courses, workshops and certification programs

Variables, Range of Context

1. Organizational support
2. Personal assessment
3. Union or non-union work environment
4. Position and role of individual

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

O.3.4 Exhibit professional and ethical conduct

Reference Number: 3182

 Purpose of the Task

Professional and ethical conduct promotes a positive image of the industry, organization, brand and oneself and helps to earn the respect of stakeholders, including peers. Being professional also helps to create a positive work environment and sets an example for others.

 Performance

1. Represent organization's mission, vision, and values through professional conduct
2. Demonstrate professional characteristics, for example:
 - o courtesy
 - o dedication
 - o integrity
 - o efficiency
 - o enthusiasm
 - o fairness
 - o flexibility
 - o objectivity
 - o trustworthiness
 - o curiosity
 - o Initiative
 - o creativitite
3. Set example for co-workers, colleagues and industry
4. Comply with business standards, policies and procedures
5. Comply with organization's Code of Ethics, if applicable
6. Maintain confidentiality
7. Respect diversity
 - o monitor personal biases
8. Respect co-workers, colleagues, customers and competitors

 Knowledge

1. Organization's code of conduct and expectations
2. Ethical principles
3. Organization's code of ethics
4. Stereotypes (e.g. cultural, racial, sexual, gender) and their impact on the workplace
5. Personal biases
6. Level of authority

 Variables, Range of Context

1. Organizational expectations
2. Position of individual in organizational structure

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

 Purpose of the Task

Mentoring and coaching are important tools for an organization to develop its labour pool to meet short- and long-term needs such as succession planning or labour retention issues.

 Performance

1. Create a work environment that contributes to employee development, for example:
 - offer advice according to employees' professional ambitions
 - recognize opportunities to coach or mentor employees
 - arrange for professional development activities, if possible
 - provide on-the-job training
 - establish formal mentoring program
2. Provide support to peers and team members when needed:
 - establish work relationship with employees - agree on parameters of relationship, e.g. confidentiality
 - provide information on ways to develop their careers, e.g. books, industry journals, online resources, courses
 - actively listen to employees
 - ask probing questions
 - encourage employees to explore issues
3. Inform peers or team members of career paths within the industry
4. Assist others in working through issues or conflict situation
5. Identify situation or problem that needs to be solved:
 - encourage employees to generate solutions themselves: - do not criticize - do not draw conclusions for employees
 - involve employees in learning process: - ask questions - ask which alternative is likely to work
6. Break larger tasks into smaller learning activities:
 - encourage and guide employees through specific tasks until goals are achieved

 Knowledge

1. Differences between coaching and mentoring
2. Situations requiring coaching, for example:
 - to cross train employees to prevent production losses
 - when employees are not meeting expectations
 - when company is introducing new system or program
 - when organization has small of individuals requiring greater competency in a specific skill
3. Situations requiring mentoring, for example:
 - when organization is seeking to develop a talent pool as part of succession planning
 - when company seeks to diversify employees to remove barriers to success
 - when organization seeks to develop employees over and above the specific tasks, e.g. leadership
 - when an organization seeks to retain internal expertise of older employees
4. Communication techniques
5. Roles of a mentor or a coach
6. Succession plans

 Variables, Range of Context

1. Formal or informal mentoring program
2. Management style of organization
3. Union or non-union work environment
4. Empowerment of employees
5. Level of stakeholder engagement
6. Reason for coaching or mentoring
7. Tools used to assess coaching or mentoring needs



Glossary

- **Stakeholder:** anyone that can be affected by a company's actions, objectives, and policies. This includes both internal stakeholders, such as employees and managers, and external stakeholders, such as shareholders, suppliers, customers, surrounding communities, creditors, government representatives, etc.
- **Mentoring:** an ongoing formal/informal relationship of a more senior, experienced person within the organization providing support and guidance to younger employees. Often a means to pass on knowledge and experience and open doors for younger employees.
- **Coaching:** a short-term relationship with employees for the development of specific skills or competencies.



Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
			X			X

Purpose of the Task

Strategies to manage one's own stress are important to ensuring sustained, healthy employment. These strategies prevent burnout and employee turnover. It is important to be realistic about what one person can reasonably take on in terms of workload and timelines

Performance

1. Attend to own personal, physical, emotional and spiritual needs
2. Maintain a sense of humour
3. Establish a comfortable work environment
4. Practice being flexible and adaptable to new situations, e.g. demonstrate calm approach
5. Take action to reduce stress, e.g. balance home and work life, set realistic goals, engage in hobbies
6. Ask for assistance when needed

Knowledge

1. Personal limitations
2. Personal stress indicators and triggers
3. How own stress and attitude affects others
4. When and how to say "no"

Variables, Range of Context

1. Personality types
2. Corporate culture
3. Union or non-union work environment
4. Position and role of individual

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

Purpose of the Task

Time management is critical to effective and efficient achievement of goals. Managing time is one of the skills used to ensure the timely accomplishment of tasks; undue delays in meeting deadlines; and to ensure all tasks get the time and attention they require.

Performance

1. Set achievable short- and long-term objectives
2. Develop action plan, break down task into manageable steps
3. Prioritize tasks:
 - set priorities
 - manage conflicting priorities
4. Estimate time requirements
5. Schedule tasks:
 - use time management tools and software applications, e.g. activity logs, to-do lists, action plans
6. Monitor progress against projections:
 - adjust schedule if necessary
 - delegate some tasks, if applicable
7. Keep motivated:
 - minimize distractions
 - compensate for personal style, e.g. procrastination, avoidance, perfectionist
8. Keep organized, i.e. reduce wasted time looking for materials, keep files organized

Knowledge

1. Time management techniques, e.g. time allocation, prioritizing
2. Organization's plans and scheduling
3. Time management tools, e.g. critical paths
4. New equipment and tools that can save time

Variables, Range of Context

1. Complexity and size of projects
2. Interdependence with other personnel's work
3. Union or non-union work environment
4. Position and role of individual
5. Authority to manage own workload will vary by organization

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

 Purpose of the Task

Being able to adjust to new situations and technology, identify risks and solve problems are critical skills in the current workplace and the workplace of the future. Organizations that foster a solution-focused workplace are more efficient, experience fewer operational issues, and are able to quickly adjust to shifting customer requirements.

 Performance

1. Ask questions regarding requirements and expectations
2. Identify signs of potential risk to the operation or product(s)
3. Identify signs of potential customer issues or dissatisfaction
4. Identify issues that have the potential to cause conflict within the team or organization
5. Take initiative to solve common problems:
 - enact solutions that have been successfully used in the past
6. Communicate signs of potential risk and potential solutions to appropriate individuals, e.g. supervisor, co-workers, managers:
 - describe issues and problems clearly and concisely
 - outline potential solutions and the rationale behind them
 - use questions to generate discussion
 - respect others' input and opinions
7. Work together to solve issues and problems:
 - be open to different approaches
 - ensure roles and responsibilities to enact solution are clear
8. Address conflict as it happens:
 - respect others' viewpoints
 - communicate directly but courteously
 - report abusive behaviour
9. Keep focused on positive outcomes:
 - redirect negative comments or discussion
10. Reflect on the process and solution:
 - make suggestions for continuous improvement
11. Celebrate successes:
 - recognize those who have contributed to the problem-solving process, e.g. acknowledge publicly, thank privately

 Knowledge

1. Organization's structure, roles and responsibilities within it
2. Level of authority to address issues and solve problems
3. Organization's policies and procedures
4. Ethical principles
5. Cultural sensitivity
6. Organization's code of ethics
7. Industry trends and technology

 Variables, Range of Context

1. Organizational expectations and culture
2. Position of individual in organizational structure
3. Types of issues and problems

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X



COMPETENCIES FOR A FOOD PRODUCTION SUPERVISOR

P. Communications

P1. Communicate Effectively

- P.1.1 Use active listening skills
- P.1.2 Use speaking skills
- P.1.3 Use hand signals
- P.1.4 Use writing skills
- P.1.5 Conduct meetings and presentations
- P.1.6 Manage internal and external communications

Purpose of the Task

To ensure messages and information are understood and to prevent misunderstandings that could result in costly errors.

Performance

1. Assess situation and timing/location of potential conversation
2. Focus complete attention on speaker:
 - o be open-minded
 - o use attentive body language and verbal cues
 - o demonstrate patience, i.e. listen without interruption until message is completed
3. Watch for nonverbal indicators that reinforce or contradict message, e.g. nods
4. Respond to speaker:
 - o acknowledge message, e.g. thank speaker
 - o offer comments
 - o use effective questions to seek additional information or clarify details, e.g. open-ended or closed questions, probing or mirror questions
 - o re-word message in paraphrased terms to confirm understanding

Knowledge

1. Questioning techniques
2. Paraphrasing
3. Nonverbal cues, i.e. body language
4. Culturally-sensitive communication styles or practices, e.g. use of humour
5. Appropriate listening environments for various conversations

Variables, Range of Context

1. Barriers to listening, e.g. poor hearing, noisy work environments
2. Interpretations of nonverbal cues, i.e. culturally-determined information
3. Interpreters or translators may be used if the speakers and listeners have different first languages

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

Purpose of the Task

To ensure messages and information are understood and to prevent misunderstandings that could result in costly errors.

Performance

1. Determine appropriate time and place to deliver message, e.g. away from noisy equipment
2. Respect needs and limitations of listeners:
 - o recognize cultural differences in communication
 - o respect schedule and potential time restrictions
 - o anticipate potential emotional responses
3. Organize ideas before speaking
4. Determine appropriate format, e.g. formal, informal, group, individual, telephone
5. Communicate message:
 - o speak clearly
 - o make eye contact
 - o vary tone, volume, pauses, and rate of speech
 - o use appropriate language, e.g. do not use slang, jargon, profanity or sarcasm
 - o exhibit appropriate non-verbal behaviour
6. Engage listeners by promoting input, e.g. put employee at ease
7. Confirm listener(s)'s understanding:
 - o encourage and answer questions
 - o watch for nonverbal cues, e.g. questioning looks

Knowledge

1. Purpose of communication
2. Speaking techniques
3. Nonverbal cues, i.e. body language
4. Proper terms for industry/organizational jargon
5. Appropriate delivery of message for situation
6. Culturally-sensitive communication styles and practices

Variables, Range of Context

1. Barriers to listening, e.g. poor hearing, noisy work environments
2. Listeners with special needs, e.g. English as a Second Language (ESL), impaired hearing, foreign language audience members
3. Interpretations of nonverbal cues
4. Personality traits, e.g. shy, soft-spoken, assertive/aggressive
5. Emotional states of listeners
6. Types of messages, e.g. coaching session, training, positive reinforcement, sharing of information
7. Interpreters or translators may be used if the speakers and listeners have different first languages

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

Purpose of the Task

The use of universally understood hand signals throughout the facility helps to ensure safe and effective communication among crew members and prevent the damage of goods or personal injury.

Performance

1. Provide clear and recognized hand signals
2. Communicate intention to move self or objects to all personnel, as necessary
3. Respond appropriately to received hand signals

Knowledge

1. Meaning of hand signals
2. Situations when hand signals are warranted
3. Accepted and recognized hand signals within the facility

Variables, Range of Context

1. Congestion within the facility

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

Purpose of the Task

Effective written communication skills help to ensure that messages and information are clear and understood by the intended audience. Written information is also a permanent record that can be kept as evidence of discussions, actions and/or results.

Performance

1. Determine purpose of message
2. Use format, tone and style suited to purpose
3. Consider reader's:
 - o perceptions
 - o reading ability
 - o needs
 - o technical understanding
 - o preferred language
4. Adapt content and structure of material to suit reader(s), as required
5. Ensure handwritten documents are clear and legible
6. Ensure written communication is:
 - o well-organized and has logical flow
 - o clear and concise

Knowledge

1. Protocol for different writing formats, e.g. incident reports, e-mails, reports
2. Public and internal formats and requirements
3. Grammar, punctuation, spelling and sentence structure
4. Characteristics of readers

Variables, Range of Context

1. Barriers to writing, e.g. English as a Second Language, education
2. Different purposes
3. Informal/formal
4. Formatted documents
5. Writing by hand versus using technology

Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

 Purpose of the Task

Meetings and presentations are important for all levels of personnel (operations, supervisory and management) to share information, make decisions and solve problems. From daily tailboard meetings to sales presentations, effective meeting and presentation skills enhance idea sharing and promote positive improvements.

 Performance

1. Determine purpose of meeting, for example:
 - introduce policies and procedures
 - discuss safety issues
 - explore and resolve problems
 - organize activities for shift
 - promote teamwork, i.e. recognize achievements
2. Confirm participants/audience:
 - choose date and time based on availability of participants
 - book suitable location
 - consider number of participants and privacy required
3. Develop agenda to outline purpose, goals and objectives
4. Manage meeting/presentation:
 - focus on goals and objectives of meeting
 - facilitate discussion and open dialogue
 - speak clearly
5. Complete appropriate follow-up with participants

 Knowledge

1. Purpose of meeting
2. Type of meeting required, e.g. budget/accounting meeting, shift safety meeting
3. Appropriate participants to invite to meeting
4. Roles and responsibilities of participants

 Variables, Range of Context

1. Size of organization
2. Scope of meeting
3. Management style of organization
4. Unionized or non-union work environment
5. Roles and responsibilities of participants, managers, supervisors, executive team
6. Internal or external participants, employees, managers, suppliers, clients, shareholders

 Glossary

- **STAKEHOLDER:** anyone that can be affected by a company's actions, objectives, and policies. This includes both internal and stakeholders, such as employees and managers, and external stakeholders, such as shareholders, suppliers, customers, surrounding communities, creditors, government representatives, etc.
- **MENTORING:** an ongoing formal/informal relationship of a more senior, experienced person within the organization providing support and guidance to younger employees. Often a means to pass on knowledge, experience, and open doors for younger employees.
- **COACHING:** a short-term relationship with employees for the development of specific skills or competencies.

 Level of Complexity | Bloom's Taxonomy



Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

P.1.6 Manage internal and external communications

Reference Number: 3191

 Purpose of the Task

All internal and external communications within an organization should follow established strategies and protocols to maintain the security of proprietary information, develop rapport and maintain a level of professionalism and decorum throughout all interactions.

 Performance

1. Develop internal and external communication strategies and processes considering, for example:
 - o internal and external stakeholder groups
 - o potential methods of communication, e.g. phone, text, e-mail
 - o types of information to be communicated
 - o language requirements
 - o communication protocols/hierarchies
2. Implement communication strategies, e.g. allocate resources and time
3. Assess effectiveness of communication strategies:
 - o determine metrics to measure effectiveness of communication strategy
 - o gather data and analyze results
4. Revise communication strategies as necessary
5. Adhere to and respect communication protocols and levels of authority

 Knowledge

1. Communication protocols, internal and external
2. Communication methods, e.g. memorandum, email, newsletter
3. Organizational structure
4. Digital technology
5. Communications security
6. Level of authority

 Variables, Range of Context

1. Corporate culture
2. Communication systems
3. Formal vs. informal communication systems
4. Internal vs. external communication

 Level of Complexity | Bloom's Taxonomy

Recall, Remember	Understand	Apply	Analyze	Evaluate	Create, Transform	Autonomy
		X				X

GLOSSARY

Accounts receivable aging – Process of determining which customers are paying on time, which are not, and how far they are behind the payment date. This analysis assists in estimating bad debts and in establishing credit guidelines.

Adenosine-5'-triphosphate (ATP) – is the energy currency of cells (animal, plant, bacteria, yeast, mould).

Aggregate demand – the total amount of product to be produced during a given time frame.

Allergen – a known food component that causes an immunological physical response, often a protein, e.g. nuts, eggs, milk.

Arbitration – a process of settling an argument or disagreement in which the people or groups on both sides present their opinions and ideas to a third person or group.

Artificial demand – is created when an end use is supplied air pressure higher than required for the application.

Aquastat – An aquastat is a device used in hydronic heating systems for controlling water temperature. To prevent the boiler from firing too often, aquastats have a high limit temperature and a low limit.

ATP Test – a process of rapidly measuring actively growing microorganisms through detection of adenosine triphosphate, or ATP.

Auger – a device with a helical shaft used for moving loose material.

Batch processing – the performing of an industrial process on material in batches of a limited quantity or number.

Bar codes – machine-readable codes on goods used to validate transactions, determine inventory levels, verify bills of lading, etc. They are often used with electronic data interchange.

Beneficiary – The person to whom the insurer must pay none if damaged to or loss of the goods occurs.

Bill of Lading – The primary trade transport document required to ensure the security of goods shipped by an exporter. It serves as 1) the carrier's receipt to the shipper that the goods have been received for shipment, 2) a memorandum of the terms and conditions of the contract between the carrier and the shipper for the transportation of the goods to a specified destination, and 3) evidence of title to the goods. A B/L may be negotiable or non-negotiable; various types include air bill, ocean bill, highway bill and rail waybill (see Clean, Order, Straight, Unclean bills of lading). When sent to a foreign bank as part of a sight

draft, the bank is authorized to release the B/L (which represents the title to the goods) to the buyer only when payment has been received from the buyer

Biosolids – are a solid product from sewage treatment processes and have been treated in a way to make them safe for further use

Blowdown – Boiler blowdown is water intentionally wasted from a boiler to avoid concentration of impurities during continuing evaporation of steam. The water is blown out of the boiler with some force by steam pressure within the boiler. Bottom blowdown used with early boilers caused abrupt downward adjustment of boiler water level and was customarily expelled downward to avoid the safety hazard of showering hot water on nearby individuals

Brand equity – the amount of money that customers are willing to pay just because it's an organization's brand

Buffer stock – inventory that is established to ensure supply while stock levels are being replenished

Bylined articles – can be any length, and they tend to be based on opinion. They articulate views and opinions that are clearly the writer's own, without requiring objectivity

Calibration – includes measures taken to ensure that an instrument is accurate by adjusting to a known standard. If instrument measurement has an impact on food safety, it must be included in a calibration program

Carcinogen – any substance or agent that tends to produce a cancer

Carrier – any person or company, which, under a contract of carriage, undertakes to perform or procure the carriage agree to by rail, road, sea, air, inland waterway, or by a combination of such modes

Carriers – the materials that form the base or vehicle for the food being tested and can more broadly refer to any other food that accompanies the one being tested so they are ingested too

Casing – natural, clean, sanitized intestine skin of sheep, or hogs, or man-made materials that are used to hold stuffings, usually ground meats for sausages or other similar products

Cash flow – Incomings and outgoings of cash, representing the operating activities of an organization. In accounting, cash flow is the difference in amount of cash available at the beginning of a period (opening balance) and the amount at the end of that period (closing balance)

Challenge testing – A test that simulates what happens to a product during processing, distribution and subsequent preparation and handling should it become contaminated, to determine if the organisms would present a potential health hazard or spoilage risk

Changeover time – period required to prepare a device, machine, process or system to change from producing the last good/product of the batch to producing the first good piece of the new batch. A changeover is different than a set-up, although a changeover can include a set-up

Class I Recall – is a situation in which there is a reasonable probability that the use of, or exposure to, a violative product will cause serious adverse health consequences or death

Class II Recall – is a situation in which the use of, or exposure to, a violative product may cause temporary adverse health consequences or where the probability of serious adverse health consequences is remote

Class III Recall – is a situation in which the use of, or exposure to, a violative product is not likely to cause any adverse health consequences

Cleaning – Cleaning is the removal of unwanted material (commonly called soils) from production equipment and production areas. Removing leftover particles eliminates many microbes, their food source and other physical debris that can contaminate future batches of food. Appropriate cleaning chemicals may be applied manually or mechanically to equipment that remains assembled (clean-in-place) or that is partially or fully disassembled (clean-out-of-place). Most often, a combination of methods is used.

Clean-in-place – a cleaning system that allows for cleaning and sanitation of enclosed food production equipment without requiring disassembly, e.g. piping that needs to be flushed

Coaching – a short-term relationship with employees for the development of specific skills or competencies

Code of Ethics – a document outlining the mission and values of the business or organization, how professionals are supposed to approach problems, the **ethical** principles based on the organization's core values and the standards to which the professional will be held

Collective agreement – a written contract of employment covering a group of employees who are represented by a trade union. This agreement contains provisions governing the terms and conditions of employment. It also contains the rights, privileges and duties of the employer, the trade union and the employees

Commissioning – Process by which an equipment, facility, or plant (which is installed, or is complete or near completion) is tested to verify if it functions according to its design objectives or specifications

Compensation package – Sum of direct benefits (such as salary, allowances, bonus, commission) and indirect benefits (such as insurance, pension plans, vacations) that an employee receives from an employer

Complaints – consumer complaints about product

Consignee – Also known as the importer, or buyer, this is the individual or company to whom the goods are shipped

Consignor – see shipper

Consumer panel – is selected from the public according to the demographics necessary to test the product

Contamination – introduction or occurrence of an unwanted organism, taint or substance to packaging, food or the food environment. Contamination includes physical, chemical, biological and allergen contamination

Contact systems – the process where compressed air is used as a part of the production and processing including packaging and transportation of safe food production

Contingency inventory – inventory established to ensure against unusual and catastrophic events

Continuous Improvement – ongoing effort to improve products, services or processes; can be “incremental” improvement over time or “breakthrough” improvement all at once

Continuous processing – the performing of continuous production in large quantities, usually on a dedicated production line

Contract – a written or oral promissory agreement between two or more persons to do a particular activity or enter into a relationship, which is enforceable by law

Critical Control Points (CCP) – a step at which control can be applied and is essential to prevent or eliminate a food or product safety hazard or reduce it to an acceptable level

Critical limit – a criterion that separates acceptability from unacceptability

Cross-contamination – the passing of bacteria, microorganisms, or other potentially harmful substances indirectly from one person or product to another through the use of improper or unsterile equipment, procedures, or products, example: cross contamination can occur when food is touched by hands or in contact with food contact surfaces, such as cloth towels, cutting boards, sponges, utensils that have not been cleaned and then touch ready-to-eat foods

Dealer loader – An incentive given to induce a retailer to purchase and display a product

Demand – flow of air under specific conditions required at a particular point

Demand profile – identifies the quantities of air/gas used as a function of time, for the compressor

Demonstration technique – show that customer’s objection is incorrect

Demurrage – the charge levied to a ship or railway car for a delay past the scheduled departure time due the charterer’s failure to load or unload on time

Depositor – specialized food processing equipment that ejects a specified quantity of in-process product onto or into another food product to be wrapped or into moulds or onto pans

Descriptive panel – commonly used to determine differences between food samples. The descriptive panelist is experienced in the type of food being tested and receives extensive training prior to the testing

Descriptive tests – concerned with trying to provide description of the *sensory* qualities of food

Deviation – a failure to meet required critical limits for a critical control point, or a failure to meet a standard identified in a prerequisite program or a process control

Direct denial technique – tactfully indicate objection is not valid

Discrimination tests – aim to evaluate specific attributes, i.e. characteristics of products (crunchiness)
They are objective tests and include pair comparison, duo trio and triangle

Diversity – understanding that all people are equal and have the same rights and responsibilities, regardless of race, religious belief, colour, gender, sexual orientation, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, or family status

Divider – a machine for cutting bulk dough into equal portions

Electronic Data Interchange (EDI) – a computer-to-computer system that transmits information and documents without human intervention

Employee equity – fairness in compensation among employees in the same job, or whose positions are classified at the same job grade or level

Emulsification – a suspension of small globules of one liquid in a second liquid with which the first will not mix, e.g. an emulsion of oil in vinegar

Encruster – specialized food processing equipment that extrudes a filling that is encased in another product at the same time

Enrober – specialized food processing equipment that coats an in-process product with another in-process product, e.g. coating granola bars in chocolate. This equipment can also be designed to temper the chocolate as well

Enterprise Resource Planning (ERP) – is business process management software that allows an organization to use a system of integrated applications to manage the business and automate many back-office functions related to technology, services and human resources

Explanation technique – tactfully ask customers to explain objection/ upon realizing objection is incorrect, customers will often retract the objection

External equity – fair and competitive compensation with respect of the market value of a job

Extra processing – any processing that does not add value to the product or is the result of inadequate technology, sensitive materials or quality prevention

Feedwater – Boiler feedwater is water used to supply ("feed") a boiler to generate steam or hot water. At thermal power stations the feedwater is usually stored, pre-heated and conditioned in a feedwater tank and supplied to the boiler by a boiler feedwater pump

FIFO – first in, first out stock rotation system

Flue gas – is the gas exiting to the atmosphere via a flue, which is a pipe or channel for conveying exhaust gases from a fireplace, oven, furnace, boiler or steam generator

Flushometer – A device for flushing toilets that uses system pressure rather than gravity and automatically shuts off after a measured amount of water flow in order to conserve water

Food additives – substances added to food to preserve flavor or enhance its taste and appearance. Some additives have been used for centuries; for example, preserving food by pickling (with vinegar), salting, as with bacon, preserving sweets or using sulfur dioxide as with wines

Force majeure – act of God; circumstances beyond human control, such as a natural disaster or a civil war. The parties to a sales contract or insurance policy may agree to a clause, which provides that a contracting party will not be liable for non-execution of a contract as a result of force majeure

Geographic target market segment – a target audience that does business in a particular language, city, state/province, or country

GSFI – Global Food Safety Initiative

Hazardous Analysis Critical Control (HACCP) – food production, storage, and distribution monitoring system for identification and control of associated health hazards. It is aimed at prevention of contamination, instead of end-product evaluation. In place of relying on food inspectors to detect food safety problems, HACCP shifts the responsibility to the food producer to ensure that the product is safely consumable

Hazardous waste – waste that poses substantial or potential threats to public health or the environment

Health claim – any claim made on the label or in labelling of a food, including a dietary supplement, that expressly or by implication, including "third party" references, written statements (e.g. a brand name including a term such as "heart"), symbols (e.g., a heart symbol), or vignettes, characterizes the relationship of any substance to a disease or health-related condition

Hold – in-process product that is held back until cleared to proceed or removed from process stream

Holding time – the minimum and maximum time after preparation that a product can be used for a sensory test

Homogenization – to reduce particles and disperse throughout a fluid; to make uniform in consistency, especially to render (milk) uniform in consistency by emulsifying the fat content

Hopper – a container for a bulk material, e.g. flour, which typically tapers downward and is able to discharge its contents at the bottom

Inoculum – in microbiology, the cells, tissue or viruses that are used to inoculate a new culture

In-process product – also known as ‘work in progress’ (WIP); product not yet ready for the consumer

In process rework – waste material such as trims that are fed back into the process

Insurance certificate – see insurance document

Insurance document – the document issued by the insurance underwriter and provides proof that the goods are insured as they are being transported

Insurance policy – the contract of insurance between the insurer and insured where the insurer promises to pay the insured for damage to or loss of the goods due to a particular risk

Insurance premium – the amount of money the insured must pay to the insurer in consideration of the insurer entering into and issuing the insurance policy

Insured – the person who is being insured against a particular risk

Insured goods – the goods which are the subject of the insurance against a particular risk

Insurer – the person insuring a particular risk

Intermodal/multimodal transport – the use of two or more modes of transportation to move goods from their point of origin to their destination

Internal equity – fair compensation with respect to how different positions within the organization relate to each other

Invoice – A nonnegotiable commercial document issued by the seller to a buyer. It identifies both parties and provides a list that describes and quantifies the number of items sold, the date of shipment, mode of transportation, discounts and delivery and payment terms. In certain cases it may serve as a demand for payment and becomes a document of title when paid in full. Types of invoices include commercial invoice, consular invoice, pro forma invoice, bill of sale, contract of sale.

Key Performance Indicator – A set of quantifiable measures that a company or industry uses to gauge or compare performance in terms of meeting their strategic and operational goals. KPIs vary between companies and industries, depending on their priorities or performance criteria.

Kneading – to work and press (a soft substance, such as bread dough) into a uniform mixture

Last chance close technique – method to close sale that puts time limitation on the deal, e.g. “Our promotion ends Friday”

Lay Off – is the temporary suspension or permanent termination of employment of an employee or (more commonly) a group of employees for business reasons, such as when certain positions are no longer necessary or when a business slow-down occurs

Lead-time – time taken from placing order to fulfilling order

Levels of risk – based on probability and severity of potential injury caused by defective food product will impact the time frame to deal with defective product, e.g. high risk requires immediate action

LIFO – last in, first out stock rotation system

Lock out/Tag out – Lockout is defined in the Canadian standard CSA Z460-05 (R2010) "Control of Hazardous Energy - Lockout and Other Methods" as the "placement of a lock or tag on an energy-isolating device in accordance with an established procedure, indicating that the energy-isolating device is not to be operated until removal of the lock or tag in accordance with an established procedure"

Luminometer – a sensitive photometer used for measuring very low light levels (as those produced in a luminescent process)

Management Information Systems (MIS) – broadly refers to a computer-based system that provides managers with the tools to organize, evaluate and efficiently manage departments within an organization. A management information system that can include software to help in decision making, databases to track trends over time, hardware to run the system, people management and project management applications, and any computerized processes that enable the organization to run efficiently

Manifest – B/L or any other cargo control document (waybill, etc)

Material safety data sheet (MSDS) – a document that contains information on the potential hazards (health, fire, reactivity and environmental) and how to work safely with the chemical product

Marinade – a liquid mixture, usually of vinegar or wine, to break down meat collagen and oil with various spices and herbs for flavouring, in which meat, fowl, fish or vegetables are soaked before cooking

Mentoring – an ongoing formal/informal relationship of a more senior, experienced person within the organization providing support and guidance to younger employees. Often a means to pass on knowledge, experience, and open doors for younger employees

Modes of transportation – refers to the use of airplanes, rail cars, trucks and ships to carry goods from one destination to another via air, rail, road and waterways

Most probable number – the number of organisms that are most likely to have produced laboratory results in a particular test. The MPN method is used to quantify the concentration of viable microorganisms in a sample and involves inoculating decimal dilutions into tubes of a broth medium, observing the results and using a standard MPN table

Muster point – A muster point is a designated place or an area where all employees, passengers, or a large crowd assemble in case of an emergency in an installation, building, public place or a watercraft. It is also known as an emergency assembly point (EAP), or, simply, assembly point

Mutagenic – in genetics, a mutagen is a physical or chemical agent that changes the genetic material, usually DNA, of an organism and thus increases the frequency of mutations above the natural background level. As many mutations cause cancer, mutagens are therefore also likely to be carcinogens

Neutralizer – Neutralizer is a substance or material used in the neutralization of acidic water. It is a common designation for alkaline materials such as calcite (calcium carbonate) or magnesia (magnesium oxide) used in the neutralization of acid waters

Non-contact systems – the process where compressed air is exhausted into the local atmosphere of the food preparation, production, processing, packaging or storage

Non-Potable Water – Water that has not been examined, properly treated, and not approved by appropriate authorities as being safe for consumption

Nutrient content claim (NCC) – a claim on a food product that directly or by implication characterizes the level of a nutrient in the food (e.g., "low fat," "high in oat bran," or "contains 100 calories")

Online presence – An online presence is the sum of all the identities you've created (can be both personal and business-driven) and the interactions those identities have established, and participated in, online

Organoleptic – refers to any sensory properties of a product involving taste, colour, odour and feel – organoleptic testing involves inspection through visual examination, feeling and smelling of products

Out of specifications – not within the limits of acceptability

Packing list – Itemized list of articles usually included in each shipping package. Provides quantity, description and weight of contents. Prepared by shipper and sent to consignee for accurate account of delivered goods. Also referred to as packing slip or unpacking note

Pasteurization – the process of heating a food, especially a beverage such as milk or beer, to a specific temperature for a specific period of time in order to kill microorganisms that could cause disease, spoilage or undesired fermentation

Pathogen – any disease-producing agent, especially a virus, bacterium or other microorganism

Pathogenic bacteria – bacteria that can cause infection. Although **most bacteria** are harmless or often beneficial, several are pathogenic

Pay equity – difference in pay between males and females

Performance validation – testing equipment to ensure that expected performance is being met e.g. temperature, metal detector is functional

Pests – insects, rodents and birds

Physico-chemical parameters – pertaining to both physical and chemical properties, changes and reactions

Point-of-purchase displays – Used to create the urge of "impulse" buying and selling your product on the spot

Policy – A written statement that clearly indicated the position and values of the organization on a specific topic. It contains rules and stipulates what to do

Potable Water – Drinking water or potable water is water safe enough to be consumed by humans or used with low risk of immediate or long-term harm

Preference tests – supply information about people's likes and dislikes of a product. They are not intended to evaluate specific characteristics, such as crunchiness or smoothness. They are subjective tests and include pair comparison, hedonic and scoring

Pressure dew point – the temperature at which water will begin to condense out of air at a given pressure. To ensure that no liquid water is present, the pressure dew point must be less than the lowest temperature to which the compressor air will be exposed

Pressure drop – the loss of pressure in a compressed air system due to friction or flow restriction

Pricing strategy – Activities aimed at finding a product's optimum price, typically including overall marketing objectives, consumer demand, product attributes, competitors' pricing, and market and economic trends

Product cost – The sum of all costs associated with the production of a specific quantity of a good or service

Product returns – ability to record and track returned products and reason for return by consumers

Production code – a numbering/lettering system used to identify the particular batch, which includes a date code and may include a plant identifier. The date code can refer to production date, or sell by date, or best-before/use by/expiration date, and can be in a user-friendly familiar date format, or another format, e.g. Julian code, which uses the number of days since January 1 of the production/use by year

Programmable Logic Controller (PLC) – a digital computer used for automation of typically industrial electromechanical processes, such as control of machinery on factory assembly lines, amusement rides, or light fixtures

Prototype – a first, typical or preliminary model of something, especially a machine, from which other forms are developed or copied

Public relations – the management function which evaluates public attitudes, identifies the policies and procedures of an individual or an organization with the public interest, and plans and executes a program of action to earn public understanding and acceptance

Purchase order – A buyer-generated document that authorizes a purchase transaction. When accepted by the seller it becomes a contract binding both parties. A purchase order states the descriptions, quantities, prices, discounts, payment terms, date of performance or shipment and other associated terms and conditions

Push money – also known as "spiffs". An extra commission paid to retail employees to push products

Qualified health claim – A claim authorized by the US Food and Drug Administration (FDA) that must be supported by credible scientific evidence regarding a relationship between a substance (specific food or food component) and a disease or health-related condition

Qualitative Analysis – defines consequence, probability and level of risk by significance levels such as 'high', 'medium' and 'low', may combine consequence and probability and evaluates the resultant level of risk against qualitative criteria

Quantitative Analysis – estimates practical values for consequences and their probabilities and produces values of the level of risk in specific units defined when developing context. Full quantitative analysis may not always be possible or desirable

Raw material – food inputs into the process

Recall – an action taken by an organization to remove potentially unsafe food products or products from the market that do not comply with relevant laws. It is the responsibility of organization to remove the product from sale or distribution

Retort – a closed vessel used to sterilize canned food products by raising the temperature by hot water or steam and pressure

Return on investment – a profitability measure that evaluates the performance of a business by dividing net profit by net worth

Reverse Osmosis – also known as RO, is a water purification technology that uses a semipermeable membrane

Rework – product that initially has been removed production and is able to be returned into the production stream to be re-processed

Rework due to error – process is redone to meet specifications, e.g. packaging

Radio Frequency Identification (RFID) – is the wireless use of electromagnetic fields to transfer data, for the purposes of automatically identifying and tracking tags attached to objects

RFID tags – radio frequency identification tags, typically clipped to ears of cattle that contain an electronic chip that contains that particular animal's information, e.g. type of animal, what farm it is from, owner, used for traceability purposes

Root cause – highest level cause of a problem, that if removed will prevent the problem from re-occurring

Root cause analysis – a term that describes a wide range of investigative approaches, tools and techniques used to identify the cause of problem or factor that has caused a non-conformance or deviation from specifications

Sales Lead – A prospective consumer of a product or service that is created when an individual or business shows interest and provides his or her contact information

Sanitation Standard Operating Procedure (SSOP) – An SSOP is a written procedure that explains exactly how a certain cleaning task is completed. These procedures may vary from farm to farm. The purpose of the SSOP is to provide enough detail so employees can perform the task correctly by reading the procedure without any additional instruction

Sanitizer – A substance or preparation for killing germs, designed for use especially on food-processing equipment

Sanitizing – is the treatment of a clean surface with a chemical or physical agent (e.g. heat) to reduce microorganisms that cause disease and/or spoilage to levels considered safe for public health. By definition, sanitizing a food contact surface must reduce the population of specific bacteria by 99.999 percent in 30 seconds. Non-food contact surfaces require a reduction of 99.9 percent, also with 30 seconds. When microbial populations are reduced to these levels, the surfaces are considered to be microbiologically clean.

Semi-Quantitative Analysis – use numerical rating scales for consequence and probability and combine them to produce a level of risk using a formula. Scales may be linear or logarithmic, or have some other relationship; formulae can also vary.

Sensory analysis – a scientific discipline that applies principles of experimental design and statistical analysis to the use of human senses (sight, smell, taste, touch and hearing) for the purposes of evaluating

consumer products. The discipline requires panels of human assessors, on whom the products are tested, and recording the responses made by them.

Shelf-life – the length of time for which the product remains saleable, i.e. fit for consumption, and ideally, retaining the majority of its peak quality characteristics.

Shelf-life studies – studies conducted on various types of products to determine the length of time a product will retain certain qualities, including microbial counts, taste, appearance, vitamin levels and odor.

Shipper – Sometimes known as “exporter”, “consignor” or “sender”, this term refers to the individual or company who owns or is supplying the goods being shipped.

Slotting – the process of defining the quantity and size of all forward pick and reserve locations.

Sort boards – plastic board used by animal handlers to divide groups of animals and guide animals in the direction they need to go.

Stakeholder – anyone that can be affected by a company’s actions, objectives, and policies. This includes both internal stakeholders, such as employees and managers, and external stakeholders, such as shareholders, suppliers, customers, surrounding communities, creditors, government representatives, etc.

Stakeholder approach – the impact of business operations on a wide range of issues, not just profit; including, but not limited to: profit, reputation, employees, supplies, customers, shareholders, the environment, and the communities where the company conducts business. The length of concern for changes in business operations is usually short-term and long-term; such as understanding the need to meet business objectives on a quarterly or annual basis, but also appreciating the need to focus on the impact on the company beyond just an annual time-frame.

Standard – criteria or specifications that can be judged or evaluated and that define the limits of acceptability associated with prerequisite programs and process controls.

Standard Operating Procedure (SOP) – A written set of instruction that describes how to perform the required steps for a particular task or sequence of tasks.

Steam Quality – Steam quality ranges from 0 to 100% and is defined as the ratio of the amount of saturated steam vapor to the total steam amount (which may consist of both saturated steam vapor and liquid). A 100% steam quality translates to zero amount of saturated steam liquid and, in this condition, the steam is termed to be “dry”.

Sterilization – treatment to make free from live bacteria or other microorganisms.

Stock-out – when there is insufficient stock available to meet demand.

'Stock Keeping Unit - SKU' – A store's or catalog's product and service identification code, often portrayed as a machine-readable bar code that helps the item to be tracked for inventory.

Storage insects – beetles, weevils, moths and borers

Sub-standard – below or not meeting the requirements of the standard

Succession planning – is the Identification and development of potential successors for key positions in an organization, through a systematic evaluation process and training Unlike replacement planning (which grades an individual solely on the basis of his or her past performance) succession planning is largely predictive in judging an individual for a position he or she might never have been in

Superheat – The degree of superheat refers to the amount of thermal energy (heat) added to the steam relative to the saturated steam vapor point of reference, typically expressed in units of degrees Fahrenheit For example, a degree of superheat of 50°F means that an additional amount of heat has been added to the steam so that the final steam temperature is 50°F greater than the saturation temperature of the steam at the given operating pressure

Superior point technique – acknowledge objection is valid and counter with superior sales point or benefit

Sustainability – a business strategy that mandates the inclusion of environmental and social issues in the business model as part of long-term corporate growth

Tempering – the process of melting and then cooling the melted chocolate so that it will form beta crystals, which give hard chocolate the desired characteristics of sheen, hardness and mouth feel

Tenderize – to make meat tender by pounding it to break down the fibres, by steeping it in a marinade, or by treating with a tenderizer, such as papain, a plant enzyme

Terminal privileges – fees paid by carriers for vehicles and airplanes to load and unload at airports, railway stations, ports

Testimonial technique – use testimony of satisfied clients to answer objection

Titration – A titration is a technique where a solution of known concentration is used to determine the concentration of an unknown solution. Typically, the titrant (the know solution) is added from a buret to a known quantity of the analyte (the unknown solution) until the reaction is complete

Traceability – ability to trace and follow raw materials, components and products, through all stages of receipt, production, processing and distribution, both forwards and backwards

Trade allowances – short term incentive offered to induce a retailer to stock up on a product

Trade contest – A contest to reward retailers that sell the most product

Trade sales promotion – Sales promotions targeted at retailers and wholesalers

Training programs – dealer employees are trained in selling the product

Troubleshooting – A form of problem solving, often applied to repair failed products or processes. It is a logical, systematic search for the source of a problem so that it can be solved, and so the product or process can be made operational again. Troubleshooting is needed to develop and maintain complex systems where the symptoms of a problem can have many possible causes.

Turn negative into positive technique – turn objection into benefit, especially when objection is based on sales point.

Ultrasonic acoustic tester – a testing device that recognizes the high frequency hissing sounds associated with air leaks. These portable units consist of directional microphones, amplifiers and audio filters and usually have either visual indicators or earphones to detect leaks.

Union steward – Employee elected by his or her co-workers to act as the onsite union representative. Stewards are generally responsible for handling grievances, resolving disputes, and overseeing the implementation of the terms of the collective-bargaining agreement. **Validation** – a system by which you determine if processes and procedures are working.

Value-added – the process of changing or transforming a product from its original state to a more valuable state.

Variance – A periodic measure used by governments, corporations or individuals to quantify the difference between budgeted and actual figures for a particular accounting category. A favorable budget variance refers to positive variances or gains; an unfavorable budget variance describes negative variance, meaning losses and shortfalls. Budget variances occur because forecasters are unable to predict the future with complete accuracy.

Vendor Managed Inventory system (VMI) – vendor (or supplier) manages the inventory that is held at the client's sites. The vendor monitors inventory levels and organizes the replenishment of stock when required. The client only pays for the inventory when it is used; the vendor and the client must use linked computer systems, usually using electronic data interchange (EDI) to enable the vendor to monitor inventory levels at the client site and submit invoices for payment automatically.

Verification – a process to determine if a task is completed according to the specified process.

Waybill – See Bill of lading.

Weight break – a shipment's weight break is the point at which the weight of a shipment is large enough to be assessed the lower freight rates which are applicable to larger shipments, as per the carrier's tariff.

Warehouse Management System (WMS) – a software application that supports the day-to-day operations in a warehouse.

Workplace hazardous materials information system (WHMIS) – a comprehensive plan for providing information on the safe use of hazardous materials used in Canadian workplaces. Information is provided by means of product labels, material safety data sheets (MSDS) and worker education programs

Wrap – specialized food processing equipment designed with rollers and flippers that can wrap one in-process product around another in-process product that has been deposited on it

“Yes and...” technique – agree with customer’s objection and tactfully provide answer

Yield – ratio of amount of primary product output to the amount of raw material input expressed as a percentage



APPENDICES

APPENDIX A: USING FOOD PRODUCTION JOB COMPETENCIES FOR FOOD PRODUCTION SUPERVISOR

The Food Production Supervisor National Occupational Standard and its competency units can be used by owners, managers and supervisors, and trainers in creating interview guides, orientation checklists, performance evaluations and training curriculum as follows:

INTERVIEW GUIDES

Sample Interview Questions

JOB TITLE: Food Production Supervisor
DEPARTMENT: Food Production

INCUMBENT: Candidate Name
REPORTS TO: Management

Attitude

1. What does professionalism mean to you?
2. Do you think teamwork is an important part of this job? Why or why not?
3. In addition to your skills and knowledge, what positive contributions do you think you will make to our company?

Skills

1. How would you conduct a yield test?
2. Tell me about a strategy you would implement to maximize capabilities of personnel.
3. What are the steps you would take to prepare a production report?

Knowledge

1. Can you name the Standard Operating Procedures?
2. Do you know the Good Manufacturing Practices?

ORIENTATION CHECKLIST

The skills outlined in a NOS can also be applied to the orientation program of an organization. Checklists highlighting key practices and responsibilities can be utilized to inform new employees of their specific tasks and duties.

Sample Orientation Checklist for New Hires

JOB TITLE: Production Professional

DEPARTMENT: Food Production

REPORTS TO: Management

Day 1

- Tour organization
- Introduce co-workers
- Show location of first aid stations
- Show waste disposal areas
- Explain organizational policies, procedures and practices
- Explain company's policies regarding waste disposal
- Explain company's policies regarding health and safety
- Demonstrate and practise:
 - Employment environment
 - Organization's production targets
 - Organization's products and services

PERFORMANCE REVIEW

The details in the standards are also useful as measurable criteria for occupations. The larger standards categories and subskills can be formatted into checklists for performance evaluations or reviews.

Sample Food Production Professional Evaluation

Implement Food Safety Management System

- ☐ Verify food safety programs and tasks are being completed as required
- ☐ Communicate details of food safety management systems to production staff
- ☐ Participate in food safety incident investigations

Implement Production Plan

- ☐ Monitor production workflow
- ☐ Monitor yield
- ☐ Manage production problems
- ☐ Adjust production workflow
- ☐ Implement food processing changeovers
- ☐ Implement strategies to maximize personnel and equipment use
- ☐ Assess availability of raw materials and packaging supplies
- ☐ Support improvement of manufacturing processes
- ☐ Support use of excess raw materials and by-products
- ☐ Prepare production reports

Monitor Product Quality

- ☐ Monitor quality of raw ingredients and in-process products
- ☐ Take corrective action to ensure product quality

Implement Quality Management System

- ☐ Communicate details of quality management system to production staff
- ☐ Liaise with production staff regarding quality management
- ☐ Provide input into improving quality on the production line

Demonstrate Professionalism

- ☐ Facilitate collaboration of work teams
- ☐ Collaborate with team members
- ☐ Develop professionally
- ☐ Exhibit professional and ethical conduct
- ☐ Mentor/coach others
- ☐ Manage own stress
- ☐ Contribute to a solution-focused workplace

Communications

- ☐ Use active listening skills
- ☐ Use speaking skills
- ☐ Use hand signals
- ☐ Use writing skills
- ☐ Conduct meetings and presentations
- ☐ Manage internal and external communication

APPENDIX B: JOB COMPETENCIES FOR FOOD MANUFACTURING

Food Processing Skills Canada - Online Skills Database

FPSC hosts the **National Online Skills Library** for the Food and Beverage Manufacturing industry. The skills Library provides employers and workers access to hundreds of documents, including National Occupational Standards, essential skills, job descriptions, skills assessment checklists, language benchmarks, and more for job positions in:

- ❖ Food Safety
- ❖ Equipment & Facilities Maintenance
- ❖ Research & Development
- ❖ Food Production
- ❖ Supply-chain & Logistics
- ❖ Marketing, Sales, HR and Finance

The FPSC SKILLS DATABASE has competencies needed for 591 tasks in the food industry. These tasks are organized under task groups and major task areas for easy identification.



Each of the 591 tasks has a description of **performance indicators** and **knowledge requirements** which are used to assess **job competency** in the task. Each task document can be downloadable in Word/PDF format at the **National Online Skills Library**.

Major Task/Skill/Competency Category (Alphabetically)	Task/Skill/Competency Sub-category	#	Tasks/Skills/Competency Names 
COMMERCIAL BAKING	Prepare Ingredients for Bakery Products	1	Sieve/sift flour
COMMERCIAL BAKING	Prepare Ingredients for Bakery Products	2	Scale ingredients
COMMERCIAL BAKING	Produce Commercial Bakery Products	3	Prepare raw dough products
COMMERCIAL BAKING	Produce Commercial Bakery Products	4	Prepare yeast-leavened bakery products
COMMERCIAL BAKING	Produce Commercial Bakery Products	5	Prepare unleavened bakery products
COMMERCIAL BAKING	Produce Commercial Bakery Products	6	Prepare crackers
COMMERCIAL BAKING	Produce Commercial Bakery Products	7	Prepare quick breads
COMMERCIAL BAKING	Produce Commercial Bakery Products	8	Prepare cookies
COMMERCIAL BAKING	Produce Commercial Bakery Products	9	Prepare cakes
COMMERCIAL BAKING	Produce Commercial Bakery Products	10	Prepare pastries
COMMERCIAL BAKING	Produce Commercial Bakery Products	11	Prepare Choux pastry
COMMERCIAL BAKING	Produce Commercial Bakery Products	12	Prepare layered pastry products
COMMERCIAL BAKING	Use Commercial Baking Techniques	13	Mix bakery ingredients
COMMERCIAL BAKING	Use Commercial Baking Techniques	14	Extrude dough
COMMERCIAL BAKING	Use Commercial Baking Techniques	15	Bulk ferment dough
COMMERCIAL BAKING	Use Commercial Baking Techniques	16	Divide dough
COMMERCIAL BAKING	Use Commercial Baking Techniques	17	Preshape and rest dough
COMMERCIAL BAKING	Use Commercial Baking Techniques	18	Sheet/roll dough
COMMERCIAL BAKING	Use Commercial Baking Techniques	19	Laminate dough
COMMERCIAL BAKING	Use Commercial Baking Techniques	20	Cut sheeted/laminated dough
COMMERCIAL BAKING	Use Commercial Baking Techniques	21	Final shape dough
COMMERCIAL BAKING	Use Commercial Baking Techniques	22	Proof/final-proof bakery products
COMMERCIAL BAKING	Use Commercial Baking Techniques	23	Deposit batter
COMMERCIAL BAKING	Use Commercial Baking Techniques	24	Apply toppings/ decorations to unbaked products
COMMERCIAL BAKING	Use Commercial Baking Techniques	25	Deposit/inject filling into bakery products
COMMERCIAL BAKING	Use Commercial Baking Techniques	26	Boil bakery products
COMMERCIAL BAKING	Use Commercial Baking Techniques	27	Steam bakery products
COMMERCIAL BAKING	Use Commercial Baking Techniques	28	Bake/par-bake bakery products
COMMERCIAL BAKING	Use Commercial Baking Techniques	29	Fry bakery products
COMMERCIAL BAKING	Use Commercial Baking Techniques	30	Cool bakery products

Major Task/Skill/Competency Category (Alphabetically)	Task/Skill/Competency Sub-category	#	Tasks/Skills/Competency Names 
COMMERCIAL BAKING	Use Commercial Baking Techniques	31	Apply icing/ glazes/ washes/ toppings/ decorations to bakery products
COMMERCIAL BAKING	Use Commercial Baking Techniques	32	Freeze bakery products
COMMUNICATIONS	Communicate Effectively	33	Use active listening skills
COMMUNICATIONS	Communicate Effectively	34	Use speaking skills
COMMUNICATIONS	Communicate Effectively	35	Use hand signals
COMMUNICATIONS	Communicate Effectively	36	Use writing skills
COMMUNICATIONS	Communicate Effectively	37	Conduct meetings and presentations
COMMUNICATIONS	Communicate Effectively	38	Manage internal and external communication
CRUSTACEAN PROCESSING	Process Crab	39	Butcher crab
CRUSTACEAN PROCESSING	Process Crab	40	Prepare crab meat
CRUSTACEAN PROCESSING	Process Crab	41	Prepare crab mince
CRUSTACEAN PROCESSING	Process In-Shell Lobster Segments	42	Separate/Split lobster into segments
CRUSTACEAN PROCESSING	Process In-Shell Lobster Segments	43	Clean in-shell lobster segments
CRUSTACEAN PROCESSING	Process Lobster Meat	44	Pick/Shuck lobster meat
CRUSTACEAN PROCESSING	Process Lobster Meat	45	Clean lobster meat
CRUSTACEAN PROCESSING	Process Lobster Meat	46	Brine cooked lobster meat
CRUSTACEAN PROCESSING	Process Lobster Meat	47	Prepare lobster mince
CRUSTACEAN PROCESSING	Process Raw Lobster Tails	48	Remove raw lobster tails
CRUSTACEAN PROCESSING	Process Raw Lobster Tails	49	Clean raw lobster tails
CRUSTACEAN PROCESSING	Process Shrimp	50	Prepare shrimp for primary processing
CRUSTACEAN PROCESSING	Process Shrimp	51	Cook and peel shrimp using automated equipment
CRUSTACEAN PROCESSING	Process Whole Lobster	52	Clean whole lobster
CRUSTACEAN PROCESSING	Process Whole Lobster	53	Net whole lobster
CRUSTACEAN PROCESSING	Process Whole Lobster	54	Prepare brined whole lobster
DAIRY PROCESSING	Evaluate Dairy Products	55	Perform sensory evaluation of cheese
DAIRY PROCESSING	Evaluate Dairy Products	56	Perform tests on cheese
DAIRY PROCESSING	Evaluate Dairy Products	57	Evaluate Dairy Products
DAIRY PROCESSING	Prepare Base/Blend	58	Prepare ingredients to add to dairy products
DAIRY PROCESSING	Prepare Base/Blend	59	Batch ingredients for dairy products
DAIRY PROCESSING	Process Fluid Milk	60	Remove micro-organisms from milk
DAIRY PROCESSING	Process Fluid Milk	61	Remove micro-organisms from milk for cheesemaking
DAIRY PROCESSING	Process Fluid Milk	62	Separate Milk
DAIRY PROCESSING	Process Fluid Milk	63	Standardize Milk
DAIRY PROCESSING	Process Fluid Milk	64	Pasteurize/heat-treat milk
DAIRY PROCESSING	Process Fluid Milk	65	Homogenize Milk
DAIRY PROCESSING	Process Fluid Milk	66	Batch milk for cheesemaking
DAIRY PROCESSING	Receive Raw Milk	67	Receive Raw Milk
DAIRY PROCESSING	Use Cheese Making Techniques	68	Add coagulating agents and other additives
DAIRY PROCESSING	Use Cheese Making Techniques	69	Process coagulum
DAIRY PROCESSING	Use Cheese Making Techniques	70	Form cheese products
DAIRY PROCESSING	Use Cheese Making Techniques	71	Salt in-process cheese
DAIRY PROCESSING	Use Cheese Making Techniques	72	Prepare ingredients to add to cheese
DAIRY PROCESSING	Use Cheese Making Techniques	73	Complete post-production cheese-making tasks
DAIRY PROCESSING	Use Cheese Making Techniques	74	Age in-process cheese products
DAIRY PROCESSING	Use Cheese Making Techniques	75	Prepare whey-based cheese products
DAIRY PROCESSING	Use Dairy Processing Techniques	76	Produce butter
DAIRY PROCESSING	Use Dairy Processing Techniques	77	Produce cultured/fermented dairy products
DAIRY PROCESSING	Use Dairy Processing Techniques	78	Produce condensed dairy blend products
DAIRY PROCESSING	Use Dairy Processing Techniques	79	Produce milk powder products
DAIRY PROCESSING	Use Dairy Processing Techniques	80	Produce whey products

Major Task/Skill/Competency Category (Alphabetically)	Task/Skill/Competency Sub-category	#	Tasks/Skills/Competency Names 
DAIRY PROCESSING	Use Dairy Processing Techniques	81	Produce lactose products
DAIRY PROCESSING	Use Dairy Processing Techniques	82	Produce frozen dairy products
DAIRY PROCESSING	Use Dairy Processing Techniques	83	Finish frozen dairy products
EQUIPMENT AND TOOLS	Lock out Equipment	84	Lock out equipment
EQUIPMENT AND TOOLS	Maintain Equipment	85	Develop preventative maintenance program
EQUIPMENT AND TOOLS	Maintain Equipment	86	Conduct preventative maintenance
EQUIPMENT AND TOOLS	Maintain Equipment	87	Conduct shutdown maintenance
EQUIPMENT AND TOOLS	Maintain Equipment	88	Maintain parts inventory
EQUIPMENT AND TOOLS	Operate Food Processing Equipment	89	Conduct pre-operation check on food processing equipment
EQUIPMENT AND TOOLS	Operate Food Processing Equipment	90	Start up food processing equipment
EQUIPMENT AND TOOLS	Operate Food Processing Equipment	91	Monitor food processing equipment operation
EQUIPMENT AND TOOLS	Operate Food Processing Equipment	92	Perform food processing changeovers
EQUIPMENT AND TOOLS	Operate Food Processing Equipment	93	Perform minor maintenance on food processing equipment
EQUIPMENT AND TOOLS	Operate Food Processing Equipment	94	Troubleshoot minor food processing equipment problems
EQUIPMENT AND TOOLS	Operate Materials Handling Equipment	95	Conduct pre-operation check on materials handling equipment
EQUIPMENT AND TOOLS	Operate Materials Handling Equipment	96	Start up materials handling equipment
EQUIPMENT AND TOOLS	Operate Materials Handling Equipment	97	Monitor materials handling equipment operation
EQUIPMENT AND TOOLS	Operate Materials Handling Equipment	98	Perform minor maintenance on materials handling equipment
EQUIPMENT AND TOOLS	Operate Materials Handling Equipment	99	Troubleshoot minor materials handling equipment problems
EQUIPMENT AND TOOLS	Operate Quality Control Monitoring Equipment	100	Calibrate quality control monitoring equipment
EQUIPMENT AND TOOLS	Operate Quality Control Monitoring Equipment	101	Use quality control monitoring equipment
EQUIPMENT AND TOOLS	Repair Equipment	102	Troubleshoot equipment malfunctions
EQUIPMENT AND TOOLS	Repair Equipment	103	Complete equipment repairs
EQUIPMENT AND TOOLS	Use Food Processing Hand and Power Tools	104	Use food processing hand and power tools
EQUIPMENT AND TOOLS	Use Food Processing Hand and Power Tools	105	Use knives and saws
EQUIPMENT AND TOOLS	Use Materials Handling Hand and Power Tools	106	Use materials handling hand and power tools
FACILITY MAINTENANCE AND REPAIRS	Maintain Compressed Air and Gas System	107	Oversee design of compressed air and gas system
FACILITY MAINTENANCE AND REPAIRS	Maintain Compressed Air and Gas System	108	Install compressed air and gas system
FACILITY MAINTENANCE AND REPAIRS	Maintain Compressed Air and Gas System	109	Maintain compressed air and gas system
FACILITY MAINTENANCE AND REPAIRS	Maintain Compressed Air and Gas System	110	Repair compressed air and gas system
FACILITY MAINTENANCE AND REPAIRS	Maintain Compressed Air and Gas System	111	Evaluate potential to conserve compressed air/gas
FACILITY MAINTENANCE AND REPAIRS	Maintain Compressed Air and Gas System	112	Conserve compressed air/gas
FACILITY MAINTENANCE AND REPAIRS	Maintain Electrical System	113	Oversee design of facility electrical system
FACILITY MAINTENANCE AND REPAIRS	Maintain Electrical System	114	Install electrical system equipment and components
FACILITY MAINTENANCE AND REPAIRS	Maintain Electrical System	115	Maintain electrical system
FACILITY MAINTENANCE AND REPAIRS	Maintain Electrical System	116	Service electrical system
FACILITY MAINTENANCE AND REPAIRS	Maintain Electrical System	117	Repair lighting systems
FACILITY MAINTENANCE AND REPAIRS	Maintain Electrical System	118	Evaluate potential to conserve electricity
FACILITY MAINTENANCE AND REPAIRS	Maintain Electrical System	119	Conserve electrical energy
FACILITY MAINTENANCE AND REPAIRS	Maintain Heating, Ventilation, Air Conditioning and Refrigeration System (HVAC-R)	120	Oversee design of facility HVAC-R system
FACILITY MAINTENANCE AND REPAIRS	Maintain Heating, Ventilation, Air Conditioning and Refrigeration System (HVAC-R)	121	Install facility HVAC-R system
FACILITY MAINTENANCE AND REPAIRS	Maintain Heating, Ventilation, Air Conditioning and Refrigeration System (HVAC-R)	122	Monitor facility HVAC-R system
FACILITY MAINTENANCE AND REPAIRS	Maintain Heating, Ventilation, Air Conditioning and Refrigeration System (HVAC-R)	123	Maintain facility HVAC-R system
FACILITY MAINTENANCE AND REPAIRS	Maintain Heating, Ventilation, Air Conditioning and Refrigeration System (HVAC-R)	124	Repair facility HVAC-R system
FACILITY MAINTENANCE AND REPAIRS	Maintain Piping System	125	Oversee design of process piping system
FACILITY MAINTENANCE AND REPAIRS	Maintain Piping System	126	Install process piping system
FACILITY MAINTENANCE AND REPAIRS	Maintain Piping System	127	Maintain piping system
FACILITY MAINTENANCE AND REPAIRS	Maintain Piping System	128	Repair piping system
FACILITY MAINTENANCE AND REPAIRS	Maintain Plumbing System	129	Oversee design of facility plumbing system
FACILITY MAINTENANCE AND REPAIRS	Maintain Plumbing System	130	Install plumbing equipment and components

Major Task/Skill/Competency Category (Alphabetically)	Task/Skill/Competency Sub-category	#	Tasks/Skills/Competency Names 
FACILITY MAINTENANCE AND REPAIRS	Maintain Plumbing System	131	Maintain plumbing system
FACILITY MAINTENANCE AND REPAIRS	Maintain Plumbing System	132	Service plumbing system
FACILITY MAINTENANCE AND REPAIRS	Maintain Steam System	133	Oversee design of steam system
FACILITY MAINTENANCE AND REPAIRS	Maintain Steam System	134	Install steam system
FACILITY MAINTENANCE AND REPAIRS	Maintain Steam System	135	Maintain steam system
FACILITY MAINTENANCE AND REPAIRS	Maintain Steam System	136	Repair steam system
FACILITY MAINTENANCE AND REPAIRS	Maintain Steam System	137	Evaluate potential to conserve steam
FACILITY MAINTENANCE AND REPAIRS	Maintain Steam System	138	Conserve steam
FACILITY MAINTENANCE AND REPAIRS	Maintain Wastewater System	139	Oversee design of facility wastewater management system
FACILITY MAINTENANCE AND REPAIRS	Maintain Wastewater System	140	Install process facility wastewater system
FACILITY MAINTENANCE AND REPAIRS	Maintain Wastewater System	141	Monitor facility wastewater management system
FACILITY MAINTENANCE AND REPAIRS	Maintain Wastewater System	142	Repair facility wastewater management system
FACILITY MAINTENANCE AND REPAIRS	Maintain Water System	143	Oversee design of facility water flows
FACILITY MAINTENANCE AND REPAIRS	Maintain Water System	144	Install water purification system
FACILITY MAINTENANCE AND REPAIRS	Maintain Water System	145	Maintain water purification system
FACILITY MAINTENANCE AND REPAIRS	Maintain Water System	146	Evaluate potential to conserve water
FACILITY MAINTENANCE AND REPAIRS	Maintain Water System	147	Conserve water
FACILITY MAINTENANCE AND REPAIRS	Maintain Water System	148	Monitor water flows
FINANCIAL MANAGEMENT	Complete Financial Tasks	149	Process payroll
FINANCIAL MANAGEMENT	Complete Financial Tasks	150	Administer benefits
FINANCIAL MANAGEMENT	Complete Financial Tasks	151	Process receivables
FINANCIAL MANAGEMENT	Complete Financial Tasks	152	Process payables
FINANCIAL MANAGEMENT	Manage Finances	153	Develop budget
FINANCIAL MANAGEMENT	Manage Finances	154	Monitor budget performance
FINANCIAL MANAGEMENT	Manage Finances	155	Monitor production line's budget performance
FINANCIAL MANAGEMENT	Manage Finances	156	Develop product costing
FINANCIAL MANAGEMENT	Manage Finances	157	Manage cash flow
FINANCIAL MANAGEMENT	Manage Finances	158	Generate financial reports
FINANCIAL MANAGEMENT	Manage Finances	159	Obtain alternative sources of funds
FISH PROCESSING	Dress Fish	160	Manually scale fish
FISH PROCESSING	Dress Fish	161	Operate automated systems to scale fish
FISH PROCESSING	Dress Fish	162	Manually gut fish
FISH PROCESSING	Dress Fish	163	Operate automated systems to gut fish
FISH PROCESSING	Dress Fish	164	Manually de-head fish
FISH PROCESSING	Dress Fish	165	Operate automated systems to de-head fish
FISH PROCESSING	Dress Fish	166	Manually trim fish
FISH PROCESSING	Dress Fish	167	Operate automated systems to trim fish
FISH PROCESSING	Dress Fish	168	Operate automated systems to skin fish
FISH PROCESSING	Dress Fish	169	Debone fish
FISH PROCESSING	Portion Fish	170	Manually steak-cut whole fish
FISH PROCESSING	Portion Fish	171	Manually fillet round-body fish
FISH PROCESSING	Portion Fish	172	Manually fillet flat-body fish
FISH PROCESSING	Portion Fish	173	Operate automated systems to fillet fish
FISH PROCESSING	Portion Fish	174	Manually portion fish fillets
FISH PROCESSING	Portion Fish	175	Operate automated systems to portion fish
FISH PROCESSING	Portion Fish	176	Operate automated systems to mince fish or offal
FOOD PACKAGING	Package Product	177	Prepare packaging materials
FOOD PACKAGING	Package Product	178	Portion/Weigh product
FOOD PACKAGING	Package Product	179	Fill and seal packages
FOOD PACKAGING	Package Product	180	Bottle/can in-process products

Major Task/Skill/Competency Category (Alphabetically)	Task/Skill/Competency Sub-category	#	Tasks/Skills/Competency Names 
FOOD PACKAGING	Package Product	181	Label products
FOOD PACKAGING	Package Product	182	Tray/Box products
FOOD PACKAGING	Package Product	183	Palletize products
FOOD PACKAGING	Package Product	184	Perform packaging materials changeover
FOOD PACKAGING	Package Product	185	Perform packaging equipment change over
FOOD PACKAGING	Package Product	186	Operate aseptic packaging system
FOOD PROCESSING	Prepare Raw Materials/In-process Products	187	Thaw/Break-up ingredients/products
FOOD PROCESSING	Prepare Raw Materials/In-process Products	188	Clean raw materials/in-process products
FOOD PROCESSING	Prepare Raw Materials/In-process Products	189	Prepare surfaces of raw materials/in-process products
FOOD PROCESSING	Prepare Raw Materials/In-process Products	190	Size raw materials/in-process products
FOOD PROCESSING	Prepare Raw Materials/In-process Products	191	Shape raw materials/in-process products
FOOD PROCESSING	Prepare Raw Materials/In-process Products	192	Crush/Grind raw materials/in-process products
FOOD PROCESSING	Prepare Raw Materials/In-process Products	193	Separate/Filter/Press raw materials/in-process products
FOOD PROCESSING	Prepare Raw Materials/In-process Products	194	Emulsify raw materials/in-process products
FOOD PROCESSING	Prepare Raw Materials/In-process Products	195	Dry/Dehydrate raw materials/in-process products
FOOD PROCESSING	Prepare Raw Materials/In-process Products	196	Re-hydrate raw materials/in-process products
FOOD PROCESSING	Prepare Raw Materials/In-process Products	197	Sort/Categorize/Grade raw materials/in-process products
FOOD PROCESSING	Prepare Raw Materials/In-process Products	198	Chill/Freeze raw materials/in-process products
FOOD PROCESSING	Prepare Raw Materials/In-process Products	199	Age raw materials/in-process products
FOOD PROCESSING	Prepare Raw Materials/In-process Products	200	Sterilize/Pasteurize raw materials/in-process products
FOOD PROCESSING	Prepare Raw Materials/In-process Products	201	Marinate/Tenderize tougher meat cuts
FOOD PROCESSING	Prepare Raw Materials/In-process Products	202	Temper chocolate
FOOD PROCESSING	Prepare Raw Materials/In-process Products	203	Brine-freeze crustaceans
FOOD PROCESSING	Prepare Raw Materials/In-process Products	204	Freeze fish, crustaceans and mollusks
FOOD PROCESSING	Prepare Raw Materials/In-process Products	205	Pasteurize mussels
FOOD PROCESSING	Transform Raw Materials/ In-Process Products	206	Batch raw materials/in-process products
FOOD PROCESSING	Transform Raw Materials/ In-Process Products	207	Mix/Blend raw materials/in-process products
FOOD PROCESSING	Transform Raw Materials/ In-Process Products	208	Knead dough
FOOD PROCESSING	Transform Raw Materials/ In-Process Products	209	Add seasonings, flavourings and other additives
FOOD PROCESSING	Transform Raw Materials/ In-Process Products	210	Bread/Batter/Sauce in-process products
FOOD PROCESSING	Transform Raw Materials/ In-Process Products	211	Ferment/Proof/Cure in-process products
FOOD PROCESSING	Transform Raw Materials/ In-Process Products	212	Cook in-process products
FOOD PROCESSING	Transform Raw Materials/ In-Process Products	213	Smoke in-process products
FOOD PROCESSING	Transform Raw Materials/ In-Process Products	214	Add CO ₂ to raw materials/in-process products
FOOD PROCESSING	Transform Raw Materials/ In-Process Products	215	Fill/stuff/encrust/wrap in-process materials
FOOD PROCESSING	Transform Raw Materials/ In-Process Products	216	Assemble/Finish products
FOOD PROCESSING	Transform Raw Materials/ In-Process Products	217	Salt Fish
FOOD PROCESSING	Transform Raw Materials/ In-Process Products	218	Retort food products
FOOD PROCESSING	Transform Raw Materials/ In-Process Products	219	Cook crustaceans/mollusks
FOOD PROCESSING	Transform Raw Materials/ In-Process Products	220	Cool crustaceans/mollusks
FOOD PROCESSING	Transform Raw Materials/ In-Process Products	221	Blanch crustaceans
FOOD PRODUCTION MANAGEMENT	Implement Production Plan	222	Monitor production workflow
FOOD PRODUCTION MANAGEMENT	Implement Production Plan	223	Monitor yield
FOOD PRODUCTION MANAGEMENT	Implement Production Plan	224	Manage production problems
FOOD PRODUCTION MANAGEMENT	Implement Production Plan	225	Adjust production workflow
FOOD PRODUCTION MANAGEMENT	Implement Production Plan	226	Implement food processing changeovers
FOOD PRODUCTION MANAGEMENT	Implement Production Plan	227	Implement strategies to maximize personnel and equipment use
FOOD PRODUCTION MANAGEMENT	Implement Production Plan	228	Assess availability of raw materials and packaging supplies
FOOD PRODUCTION MANAGEMENT	Implement Production Plan	229	Support improvement of manufacturing processes
FOOD PRODUCTION MANAGEMENT	Implement Production Plan	230	Support use of excess raw materials and by-products

Major Task/Skill/Competency Category (Alphabetically)	Task/Skill/Competency Sub-category	#	Tasks/Skills/Competency Names 
FOOD PRODUCTION MANAGEMENT	Implement Production Plan	231	Prepare production reports
FOOD PRODUCTION MANAGEMENT	Install Equipment	232	Install equipment
FOOD PRODUCTION MANAGEMENT	Install Equipment	233	Commission equipment
FOOD PRODUCTION MANAGEMENT	Monitor Dairy Product Processing Environment	234	Monitor cheese-making production environment
FOOD PRODUCTION MANAGEMENT	Monitor Storage Conditions of In-Process Fish and Seafood	235	Monitor storage conditions of in-process fish and seafood
FOOD PRODUCTION MANAGEMENT	Plan for Equipment	236	Design plant equipment layout
FOOD PRODUCTION MANAGEMENT	Plan for Equipment	237	Provide input for food processing equipment purchases
FOOD PRODUCTION MANAGEMENT	Plan for Equipment	238	Define process capacity
FOOD PRODUCTION MANAGEMENT	Set Strategic Direction for Food Production	239	Develop production plan
FOOD PRODUCTION MANAGEMENT	Set Strategic Direction for Food Production	240	Develop production schedule
FOOD PRODUCTION MANAGEMENT	Set Strategic Direction for Food Production	241	Review production reports
FOOD PRODUCTION MANAGEMENT	Set Strategic Direction for Food Production	242	Predict yield for cheese-making
FOOD SAFETY MANAGEMENT SYSTEM	Comply with Food Safety Management System	243	Comply with food safety management system
FOOD SAFETY MANAGEMENT SYSTEM	Develop HACCP Plan(s) or Equivalent Food Safety Plan(s)	244	Assemble team
FOOD SAFETY MANAGEMENT SYSTEM	Develop HACCP Plan(s) or Equivalent Food Safety Plan(s)	245	Describe products and intended uses
FOOD SAFETY MANAGEMENT SYSTEM	Develop HACCP Plan(s) or Equivalent Food Safety Plan(s)	246	Create process flow diagram and plant schematic
FOOD SAFETY MANAGEMENT SYSTEM	Develop HACCP Plan(s) or Equivalent Food Safety Plan(s)	247	Verify process flow and plant schematic
FOOD SAFETY MANAGEMENT SYSTEM	Develop HACCP Plan(s) or Equivalent Food Safety Plan(s)	248	Conduct hazard analysis
FOOD SAFETY MANAGEMENT SYSTEM	Develop HACCP Plan(s) or Equivalent Food Safety Plan(s)	249	Determine critical control points
FOOD SAFETY MANAGEMENT SYSTEM	Develop HACCP Plan(s) or Equivalent Food Safety Plan(s)	250	Establish critical limits
FOOD SAFETY MANAGEMENT SYSTEM	Develop HACCP Plan(s) or Equivalent Food Safety Plan(s)	251	Establish procedures to monitor each critical control point (CCP)
FOOD SAFETY MANAGEMENT SYSTEM	Develop HACCP Plan(s) or Equivalent Food Safety Plan(s)	252	Establish procedures to take corrective action
FOOD SAFETY MANAGEMENT SYSTEM	Develop HACCP Plan(s) or Equivalent Food Safety Plan(s)	253	Establish verification and validation procedures
FOOD SAFETY MANAGEMENT SYSTEM	Develop HACCP Plan(s) or Equivalent Food Safety Plan(s)	254	Establish record keeping and documentation control procedures
FOOD SAFETY MANAGEMENT SYSTEM	Develop Prerequisite Programs and Supporting Documentation	255	Develop prerequisite program for premises
FOOD SAFETY MANAGEMENT SYSTEM	Develop Prerequisite Programs and Supporting Documentation	256	Develop prerequisite program for transport, storage, purchasing, shipping and receiving
FOOD SAFETY MANAGEMENT SYSTEM	Develop Prerequisite Programs and Supporting Documentation	257	Develop prerequisite program for equipment and preventative maintenance
FOOD SAFETY MANAGEMENT SYSTEM	Develop Prerequisite Programs and Supporting Documentation	258	Develop prerequisite program for personnel and training
FOOD SAFETY MANAGEMENT SYSTEM	Develop Prerequisite Programs and Supporting Documentation	259	Develop prerequisite program for sanitation and pest control
FOOD SAFETY MANAGEMENT SYSTEM	Develop Prerequisite Programs and Supporting Documentation	260	Develop prerequisite program for recalls
FOOD SAFETY MANAGEMENT SYSTEM	Develop Prerequisite Programs and Supporting Documentation	261	Develop prerequisite program for other operational control programs
FOOD SAFETY MANAGEMENT SYSTEM	Implement Food Safety Management System	262	Communicate food safety management systems to management staff
FOOD SAFETY MANAGEMENT SYSTEM	Implement Food Safety Management System	263	Verify food safety programs and tasks are being completed as required
FOOD SAFETY MANAGEMENT SYSTEM	Implement Food Safety Management System	264	Review and validate food safety management system
FOOD SAFETY MANAGEMENT SYSTEM	Implement Food Safety Management System	265	Update program documentation
FOOD SAFETY MANAGEMENT SYSTEM	Implement Food Safety Management System	266	Communicate details of food safety management systems to production staff
FOOD SAFETY MANAGEMENT SYSTEM	Implement Food Safety Management System	267	Participate in food safety incident investigations
FOOD SAFETY MANAGEMENT SYSTEM	Manage Audits	268	Develop system to manage audits
FOOD SAFETY MANAGEMENT SYSTEM	Manage Audits	269	Develop tracking tools
FOOD SAFETY MANAGEMENT SYSTEM	Manage Audits	270	Prepare for audits
FOOD SAFETY MANAGEMENT SYSTEM	Manage Audits	271	Participate in audits
FOOD SAFETY MANAGEMENT SYSTEM	Support Organizational Food Safety Culture	272	Support organizational food safety culture
FOOD TRACEABILITY	Comply with Food Traceability system	273	Comply with food traceability system
FOOD TRACEABILITY	Manage Food Traceability	274	Create traceability system
FOOD TRACEABILITY	Manage Food Traceability	275	Implement food traceability system

Major Task/Skill/Competency Category (Alphabetically)	Task/Skill/Competency Sub-category	#	Tasks/Skills/Competency Names 
FOOD TRACEABILITY	Manage Food Traceability	276	Maintain food traceability program
FOOD TRACEABILITY	Manage Food Traceability	277	Monitor food traceability on production line
HEALTH AND SAFETY	Comply with Facility Security Program	278	Follow facility security program
HEALTH AND SAFETY	Comply with Facility Security Program	279	Participate in security exercises and drills
HEALTH AND SAFETY	Comply with Occupational Health and Safety Program	280	Follow occupational health and safety program
HEALTH AND SAFETY	Comply with Occupational Health and Safety Program	281	Participate in emergency preparation
HEALTH AND SAFETY	Comply with Occupational Health and Safety Program	282	Direct accident/incident investigations
HEALTH AND SAFETY	Comply with Occupational Health and Safety Program	283	Participate in accident/incident investigations
HEALTH AND SAFETY	Manage Facility Security	284	Develop facility security system
HEALTH AND SAFETY	Manage Facility Security	285	Conduct security exercises and drills
HEALTH AND SAFETY	Manage Facility Security	286	Monitor adherence to facility security program
HEALTH AND SAFETY	Manage Occupational Health and Safety Program	287	Develop occupational health and safety program
HEALTH AND SAFETY	Manage Occupational Health and Safety Program	288	Lead emergency preparation
HEALTH AND SAFETY	Manage Occupational Health and Safety Program	289	Conduct safety inspections
HEALTH AND SAFETY	Manage Occupational Health and Safety Program	290	Evaluate occupational health and safety program
HEALTH AND SAFETY	Manage Occupational Health and Safety Program	291	Conduct safety inspections on production line
HEALTH AND SAFETY	Manage Worker's Compensation	292	Administer Worker's Compensation account
HEALTH AND SAFETY	Manage Worker's Compensation	293	Manage Worker's Compensation claims
INFORMATION TECHNOLOGY (IT) SYSTEMS	Set Strategic Direction of IT Systems	294	Develop IT plan
INFORMATION TECHNOLOGY (IT) SYSTEMS	Set Strategic Direction of IT Systems	295	Develop IT policies and procedures
INSPECTIONS AND PRODUCT TESTING	Conduct Inspections	296	Conduct incoming inspections
INSPECTIONS AND PRODUCT TESTING	Conduct Inspections	297	Conduct pre-operational inspections
INSPECTIONS AND PRODUCT TESTING	Conduct Inspections	298	Monitor use of tools and equipment
INSPECTIONS AND PRODUCT TESTING	Conduct Inspections	299	Monitor Critical Control Points
INSPECTIONS AND PRODUCT TESTING	Conduct Inspections	300	Conduct changeover inspection
INSPECTIONS AND PRODUCT TESTING	Conduct Inspections	301	Conduct storage inspection
INSPECTIONS AND PRODUCT TESTING	Conduct Inspections	302	Conduct outgoing inspections
INSPECTIONS AND PRODUCT TESTING	Conduct Product Tests	303	Conduct organoleptic (visual, touch, smell taste) product testing
INSPECTIONS AND PRODUCT TESTING	Conduct Product Tests	304	Conduct microbiological product sampling
INSPECTIONS AND PRODUCT TESTING	Conduct Product Tests	305	Conduct analytical product testing
INSPECTIONS AND PRODUCT TESTING	Conduct Product Tests	306	Conduct allergen sampling of finished products
LEADERSHIP	Demonstrate Professionalism	307	Facilitate collaboration of work teams
LEADERSHIP	Demonstrate Professionalism	308	Collaborate with team members
LEADERSHIP	Demonstrate Professionalism	309	Develop professionally
LEADERSHIP	Demonstrate Professionalism	310	Exhibit professional and ethical conduct
LEADERSHIP	Demonstrate Professionalism	311	Mentor/coach others
LEADERSHIP	Demonstrate Professionalism	312	Manage own stress
LEADERSHIP	Demonstrate Professionalism	313	Manage own time
LEADERSHIP	Demonstrate Professionalism	314	Contribute to a solution-focused workplace
LEADERSHIP	Manage Organizational Change	315	Promote continuous improvement
LEADERSHIP	Manage Organizational Change	316	Develop change management plan
LEADERSHIP	Manage Organizational Change	317	Implement organizational change
LEADERSHIP	Manage Organizational Change	318	Support organizational change
LEADERSHIP	Provide Leadership	319	Develop strategic vision
LEADERSHIP	Provide Leadership	320	Develop organizational sustainability plan
LEADERSHIP	Provide Leadership	321	Develop action plans
LEADERSHIP	Provide Leadership	322	Implement action plans
LEADERSHIP	Provide Leadership	323	Delegate tasks

Major Task/Skill/Competency Category (Alphabetically)	Task/Skill/Competency Sub-category	#	Tasks/Skills/Competency Names 
LOGISTICS	Handle Inventory	324	Pick and pack orders
LOGISTICS	Handle Inventory	325	Prepare product for shipping
LOGISTICS	Handle Inventory	326	Load product
LOGISTICS	Handle Inventory	327	Receive product
LOGISTICS	Handle Inventory	328	Unload product
LOGISTICS	Handle Inventory	329	Provide inventory to production
LOGISTICS	Handle Inventory	330	Follow storage procedures
LOGISTICS	Handle Inventory	331	Receive live fish and seafood
LOGISTICS	Manage Inventory	332	Establish inventory system
LOGISTICS	Manage Inventory	333	Maintain inventory system
LOGISTICS	Manage Inventory	334	Manage problem inventory
LOGISTICS	Manage Inventory	335	Complete Cycle Counts
LOGISTICS	Manage Transportation	336	Design transportation network
LOGISTICS	Manage Transportation	337	Determine carrier requirements
LOGISTICS	Manage Transportation	338	Select carrier
LOGISTICS	Manage Transportation	339	Obtain transportation insurance
LOGISTICS	Manage Warehouse	340	Plan warehouse operations
LOGISTICS	Manage Warehouse	341	Develop warehouse plan
LOGISTICS	Manage Warehouse	342	Oversee warehouse operations
MARKETING	Execute Marketing, Public Relations and Media Relations Strategies	343	Provide information about products and services
MARKETING	Execute Marketing, Public Relations and Media Relations Strategies	344	Advertise products and services
MARKETING	Execute Marketing, Public Relations and Media Relations Strategies	345	Produce marketing/promotional materials
MARKETING	Execute Marketing, Public Relations and Media Relations Strategies	346	Distribute marketing/promotional materials
MARKETING	Execute Marketing, Public Relations and Media Relations Strategies	347	Develop marketing/promotional events
MARKETING	Execute Marketing, Public Relations and Media Relations Strategies	348	Oversee promotional events
MARKETING	Execute Marketing, Public Relations and Media Relations Strategies	349	Develop online presence
MARKETING	Execute Marketing, Public Relations and Media Relations Strategies	350	Develop contests
MARKETING	Execute Marketing, Public Relations and Media Relations Strategies	351	Develop trade sales promotions
MARKETING	Execute Marketing, Public Relations and Media Relations Strategies	352	Participate in industry shows
MARKETING	Execute Marketing, Public Relations and Media Relations Strategies	353	Conduct public relations activities
MARKETING	Execute Marketing, Public Relations and Media Relations Strategies	354	Manage crises and controversies
MARKETING	Set Strategic Direction for Marketing	355	Conduct situational analysis
MARKETING	Set Strategic Direction for Marketing	356	Develop integrated marketing strategy
MARKETING	Set Strategic Direction for Marketing	357	Develop branding
MARKETING	Set Strategic Direction for Marketing	358	Develop pricing strategy
MARKETING	Set Strategic Direction for Marketing	359	Monitor implementation of marketing strategy
MEAT ANIMAL SLAUGHTERING	Dress and Eviscerate Animals	360	Prepare surfaces of slaughtered animals
MEAT ANIMAL SLAUGHTERING	Dress and Eviscerate Animals	361	Eviscerate slaughtered beef/veal
MEAT ANIMAL SLAUGHTERING	Dress and Eviscerate Animals	362	Eviscerate slaughtered pork
MEAT ANIMAL SLAUGHTERING	Dress and Eviscerate Animals	363	Eviscerate slaughtered lamb and other small ruminants
MEAT ANIMAL SLAUGHTERING	Dress and Eviscerate Animals	364	Eviscerate slaughtered farmed game animals
MEAT ANIMAL SLAUGHTERING	Dress and Eviscerate Animals	365	Clean carcasses
MEAT ANIMAL SLAUGHTERING	Prepare Animals for Dressing and Evisceration	366	Receive animals
MEAT ANIMAL SLAUGHTERING	Prepare Animals for Dressing and Evisceration	367	Slaughter animals
MEAT CUTTING	Fabricate Meat Cuts for Beef/Veal	368	Breakdown beef/veal carcass into primal cuts
MEAT CUTTING	Fabricate Meat Cuts for Beef/Veal	369	Cut beef/veal sub-primal cuts
MEAT CUTTING	Fabricate Meat Cuts for Beef/Veal	370	Cut beef/veal retail cuts
MEAT CUTTING	Fabricate Meat Cuts for Farmed Game Animals	371	Breakdown farmed games carcass into primal cuts
MEAT CUTTING	Fabricate Meat Cuts for Farmed Game Animals	372	Cut farmed game into retail cuts
MEAT CUTTING	Fabricate Meat Cuts for Lamb	373	Breakdown lamb carcass into primal cuts

Major Task/Skill/Competency Category (Alphabetically)	Task/Skill/Competency Sub-category	#	Tasks/Skills/Competency Names 
MEAT CUTTING	Fabricate Meat Cuts for Lamb	374	Cut lamb retail cuts
MEAT CUTTING	Fabricate Meat Cuts for Pork	375	Breakdown pork carcass into primal cuts
MEAT CUTTING	Fabricate Meat Cuts for Pork	376	Cut pork sub-primal cuts
MEAT CUTTING	Fabricate Meat Cuts for Pork	377	Cut pork retail cuts
MEAT CUTTING	Use Meat Cutting Techniques	378	Use required cutting method
MEAT CUTTING	Use Meat Cutting Techniques	379	Size meat cuts
MEAT CUTTING	Use Meat Cutting Techniques	380	Shape meat cuts
MEAT CUTTING	Use Meat Cutting Techniques	381	Produce ground meat
MOLLUSK PROCESSING	Process Clams	382	Shuck clams
MOLLUSK PROCESSING	Process Clams	383	Separate clams
MOLLUSK PROCESSING	Process Mussels	384	Strip mussels
MOLLUSK PROCESSING	Process Mussels	385	Prepare mussels for wet storage
MOLLUSK PROCESSING	Process Mussels	386	De-clump mussels
MOLLUSK PROCESSING	Process Mussels	387	De-byss mussels
MOLLUSK PROCESSING	Process Oysters	388	Grade wild oysters
MOLLUSK PROCESSING	Process Oysters	389	Process wild and farmed oysters
MOLLUSK PROCESSING	Process Scallops	390	Prepare raw scallops
ORGANIZATIONAL POLICIES AND PROCEDURES	Comply with Legislation/Regulations	391	Determine applicable legislation/regulations
ORGANIZATIONAL POLICIES AND PROCEDURES	Comply with Legislation/Regulations	392	Assist regulatory agents/inspectors
ORGANIZATIONAL POLICIES AND PROCEDURES	Comply with Legislation/Regulations	393	Interact with regulatory agents/inspectors
ORGANIZATIONAL POLICIES AND PROCEDURES	Comply with Organizational Policies and Procedures	394	Develop organizational policies
ORGANIZATIONAL POLICIES AND PROCEDURES	Comply with Organizational Policies and Procedures	395	Develop Standard Operating Procedures (SOPs)
ORGANIZATIONAL POLICIES AND PROCEDURES	Comply with Organizational Policies and Procedures	396	Implement organizational policies and SOPs
ORGANIZATIONAL POLICIES AND PROCEDURES	Comply with Organizational Policies and Procedures	397	Comply with organizational policies and procedures/SOPs
PEST CONTROL	Comply with Facility Pest Control Program	398	Comply with facility pest control program
PEST CONTROL	Manage Facility Pest Control Program	399	Develop pest control program
PEST CONTROL	Manage Facility Pest Control Program	400	Implement facility pest control program
PEST CONTROL	Manage Facility Pest Control Program	401	Monitor facility pest control program
POULTRY AND GAME BIRD PROCESSING	Fabricate Retail and Specialty Cuts for Poultry and Game Birds	402	Manually cut poultry and game birds
POULTRY AND GAME BIRD PROCESSING	Fabricate Retail and Specialty Cuts for Poultry and Game Birds	403	Monitor automated systems to cut poultry and game birds
POULTRY AND GAME BIRD PROCESSING	Fabricate Retail and Specialty Cuts for Poultry and Game Birds	404	Produce ground poultry meat
POULTRY AND GAME BIRD PROCESSING	Slaughter Poultry and Game Birds	405	Receive poultry and game birds
POULTRY AND GAME BIRD PROCESSING	Slaughter Poultry and Game Birds	406	Hang poultry and game birds
POULTRY AND GAME BIRD PROCESSING	Slaughter Poultry and Game Birds	407	Stun poultry and game birds
POULTRY AND GAME BIRD PROCESSING	Slaughter Poultry and Game Birds	408	Manually slaughter poultry and game birds
POULTRY AND GAME BIRD PROCESSING	Slaughter Poultry and Game Birds	409	Monitor automated poultry and game bird slaughtering system
POULTRY AND GAME BIRD PROCESSING	Slaughter Poultry and Game Birds	410	Monitor automated systems to prepare poultry/game bird carcasses for evisceration
POULTRY AND GAME BIRD PROCESSING	Slaughter Poultry and Game Birds	411	Monitor automated hock removal system
POULTRY AND GAME BIRD PROCESSING	Slaughter Poultry and Game Birds	412	Eviscerate poultry and game birds
POULTRY AND GAME BIRD PROCESSING	Slaughter Poultry and Game Birds	413	Monitor automated poultry and game bird evisceration systems
POULTRY AND GAME BIRD PROCESSING	Slaughter Poultry and Game Birds	414	Chill cleaned poultry and game bird carcasses
PURCHASING	Complete Purchasing Tasks	415	Complete purchasing tasks
PURCHASING	Manage Purchasing	416	Research suppliers and prices
PURCHASING	Manage Purchasing	417	Choose suppliers
PURCHASING	Manage Purchasing	418	Oversee purchasing process
PURCHASING	Manage Purchasing	419	Issue claims to suppliers
QUALITY MANAGEMENT	Develop Quality Management Systems	420	Develop quality manual
QUALITY MANAGEMENT	Develop Quality Management Systems	421	Benchmark best practices
QUALITY MANAGEMENT	Develop Quality Management Systems	422	Create deviation management system
QUALITY MANAGEMENT	Develop Quality Management Systems	423	Create corrective and preventative action (CAPA) system
QUALITY MANAGEMENT	Develop Quality Management Systems	424	Create complaint and inquiry system

Major Task/Skill/Competency Category (Alphabetically)	Task/Skill/Competency Sub-category	#	Tasks/Skills/Competency Names 
QUALITY MANAGEMENT	Implement Quality Management System	425	Communicate quality management systems to management and staff
QUALITY MANAGEMENT	Implement Quality Management System	426	Monitor quality management systems
QUALITY MANAGEMENT	Implement Quality Management System	427	Collaborate with product development team
QUALITY MANAGEMENT	Implement Quality Management System	428	Communicate details of quality management system to production staff
QUALITY MANAGEMENT	Implement Quality Management System	429	Liaise with production staff regarding quality management
QUALITY MANAGEMENT	Implement Quality Management System	430	Provide input into improving quality on the production line
QUALITY MANAGEMENT	Monitor Product Packaging	431	Monitor quality of packaging
QUALITY MANAGEMENT	Monitor Product Quality	432	Monitor quality of raw ingredients and in-process products
QUALITY MANAGEMENT	Monitor Product Quality	433	Monitor quality of raw meat
QUALITY MANAGEMENT	Monitor Product Quality	434	Grade/Inspect finished products
QUALITY MANAGEMENT	Monitor Product Quality	435	Inspect finished meat, game and poultry products
QUALITY MANAGEMENT	Monitor Product Quality	436	Monitor foreign body detection and removal equipment
QUALITY MANAGEMENT	Monitor Product Quality	437	Take corrective action to ensure product quality
QUALITY MANAGEMENT	Monitor Product Quality	438	Handle product non-conformances
QUALITY MANAGEMENT	Monitor Product Quality	439	Grade/Inspect fish and seafood
QUALITY MANAGEMENT	Monitor Product Quality	440	Monitor quality of raw poultry and game birds
QUALITY MANAGEMENT	Monitor Product Quality	441	Grade/inspect fresh poultry and game bird carcasses
RECALLS	Follow Recall Plan	442	Follow recall plan
RECALLS	Manage Recalls	443	Develop recall plan
RECALLS	Manage Recalls	444	Manage recall
RECORD MANAGEMENT	Complete Record Management Tasks	445	Keep records up-to-date
RECORD MANAGEMENT	Complete Record Management Tasks	446	Complete forms
RECORD MANAGEMENT	Manage Record Management	447	Establish record management policies and procedures
RECORD MANAGEMENT	Manage Record Management	448	Monitor organization's record management systems
RECORD MANAGEMENT	Manage Record Management	449	Monitor department's record management system
RECORD MANAGEMENT	Manage Record Management	450	Monitor production line's record management
RESEARCH AND DEVELOPMENT	Commercialize Products	451	Provide input for equipment scoping and processes
RESEARCH AND DEVELOPMENT	Commercialize Products	452	Provide input into nutritional labelling
RESEARCH AND DEVELOPMENT	Commercialize Products	453	Provide input into product packaging
RESEARCH AND DEVELOPMENT	Conduct Experiments and Tests	454	Conduct shelf-life studies
RESEARCH AND DEVELOPMENT	Conduct Experiments and Tests	455	Conduct microbiological challenge tests
RESEARCH AND DEVELOPMENT	Conduct Experiments and Tests	456	Conduct nutritional analyses
RESEARCH AND DEVELOPMENT	Conduct Experiments and Tests	457	Experiment with new food additives
RESEARCH AND DEVELOPMENT	Conduct Experiments and Tests	458	Conduct sensory analyses
RESEARCH AND DEVELOPMENT	Conduct Trials	459	Complete plant scale-ups
RESEARCH AND DEVELOPMENT	Conduct Trials	460	Analyze trial results
RESEARCH AND DEVELOPMENT	Develop New Products	461	Manage new product development projects
RESEARCH AND DEVELOPMENT	Develop New Products	462	Research consumer markets
RESEARCH AND DEVELOPMENT	Develop New Products	463	Develop new product concepts
RESEARCH AND DEVELOPMENT	Develop New Products	464	Develop bench-top prototypes
RESEARCH AND DEVELOPMENT	Improve Existing Products and Processes	465	Develop value-added products and processes
RESEARCH AND DEVELOPMENT	Improve Existing Products and Processes	466	Provide input into innovative uses for excess raw materials and by-products
RESEARCH AND DEVELOPMENT	Improve Existing Products and Processes	467	Provide input into cost optimization
RESEARCH AND DEVELOPMENT	Improve Existing Products and Processes	468	Provide input into improving manufacturing processes
RESEARCH AND DEVELOPMENT	Improve Existing Products and Processes	469	Provide input into product development and improvement
RISK MANAGEMENT	Manage Risk	470	Analyze risks of domestic operations
RISK MANAGEMENT	Manage Risk	471	Analyze risks of international operations
RISK MANAGEMENT	Manage Risk	472	Develop risk management plans
RISK MANAGEMENT	Manage Risk	473	Implement risk management plan
RISK MANAGEMENT	Manage Risk	474	Monitor implementation of risk management plan

Major Task/Skill/Competency Category (Alphabetically)	Task/Skill/Competency Sub-category	#	Tasks/Skills/Competency Names 
SALES AND CLIENT RELATIONS	Maintain Client Relationships	475	Provide customer service
SALES AND CLIENT RELATIONS	Maintain Client Relationships	476	Handle customer concerns or complaints
SALES AND CLIENT RELATIONS	Manage Sales and Client Relations	477	Develop sales plan
SALES AND CLIENT RELATIONS	Manage Sales and Client Relations	478	Monitor sales plan
SALES AND CLIENT RELATIONS	Sell Products and Services	479	Qualify customer
SALES AND CLIENT RELATIONS	Sell Products and Services	480	Conduct sales calls and presentations
SALES AND CLIENT RELATIONS	Sell Products and Services	481	Overcome customer objections
SALES AND CLIENT RELATIONS	Sell Products and Services	482	Develop quotes
SALES AND CLIENT RELATIONS	Sell Products and Services	483	Close sales
SALES AND CLIENT RELATIONS	Sell Products and Services	484	Process sales
SALES AND CLIENT RELATIONS	Sell Products and Services	485	Follow up on sales
SANITATION	Clean Closed Systems/Clean-in-Place (CIP)	486	Prepare CIP system for cleaning
SANITATION	Clean Closed Systems/Clean-in-Place (CIP)	487	Monitor CIP system
SANITATION	Clean Facility	488	Clean facility
SANITATION	Clean Facility	489	Operate cleaning machinery and equipment
SANITATION	Clean Facility	490	Maintain cleaning machinery and equipment
SANITATION	Clean Food Processing Equipment and Tools	491	Prepare for cleaning
SANITATION	Clean Food Processing Equipment and Tools	492	Conduct daily cleaning for food processing equipment and tools
SANITATION	Clean Food Processing Equipment and Tools	493	Deep clean food processing equipment and tools
SANITATION	Clean Food Processing Equipment and Tools	494	Verify food processing equipment, tools and work surface cleanliness
SANITATION	Clean Food Processing Equipment and Tools	495	Clean food processing equipment and tools out of place
SANITATION	Clean Food Processing Equipment and Tools	496	Prepare value-added meat processing equipment for cleaning and sanitizing
SANITATION	Clean Food Processing Equipment and Tools	497	Prepare bakery processing equipment for cleaning and sanitization
SANITATION	Clean Immediate Work Environment	498	Clean immediate work environment
SANITATION	Handle and Prepare Chemicals	499	Prepare cleaning chemicals
SANITATION	Handle and Prepare Chemicals	500	Prepare sanitizer
SANITATION	Handle and Prepare Chemicals	501	Prepare chemical concentrations
SANITATION	Handle and Prepare Chemicals	502	Handle chemicals
SANITATION	Handle and Prepare Chemicals	503	Store chemicals
SANITATION	Handle and Prepare Chemicals	504	Manage chemical accidents
SANITATION	Handle and Prepare Chemicals	505	Conduct chemical risk assessment
SANITATION	Handle and Prepare Chemicals	506	Implement control measures
SANITATION	Handle and Prepare Chemicals	507	Develop chemical safety program
SANITATION	Implement Environmental Monitoring Process	508	Develop facility environmental monitoring process
SANITATION	Implement Environmental Monitoring Process	509	Conduct organoleptic inspection
SANITATION	Implement Environmental Monitoring Process	510	Conduct ATP hygiene monitoring
SANITATION	Implement Environmental Monitoring Process	511	Conduct microbiological sampling
SANITATION	Oversee Facility Cleanliness	512	Develop facility cleaning processes
SANITATION	Oversee Facility Cleanliness	513	Verify cleaning process
SANITATION	Oversee Facility Cleanliness	514	Monitor facility cleaning processes
SANITATION	Oversee Facility Cleanliness	515	Monitor cleaning processes on production line
SANITATION	Sanitize Facility	516	Develop facility sanitizing procedures
SANITATION	Sanitize Facility	517	Sanitize facility
SANITATION	Sanitize Facility	518	Monitor facility sanitizing processes
SANITATION	Sanitize Facility	519	Monitor sanitizing processes on production line
SANITATION	Sanitize Food Processing Equipment and Tools	520	Prepare for daily sanitizing of food processing equipment and tools
SANITATION	Sanitize Food Processing Equipment and Tools	521	Perform daily sanitizing of food processing equipment and tools
SANITATION	Sanitize Food Processing Equipment and Tools	522	Prepare for detailed sanitizing
SANITATION	Sanitize Food Processing Equipment and Tools	523	Conduct detailed sanitizing of food processing equipment and tools
SANITATION	Sanitize Food Processing Equipment and Tools	524	Sanitize fish & seafood work stations

Major Task/Skill/Competency Category (Alphabetically)	Task/Skill/Competency Sub-category	#	Tasks/Skills/Competency Names 
SEA CUCUMBER PROCESSING	Process Sea Cucumbers	525	Eviscerate sea cucumbers
SEA CUCUMBER PROCESSING	Process Sea Cucumbers	526	Cook in-process sea cucumbers
SEA CUCUMBER PROCESSING	Process Sea Cucumbers	527	Dry/dehydrate sea cucumbers
SEA CUCUMBER PROCESSING	Process Sea Cucumbers	528	Brine-freeze sea cucumbers
SEA CUCUMBER PROCESSING	Process Sea Cucumbers	529	Freeze sea cucumbers
SEA CUCUMBER PROCESSING	Process Sea Cucumbers	530	Grade whole, dried sea cucumbers
VALUE-ADDED MEAT PRODUCT FABRICATION	Prepare Raw Meat Material and Other Ingredients for Value-Added Meat Products	531	Thaw/temper frozen raw meat material
VALUE-ADDED MEAT PRODUCT FABRICATION	Prepare Raw Meat Material and Other Ingredients for Value-Added Meat Products	532	Grind/flake/chop meat or meat by-products for value-added meat products
VALUE-ADDED MEAT PRODUCT FABRICATION	Prepare Raw Meat Material and Other Ingredients for Value-Added Meat Products	533	Prepare non-meat ingredients/meat by-products for value-added meat products
VALUE-ADDED MEAT PRODUCT FABRICATION	Prepare Raw Meat Material and Other Ingredients for Value-Added Meat Products	534	Mix/blend raw meat material/meat by-products and non-meat ingredients
VALUE-ADDED MEAT PRODUCT FABRICATION	Produce Value-Added Meat Products	535	Prepare whole muscle value-added meat products
VALUE-ADDED MEAT PRODUCT FABRICATION	Produce Value-Added Meat Products	536	Prepare restructured value-added meat products
VALUE-ADDED MEAT PRODUCT FABRICATION	Produce Value-Added Meat Products	537	Prepare ground meat value-added products
VALUE-ADDED MEAT PRODUCT FABRICATION	Produce Value-Added Meat Products	538	Prepare sausages
VALUE-ADDED MEAT PRODUCT FABRICATION	Produce Value-Added Meat Products	539	Prepare fine comminuted/emulsified value-added meat products
VALUE-ADDED MEAT PRODUCT FABRICATION	Use Value-Added Meat Production Techniques	540	Brine/marinate value-added meat products
VALUE-ADDED MEAT PRODUCT FABRICATION	Use Value-Added Meat Production Techniques	541	Coat value-added meat products
VALUE-ADDED MEAT PRODUCT FABRICATION	Use Value-Added Meat Production Techniques	542	Stuff value-added meat products
VALUE-ADDED MEAT PRODUCT FABRICATION	Use Value-Added Meat Production Techniques	543	Cure/ferment value-added meat products
VALUE-ADDED MEAT PRODUCT FABRICATION	Use Value-Added Meat Production Techniques	544	Dry value-added meat products
VALUE-ADDED MEAT PRODUCT FABRICATION	Use Value-Added Meat Production Techniques	545	Shape value-added meat products
VALUE-ADDED MEAT PRODUCT FABRICATION	Use Value-Added Meat Production Techniques	546	Smoke value-added meat products
VALUE-ADDED MEAT PRODUCT FABRICATION	Use Value-Added Meat Production Techniques	547	Cook value-added meat products
VALUE-ADDED MEAT PRODUCT FABRICATION	Use Value-Added Meat Production Techniques	548	Chill/freeze value-added meat products
VALUE-ADDED MEAT PRODUCT FABRICATION	Use Value-Added Meat Production Techniques	549	Slice/cube finished value-added meat products
WASTE MANAGEMENT	Comply with Facility Waste Management Program	550	Comply with facility waste management program
WASTE MANAGEMENT	Comply with Facility Waste Management Program	551	Complete facility waste collection activities
WASTE MANAGEMENT	Comply with Facility Waste Management Program	552	Handle hazardous waste
WASTE MANAGEMENT	Comply with Recycling Program	553	Comply with recycling program
WASTE MANAGEMENT	Manage Facility Waste (Solid and Liquid)	554	Develop facility waste management program
WASTE MANAGEMENT	Manage Facility Waste (Solid and Liquid)	555	Monitor facility waste management activities
WASTE MANAGEMENT	Manage Recycling Activities	556	Develop facility-wide recycling program
WASTE MANAGEMENT	Manage Recycling Activities	557	Implement recyclable collection program
WASTE MANAGEMENT	Manage Recycling Activities	558	Manage recycling program
WORKFORCE MANAGEMENT	Facilitate Staff Departures	559	Dismiss Staff
WORKFORCE MANAGEMENT	Facilitate Staff Departures	560	Lay off Staff
WORKFORCE MANAGEMENT	Facilitate Staff Departures	561	Process Resignations
WORKFORCE MANAGEMENT	Hire Staff	562	Provide input for job descriptions
WORKFORCE MANAGEMENT	Hire Staff	563	Develop job descriptions
WORKFORCE MANAGEMENT	Hire Staff	564	Assist with staff recruitment

Major Task/Skill/Competency Category (Alphabetically)	Task/Skill/Competency Sub-category	#	Tasks/Skills/Competency Names 
WORKFORCE MANAGEMENT	Hire Staff	565	Recruit staff
WORKFORCE MANAGEMENT	Hire Staff	566	Screen candidates
WORKFORCE MANAGEMENT	Hire Staff	567	Interview candidates
WORKFORCE MANAGEMENT	Hire Staff	568	Hire employees
WORKFORCE MANAGEMENT	Manage Within a Union Environment	569	Comply with collective agreement
WORKFORCE MANAGEMENT	Manage within a Union Environment	570	Respond to grievances
WORKFORCE MANAGEMENT	Manage within a Union Environment	571	Maintain professional relationship with union
WORKFORCE MANAGEMENT	Manage within a Union Environment	572	Participate in Collective Bargaining
WORKFORCE MANAGEMENT	Monitor Staff Performance	573	Build a respectful workplace
WORKFORCE MANAGEMENT	Monitor Staff Performance	574	Maintain positive work environment
WORKFORCE MANAGEMENT	Monitor Staff Performance	575	Motivate staff
WORKFORCE MANAGEMENT	Monitor Staff Performance	576	Supervise staff on modified work duties
WORKFORCE MANAGEMENT	Monitor Staff Performance	577	Schedule staff
WORKFORCE MANAGEMENT	Monitor Staff Performance	578	Conduct Performance Reviews
WORKFORCE MANAGEMENT	Monitor Staff Performance	579	Address Performance Issues
WORKFORCE MANAGEMENT	Monitor Staff Performance	580	Promote staff
WORKFORCE MANAGEMENT	Set Strategic Direction for Workforce	581	Develop HR Plan
WORKFORCE MANAGEMENT	Set Strategic Direction for Workforce	582	Develop succession plan
WORKFORCE MANAGEMENT	Set Strategic Direction for Workforce	583	Allocate Human Resources
WORKFORCE MANAGEMENT	Set Strategic Direction for Workforce	584	Develop compensation packages
WORKFORCE MANAGEMENT	Set Strategic Direction for Workforce	585	Monitor implementation of HR plan
WORKFORCE MANAGEMENT	Set Strategic Direction for Workforce	586	Manage Diversity in the Workplace
WORKFORCE MANAGEMENT	Train Staff	587	Develop or revise employee resources
WORKFORCE MANAGEMENT	Train Staff	588	Provide orientation to new staff
WORKFORCE MANAGEMENT	Train Staff	589	Plan training
WORKFORCE MANAGEMENT	Train Staff	590	Conduct training
WORKFORCE MANAGEMENT	Train Staff	591	Conduct one-on-one training

APPENDIX C

METHODOLOGY USED TO DEVELOP NATIONAL OCCUPATIONAL STANDARDS

National occupational standards (NOS) are voluntary. They are developed with a national objective and require pan-Canadian validation and endorsement to enable the recognition of qualifications across Canada. Quality NOS developed with both a sectoral and pan-labour market objective enable the recognition of workers' knowledge and skills across the entire Canadian labour market and facilitate labour mobility across Canadian sectors. Identifying and recognizing transferable knowledge and skills that can be applied within a variety of sectors and/or positions within a sector is especially important to individuals who are changing careers or have little work-related experience. Labour mobility within Canada allows workers to be employed in different provinces and territories, resulting in more choices and opportunities for workers and a broader selection of candidates for employers. NOS not only facilitates labour mobility within Canada, but also provide information that is essential to recognize foreign credentials effectively and to enable foreign-trained workers to enter the Canadian workforce¹.

A rigorous methodology involving research and stakeholder consultation is used to set the competencies. The first phase involved extensive research, including review of hundreds of existing standards, norms, curricula, job descriptions, etc. from Canada and around the world, resulting in a detailed dictionary of competencies for food safety. The second phase involved extensive consultations with 160 stakeholders through focus group, phone interviews, surveys and editorial reiterations. Stakeholders consulted are subject matter experts, highly experienced food safety professionals, representing a broad range of individuals working in food processing from across Canada.

Planning and establishing a stakeholder engagement strategy	Approached experience practitioners with a wide representation of plant sizes and geographical location
Researching and analyzing documentation	Reviewed existing competency framework charts, training program outlines, research papers and websites
Benchmarking	Benchmarked against standards to foreign qualifications and occupational standards
Creating, developing and validating the competency framework	Conducted face-to-face focus groups, phone interviews and follow up communication to create the NOS
Conducting further consultation	Conducted a survey to determine the relevance, importance and frequency rating of each task included in the standard
Ratification of standard by the National Advisory Committee	Conducted a final online validation national survey

¹ Former Alliance of Sector Councils (TASC), Setting the Standards, Accepted Principles and Practices for National Occupational Standards, Certification Programs, and Accreditation Programs, 2010



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