

BUILD
on your
TALENTS



CONSTRUCTION
SUPERVISOR
FIRST • LEVEL

Essential Skills - Self Assessment

Try the Self Assessment, then use the Workbook to practise, or use the Workbook to prepare for the Self Assessment.

The Construction Sector Council is a national organization committed to the development of a highly skilled workforce – one that will support the future needs of the construction industry in Canada. Created in April 2001, and financed by both government and industry, the CSC is a partnership between labour and business.

This publication was developed for the Construction Sector Council as a companion to the National Occupational Analysis (NOA) for Construction Supervisor (First Level). Its purpose is to highlight the importance of Essential Skills in making a successful transition from working on the tools to positions that involve supervisory roles and responsibilities within the construction industry. The materials provide information and practice opportunities to those individuals who may aspire to or who are currently employed in supervision careers.

Parts may be reproduced provided that each page used is reproduced in its entirety without modification, and with all legal notices maintained. No part of this material may be reproduced or used for any commercial purpose or sold by any person.

The Construction Sector Council accepts no responsibility or liability connected with the use or reproduction of the information contained in this material. It is provided “as is” and is intended for informational use only, without warranty, express or implied.



For more information contact:

The Construction Sector Council
220 Laurier Ave. West, Suite 1150
Ottawa, Ontario, K1P 5Z9

Phone: 613 569-5552 Fax: 613 569-1220
info@csc-ca.org

Funded by the Government of Canada's Sector Council Program
Canada

Content for this publication was developed by SkillPlan, BC Construction Industry Skills Improvement Council. SkillPlan acknowledges the supervisors who contributed their expertise in the development of these materials and to the companies who kindly allowed us to recreate their documents and situations.

For more information about **SkillPlan**, visit www.skillplan.ca.

Introduction

What are Essential Skills?

Essential Skills are skills that allow workers in every occupation to get the job done. They are not technical skills but the foundation skills people need to acquire knowledge and complete workplace tasks and daily activities. The nine Essential Skills are Reading Text, Document Use, Numeracy, Writing, Oral Communication, Working with Others, Thinking Skills, Computer Use, and Continuous Learning.

The Construction Sector Council has developed two Essential Skills tools to assist you in the transition from working on the tools to being a supervisor.

- Essential Skills Self Assessment
- Essential Skills Practice Workbook

Do I use the self assessment before or after the practice workbook?

This self assessment has an accompanying workbook. Each Essential Skill area in the assessment has similar tasks in the workbook for additional practice. You may choose to do the self assessment first and use the workbook for additional practice, or you may decide to do the workbook first to prepare for the self assessment.

What is the purpose of this self assessment?

The purpose of this publication is to provide tradespeople aspiring to supervisory roles and responsibilities and those who are already supervisors in the construction industry with an opportunity to assess their Essential Skills.

Who should use this self assessment?

If you are interested in a career as a supervisor or are already a supervisor in construction and want to assess your current Essential Skills using typical supervisor workplace tasks, then this self assessment is for you. Please note that this assessment is not intended for use as a screening tool, nor is it meant to be used as a substitute for actual training instruction. This self assessment gives you an indication of your readiness for stepping up to supervisory roles.

What skills does this self assessment cover?

This self assessment will allow you to assess the Reading Text, Document Use, Numeracy and Writing skills that a first level supervisor in construction uses on the job. Knowledge about specific trades is not needed to complete the tasks, but your general knowledge of construction will be useful. Some of the documents may be familiar to you; however, supervisors may use the documents in a different way than a tradesperson.

How do supervisors use Essential Skills?

First level supervisors in construction use Essential Skills to ensure that a quality job gets done on time, on budget and safely. They are responsible for supervising construction crews and have a significant impact on project schedules, costs and overall profitability. First level supervisors have always needed strong Essential Skills, but now these skills are even more important. In recent years, changes in the industry regarding environmental, health and safety regulations, human rights/labour standards and other legislation require an increased level of knowledge and abilities, and an increasing personal liability for the construction supervisor. Every work-related task requires a strong foundation in Essential Skills.

First level construction supervisors spend more time on paperwork than they did as tradespeople. They need to read and interpret national and provincial codebooks, legislations and regulations. They write summaries on forms to describe events and prepare agendas, and complete orientation checklists and brief reports. They review drawings to locate dimensions, and calculate material quantities using measurements from drawings and material packaging and sizes. The Construction Sector Council (CSC) has developed a detailed description of the job tasks of first level supervisors and how they use Essential Skills. For more information, go to www.csc-ca.org.

How do I use this self assessment?

Each task requires you to refer to a specific document to get the answer.

All the information needed to answer the questions is in the document.

1. Start on a task page.
2. Read the information in the box.
3. Read the document mentioned in the tasks. Be aware that some documents have more than one page.
4. Write down your answers.
5. Turn to the Score Guide on page 28.
6. Mark your answers using the Answer Key on pages 29 & 30.

If you do this self assessment first, go to the companion workbook when you are finished for more practice in Essential Skill areas.

Tasks 1 to 3: Composite Decking

First level supervisors read product updates and evaluations to maintain current knowledge of products. Look at the Evaluation Report from CCMC on a new product, Brite Composite Decking (Hollowcore).

Task 1: Who is asking for this evaluation?

Reading Text

Task 2: What section of the National Building Code (NBC) refers to structural safety?

Reading Text

Task 3: How is this product designed to be installed?

Reading Text



National Research
Council Canada

Institute for
Research in
Construction

Conseil national
de recherches Canada

Institut de
recherche en
construction

CCMC 13279-R

CCMC

EVALUATION
REPORT

DIVISION 06525

Issued 2007-06-14

Re-evaluated 2008-06-14

Brite Composite Decking (Hollowcore)

Brite Manufacturing Inc.
2 Manchester Ct.
Bolton, Ontario
L7E 2J3

Tel.: (905) 857-6021
Fax: (905) 857-3211

Plant: 2 Manchester Ct.
Bolton, Ontario

1. Purpose of Evaluation

The proponent sought confirmation from the Canadian Construction Materials Centre (CCMC) that "Brite Composite Decking (Hollowcore)" can serve as exterior decking as an alternative solution in combustible construction for light-duty applications, such as in residential occupancies, in compliance with the National Building Code of Canada (NBC) 2005.

2. Opinion

Subject to the limitations and conditions stated in this report, test results and assessments provided by the proponent show that "Brite Composite Decking (Hollowcore)" decking complies with CCMC's Technical Guide for Cellulosic/Polymer Composite Exterior Decking (Hollow Cross-Section), MasterFormat number 06525, dated 07-03-26, and can serve as an alternative solution for decking that will achieve at least the minimum level of performance required for subfloor sheathing with respect to structural safety in::

- NBC 2005, Division B, Article 9.23.14.5., Subfloor Thickness or Rating, when subjected to the loading and deflection limits implied in

This Report is provided without representation, warranty, or guarantee of any kind, expressed or implied, and the National Research Council of Canada (NRC) provides no endorsement for any evaluated material, product, system or service described herein.

NRC has evaluated the material, product, system or service described herein only for those characteristics stated herein. The information and opinions in this Report are directed to those who have the appropriate degree of experience to use and apply its contents.

NRC accepts no responsibility whatsoever arising in any way from any and all use or reliance on the information contained in this Report. NRC is not undertaking to render professional or other services for or on behalf of any person or entity nor to perform any duty owed by any person or entity to another person or entity.

Subsection 9.4.2., Specified Loads, and Article 9.4.3.1., Deflections.

Canada Mortgage and Housing Corporation permits the use of this product in construction financed or insured under the *National Housing Act*.

3. Description

"Brite Composite Decking (Hollowcore)" decking is a cellulosic/polymer composite extrusion containing cellulose-based fibres derived from

fibreboard and polyethylene. The composite product is manufactured through a continuous extrusion process in planks of hollow cross-section. The planks are manufactured in nominal dimensions of 32 mm x 140 mm. The planks are commonly available in 3.66-m and 4.88-m lengths.

"Brite Composite Decking (Hollowcore)" decking is intended to be used as exterior decking installed over traditional structural wood framing (Figure 1).

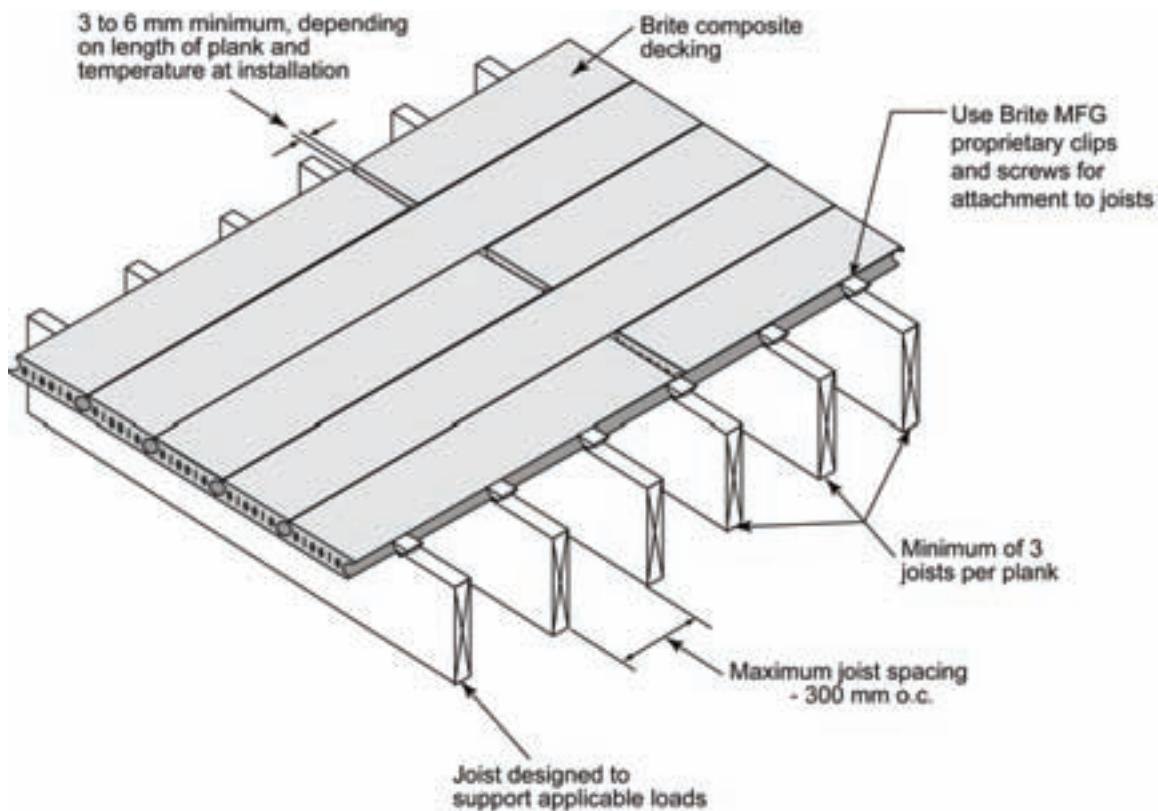


Figure 1. Installation of "Brite Composite Decking (Hollowcore)" Decking

Tasks 4 to 6: Lock-out

First level supervisors read their organizations' policies for information on procedures for specific situations such as lock-out. Lock-out procedures may involve the site safety supervisor, general foreman, or site superintendent. These procedures must be made available to all workers affected. Look at the Refinery Instruction page.

- Task 4:** The worker who placed the lock is not available to unlock it. What is the procedure for removing other workers' locks?

Reading Text

- Task 5:** What colour codes are used for the locks?

Reading Text

- Task 6:** In what situation can a group lock-out box be used?

Reading Text



**LOCK-OUT
BOARDS IN
CONTROL
CENTERS**

Lock out boards which are located in the motor control centres are to be used by OPERATIONS STAFF ONLY.

This Refinery Instruction shall be posted at each lock out station in the refinery.

**REMOVAL OF
PERSONAL LOCKS
BY OTHERS**

If locks must be removed and the person who placed the lock on the equipment is not available, the responsible supervisor will contact the Job Co-ordinator requesting permission to remove the locks from the multiple lock-out. After every reasonable effort to contact the worker who installed the lock has been made, and a thorough inspection ensures that it is safe to do so, the responsible supervisor may remove the personal lock.

**TYPES OF LOCKS
PERMITTED**

Combination locks are prohibited per W.C.B. regulation.

Operating locks shall be fitted with their own individual key and are yellow in colour.

Locks issued to individual workers shall be operable only by the worker's key and by a master key for emergency use, which shall be securely kept under the supervisor's control. They shall be colour coded for easy identification. Electrician locks are red. CCL repairmen locks are silver and blue. ***Where a number of locks are issued to a worker for his or her sole use, they may be mastered to a single key.***

Electrical trade locks are red with a white slash.
Mechanical trade locks are silver with a blue slash.

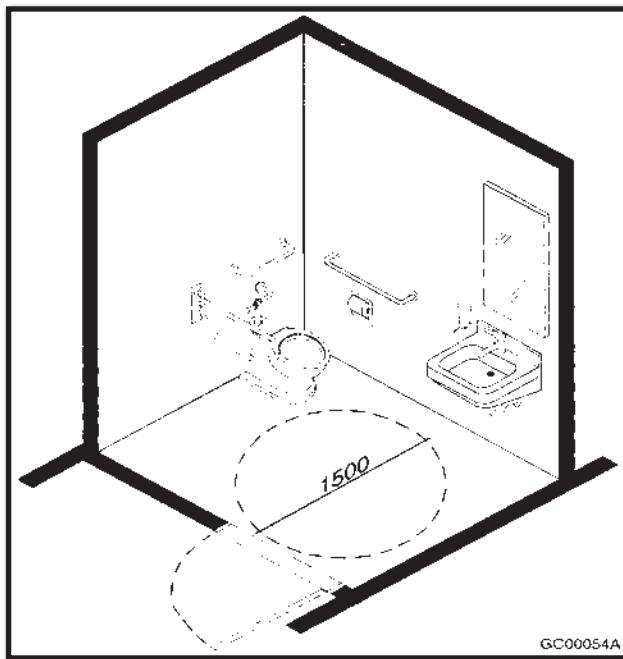
**GROUP LOCK
BOXES**

If multiple lockouts are required, or the electrical lockout location is not near the job site, a group lockout box may be used. The use of the Lockout box shall comply with Section 10.9 of the WCB OH&S regulations and Appendix II: Proper Use of Lock Boxes.

Task 7: Universal Toilet Room

First level supervisors may receive incorrect products from suppliers. They send the products back, modify them, or keep them for another project. If the Supervisor uses the incorrect product, it must comply with National Building Code regulations.

Scenario: During the construction of a public building, a supplier sent an inward swinging door for the universal toilet room instead of an outward swinging door as designed and ordered. The Supervisor contacts the supplier and finds out it will be a week before the correct door is in stock. Waiting for the correct door to arrive will delay completion and result in a cost over-run. The Supervisor refers to the drawing to decide what to do about this problem.



Reproduced with the permission of the National Research Council of Canada, copyright holder.

Task 7: Look at Division B of the National Building Code 3.8.3.12. Read this section of the code and decide whether the inward swinging door can be used. Make a sketch to show modifications to the drawing.

Reading Text, Document Use

Division B**3.8.3.13.**

- e) has a soap dispenser located close to the lavatory, not more than 1 200 mm above the floor and accessible to persons in wheelchairs, and
 - f) has a towel dispenser or other hand-drying equipment located close to the lavatory, not more than 1 200 mm above the floor in an area that is accessible to persons in wheelchairs.
- 2)** If mirrors are provided in a *barrier-free* washroom, at least one mirror shall be
- a) mounted with its bottom edge not more than 1 000 mm above the floor, or
 - b) be inclined to the vertical to be usable by a person in a wheelchair.

3.8.3.12. Universal Toilet Rooms

(See Appendix A.)

- 1)** A universal toilet room shall
 - a) be served by a *barrier-free* path of travel,
 - b) have a door capable of being locked from the inside and released from the outside in case of emergency and having
 - i) a latch-operating mechanism that is operable with a closed fist, located not less than 900 mm and not more than 1 000 mm above the floor,
 - ii) if it is an outward swinging door, a door pull not less than 140 mm long located on the inside so that its midpoint is not less than 200 mm and not more than 300 mm from the hinged side of the door and not less than 900 mm and not more than 1 000 mm above the floor (see A-3.8.3.8.(1)(b)(iv) in Appendix A), and
 - iii) if it is an outward swinging door, a door closer, spring hinges or gravity hinges, so that the door closes automatically,
 - c) have one lavatory conforming to Article 3.8.3.11.,
 - d) have one water closet conforming to the requirements of Article 3.8.3.9. that has a clearance to the walls of
 - i) not less than 285 mm and not more than 305 mm on one side, and
 - ii) not less than 875 mm on the other side,
 - e) have grab bars conforming to Clause 3.8.3.8.(1)(d),
 - f) have no internal dimension between the walls that is less than 1 700 mm,
 - g) have a coat hook conforming to Clause 3.8.3.8.(1)(e) and a shelf located not more than 1 200 mm above the floor,
 - h) be designed to permit a wheelchair to back in alongside the water closet in the space referred to in Subclause (d)(ii), and
 - i) be designed to permit a wheelchair to turn in an open space not less than 1 500 mm in diameter.

3.8.3.13. Showers

- 1)** Except within a *suite of residential occupancy*, where showers are provided in a *building*, at least one shower stall in each group of showers shall be *barrier-free* and shall
 - a) be not less than 1 500 mm wide and 900 mm deep,
 - b) have a clear floor space at the entrance to the shower, not less than 900 mm deep and the same width as the shower, except that fixtures are permitted to project into that space provided they do not restrict access to the shower (see Appendix A),
 - c) have a slip-resistant floor surface,
 - d) have a bevelled threshold not more than 13 mm higher than the finished floor,
 - e) have a hinged seat that is not spring-loaded or a fixed seat, the seat being
 - i) not less than 450 mm wide and 400 mm deep,
 - ii) mounted approximately 450 mm above the floor, and
 - iii) designed to carry a minimum load of 1.3 kN,

Task 8: Instruction Record Book

First level supervisors ensure that new workers and young workers are provided with appropriate health and safety orientations to the company and to a project.

Scenario: On September 23, 2008, at 9:00 a.m., Bob Peterson (the Supervisor) provided instruction on a hazard update to Jeff Howell, Michelle Stefani and Carson Jang. These employees were new to the site so he reviewed PPE requirements. He gave these employees WHMIS information on a new product they will be using. They were shown the location of first aid facilities and the emergency procedures in place for this work site. These employees received contact information for their immediate supervisors and for the OH & S representative.

Task 8: Look at the Supervisor's Crewmember Instruction Record Book. Complete this document using all the information from the scenario.

Document Use

Supervisor's Crewmember Instruction Record Book

(Print all information & check applicable categories)

Date of Instruction: _____ Time: _____ AM PM
(MM/DD/YY)

Supervisor providing instruction: _____
(PRINT)

Instruction Purpose (Check): New to Project/Work Area Hazard Update Follow-up instruction/direction

Employee(s) receiving instruction (Check) all applicable employee classifications.

Employee Name(s) (PRINT)	Check <input checked="" type="checkbox"/> Young or New Worker	Employee Signature(s)
1. _____	<input type="checkbox"/> Young Worker	<input type="checkbox"/> New Worker _____
2. _____	<input type="checkbox"/> Young Worker	<input type="checkbox"/> New Worker _____
3. _____	<input type="checkbox"/> Young Worker	<input type="checkbox"/> New Worker _____
4. _____	<input type="checkbox"/> Young Worker	<input type="checkbox"/> New Worker _____
5. _____	<input type="checkbox"/> Young Worker	<input type="checkbox"/> New Worker _____
6. _____	<input type="checkbox"/> Young Worker	<input type="checkbox"/> New Worker _____
7. _____	<input type="checkbox"/> Young Worker	<input type="checkbox"/> New Worker _____
8. _____	<input type="checkbox"/> Young Worker	<input type="checkbox"/> New Worker _____

Check all information and/or instruction & direction provided to these employees:

- The name and contact information for the young or new worker's immediate supervisor,
- Employer's and young or new worker's health & safety rights & responsibilities including:
- The means of reporting unsafe conditions and the right to refuse to perform unsafe work,
- Company and project (workplace) health and safety rules and procedures,
- Hazards to which young/new workers may be exposed, including risks from robbery, assault or confrontation,
- Potential violence in the workplace situations and preventative measures to be taken,
- Use, care and maintenance of personal protective equipment (PPE),
- Location of first aid facilities and the means used to summon first aid and/or report illnesses and injuries,
- Emergency procedures in place for the project or workplace,
- Instruction and demonstration by the supervisor of young/new worker's work tasks/process as needed,
- Pertinent elements of the company's health and safety program,
- WHMIS information requirements as may apply to the young or new worker's workplace/work tasks, and
- Contact information for the OH& S committee or worker health and safety representative, as may apply.

Summary of instructions and/or directions to this/these employee(s) (PRINT):

Notice to our Supervisor: Attach and forward a copy of all company or other information you used to provide this instruction and direction to your crewmembers, to the **White**: Main Office copy.

Distribution: **WHITE:** Main Office **YELLOW:** H&S Committee **PINK:** Retain in Record Book

Tasks 9 to 10: MSDS (Material Safety Data Sheet)

First level supervisors read and integrate occupational health and safety regulations and company policies and procedures. They read the Material Safety Data Sheets (MSDS) to learn important information about hazardous substances on their work site. Look at the MSDS for asbestos.

Task 9: Supervisors are aware of products and applications in which hazardous substances may be present. Highlight, underline or circle the types of pipe systems that may contain asbestos.

Document Use

Task 10: What personal protective equipment should the supervisor provide to the crew for handling asbestos?

Document Use

Asbestos

- * Chrysotile
- * Actinolite
- * Amosite
- * Tremolite

Formula	Unspecified
Description	Colors range from white to gray, green, brown.
Uses	The largest use of asbestos is in asbestos cement for products such as pipes, ducts, & flat & corrugated sheets. Pipe products find use in water supply, sewage disposal, & irrigation systems. Asbestos cement sheets are used in a wide variety of construction applications. Other uses of asbestos include fire resistant textiles, friction materials (ie, brake linings), underlayment & roofing papers, & floor tiles.

Registry Numbers and Inventories.

CAS	1332-21-4
EC Index Number	650-013-00-6
RTECS	CI6475000
RTECS class	Tumorigen; Mutagen; Human Data; Natural Product
UN (DOT)	2212
Beilstein/Gmelin	NA
EPA OPP	99301
Swiss Giftliste 1	G-87705
Canada DSL/NDSL	DSL
US TSCA	Listed
Australia AICS	Listed
New Zealand	Listed
Korea ECL	Listed

Properties.

Melting point, °C	600.0
Density	2.5 - 3.5 g/cm ³
Solubility in water	Insoluble

Hazards and Protection.

Storage	Storage should be close to laboratory where material is to be used, so that only small amounts need to be carried. Carcinogens should be kept in only one section of storage area, explosion-proof refrigerator or freezer as required. The area should be appropriately labeled. An inventory should be kept showing the quantity of carcinogen and date it was acquired. Facilities for dispensing should be contiguous to storage area.
Handling	All chemicals should be considered hazardous. Avoid direct physical contact. Use appropriate, approved safety equipment. Untrained individuals should not handle this chemical or its container. Handling should occur in a chemical fume hood.
Protection	Wear appropriate clothing to prevent any reasonable probability of skin contact. Wear eye protection to prevent any possibility of eye contact.
Respirators	Any self-contained breathing apparatus that has a full facepiece and is operated in a pressure-demand or other positive-pressure mode. Any supplied-air respirator that has a full facepiece and is operated in a pressure-demand or other positive-pressure mode in combination with an auxiliary self-contained breathing apparatus operated in pressure-demand or other positive-pressure mode.
Small spills/leaks	Keep material out of water sources and sewers. Land spill: Cover solids with a plastic sheet to prevent dissolving in rain or fire fighting water. Dike surface flow using soil, sand bags, foamed polyurethane, or foamed concrete. Water spill: Use natural barriers or oil spill control booms to limit spill travel.
Stability	No data.

Fire.

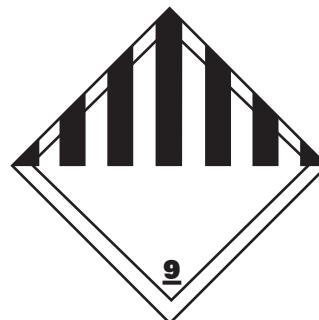
Fire fighting	Extinguish fire using agent suitable for type of surrounding fire. (Material itself does not burn or burns with difficulty.) Keep run-off water out of sewers and water sources.
Fire potential	Nonflammable.
Hazards	Containers may explode when heated.
Combustion products	Fire may produce irritating, corrosive and/or toxic gases.

Health.

Exposure limit(s)	0.1 f/cc PEL
Carcinogen	O, G-A1, I-1, N-1, CP65
Poison_Class	1*
Exposure effects	Transplacental transfer of asbestos may occur, but this has not been linked with any adverse reproductive outcomes in humans.
Inhalation	Asbestosis - is defined as a diffuse bilateral interstitial fibrosis primarily affecting the lower 2/3 of the lung. Signs and symptoms include breathlessness on effort, finger clubbing, clicking, and rales.
Skin	Benign nodules called asbestos corns develop around implanted fibers.
Eyes	See Skin.
First aid	
Ingestion	Seek medical assistance.
Inhalation	Move victim to fresh air. Apply artificial respiration if victim is not breathing. Administer oxygen if breathing is difficult.
Skin	Remove and isolate contaminated clothing and shoes. Immediately flush with running water for at least 20 minutes.
Eyes	Immediately flush with running water for at least 20 minutes.

Transport.

UN number	2212
Response guide	<u>171</u>
Hazard class	9
Packing Group	II
USCG CHRIS Code	ASB
Std. Transport #	4962124



Task 11: Toolbox Meeting

First level supervisors complete tracking forms such as the record of toolbox meeting to keep a record of what was discussed at the meeting and make recommendations for follow up.

Scenario: The project name is Kingsway Tilt-up, and the supervisor is Jim Anderson. There are 25 workers on the site but only 10 in attendance.

The supervisor discussed recent site cleanup issues and a recent warning about a recall for an A-Tech platform ladder. All of the A-Tech ladders on the site must be inspected immediately. Three workers said they were concerned about the safety of the A-Tech ladders and whether they should continue to be used.

Cam Murray will do the inspections today (January 18). Ladders from a different company have been ordered. When they arrive next week, the supervisor will coordinate replacing the A-Tech ladders.

The meeting started at 11:00 and was 15 minutes long. After the meeting, Jim Anderson fills out the form.

Task 11: Look at the Record of Toolbox Meeting form. Fill in the Toolbox Meeting form with information from the Scenario.

Document Use, Writing



RECORD OF TOOLBOX MEETING

SUPERVISOR _____ PROJECT _____

DATE/TIME _____ # OF WORKER ON SITE _____ # IN ATTENDANCE _____

REPORTS/NOTICES _____

 _____SUBJECTS DISCUSSED _____

ACTION TO BE TAKEN	PERSON RESPONSIBLE	DONE BY (DATE)

(IF MORE SPACE IS REQUIRED USE ADDITIONAL SHEETS AND ATTACH)

SUPERVISOR COMMENTS _____

SIGNATURE _____

DATE: _____ SITE SUPERVISOR _____

LENGTH OF MEETING _____

COPIES: WHITE TO OFFICE YELLOW TO CLIENT PINK TO SITE

Task 12: Daily Time Report

First level supervisors complete timesheets and work summaries to track dates, times, locations, materials used, work completed, defects detected and unusual problems encountered.

- Task 12:** Look at the page from the supervisor's notebook below. Use this information to complete the daily time report for the crew. Allow 30 minutes for unpaid lunch breaks.

Document Use, Numeracy

	Jan 3, 2008 Project # 306111	Reg Shift
<input type="checkbox"/>	Crew Allan and Randy	7am to 11am Maintenance on spud scow
	Marcel, Borys, Matt, Cindy	7 to 9 Weld probe - #6 scow
	Allan and Randy	11:30 to 3:30 pm Move material
	Marcel, Borys, Matt, Cindy	9 to 3:30 pm Weld probes - Flat scow (EXTRA)
	Equipment 407 Spud Scow	4 hrs - maintenance, 4 - move materials
	411 Crane	4 hrs - maintenance, 4 - move materials
<input type="checkbox"/>	Compressor from Pike Rentals	

Tasks 13 to 19: Lift Evaluation Report

First level supervisors hold pre-lift meetings with the rigging crew. They refer to lift evaluation reports for critical lifts. Lifts are critical when one or more conditions are met. Look at the Lift Evaluation Report.

Task 13: Name the manufacturer and crane model used to make the lift.

Document Use

Task 14: What set up is used for the outriggers?

Document Use

Task 15: How was the weight verified?

Document Use

Task 16: What is the Rated Capacity (B) in pounds?

Document Use

Task 17: Calculate the Total Load (A). The block/ball weight is 1,700 lbs and the rigging weight is 300 lbs. Enter the information onto the Lift Evaluation Report.

Document Use, Numeracy

Task 18: Calculate the % Load Chart Capacity Requirement using the formula provided on the document.

Document Use, Numeracy

Task 19: Why is this lift called critical?

Document Use, Numeracy

LaPrairie Crane LIFT EVALUATION REPORT

This form is to be completed for any one or more of the following conditions:

Close Proximity to Power Lines
Hoisting Over Live Plant / Piping / Equipment
Hoisting Above 75% of Charted Capacity
As Required By Site Owner Policy

Hoisting Personnel / Manbaskets
Conducting Demolition / Disassembly Operations
Convergent Crane Swing Paths

Customer Name: <i>Brymark</i>	Crane Field Order #:
Lift / Site Location: <i>Bennett Dam</i>	Calculate TOTAL LOAD (A)
Load Dimensions:	Block / Ball Weight:
Length: <u>65</u> (ft) Width: <u>10</u> (ft)	Spreader Weight: <i>N/A</i>
Height: <u>24</u> (ft)	Rigging Weight:
Weight: <u>28,000</u> (lbs/tons)	Jib Weight: <i>N/A</i>
Method Use To Verify Weight: <u>customer</u>	Jib Ball Weight: <i>N/A</i>
	Hoist Line Weight: <i>N/A</i>
	Other Weight: <i>N/A</i>
	TOTAL LOAD (A)

**DETERMINE RATED CAPACITY (B) FROM:
APPLICABLE LOAD CHARTS, CRANE CONFIGURATION & OPERATING RADIU INFO**

Crane Manufacturer: <u>Grove</u>	Crane Model: <u>TMS 900E 5858</u>
LCL Unit #: _____	Crane Capacity: <u>90 ton</u>
Maximum Load Radius: <u>46.5'</u>	Lift is Planned: Over Side: (Yes) or (No) Over Rear: (Yes) or (No) 360° Chart: <u>(Yes)</u> or (No) On Boom: (Yes) or (No)
Corresponding Boom Length: <u>102.4</u>	Lift On Jib: (Yes) or <u>(No)</u> Jib Length: _____ (ft) Jib Offset: _____ (deg)
Maximum Boom Angle: <u>60° L</u> (deg)	Applicable Counterweight Configuration Minimum C/Weight: _____ (Tons) Medium C/Weight: _____ (Tons) Maximum C/Weight: <u>14.3</u> (Tons)
Outriggers / Crawler Set-Up	
Fully Extended: (Yes) or (No)	
Intermediate Extended: (Yes) or (No)	
Fully Retracted: (Yes) or (No)	
On Rubber: (Yes) or (No)	
Pick / Carry: (Yes) or (No)	
On Crawlers: Extended: (Yes) or (No)	
Retracted: (Yes) or (No)	

RECORD RATED CAPACITY (B)

RATED CAPACITY (B) = 32,000 (lbs) (tons)

CALCULATE & RECORD - % LOAD CHART CAPACITY REQUIREMENT

(TOTAL LOAD (A) / RATED CAPACITY (B)) X 100 = _____ % LOAD CHART CAPACITY

Lift Permit Required? (Yes) or <u>(No)</u>	Operator: _____ (print)
Lift Permit Obtained? (Yes) or <u>(No)</u>	Lift Supervisor: _____ (print)
	Team Leader: _____ (print)

Tasks 20 to 27: Ironwork Drawing

First level supervisors use and interpret drawings to locate information and make calculations. Look at the Foundation Plan.

Task 20: What is the elevation at the top of the interior footings?

Document Use

Task 21: What is the vertical centre-to-centre spacing between the F1 footings?

Document Use

Task 22: What size ties at what spacing are used in the piers?

Document Use

Task 23: How many F2 footings are there?

Numeracy

Task 24: Calculate the centre-to-centre length from (A) to (E).

Numeracy

Task 25: Complete the information in the table below.

Piers	# of Piers	Dimensions $L \times W$

Document Use, Numeracy

Task 26: Calculate the volume of concrete needed to pour the F1 footings.

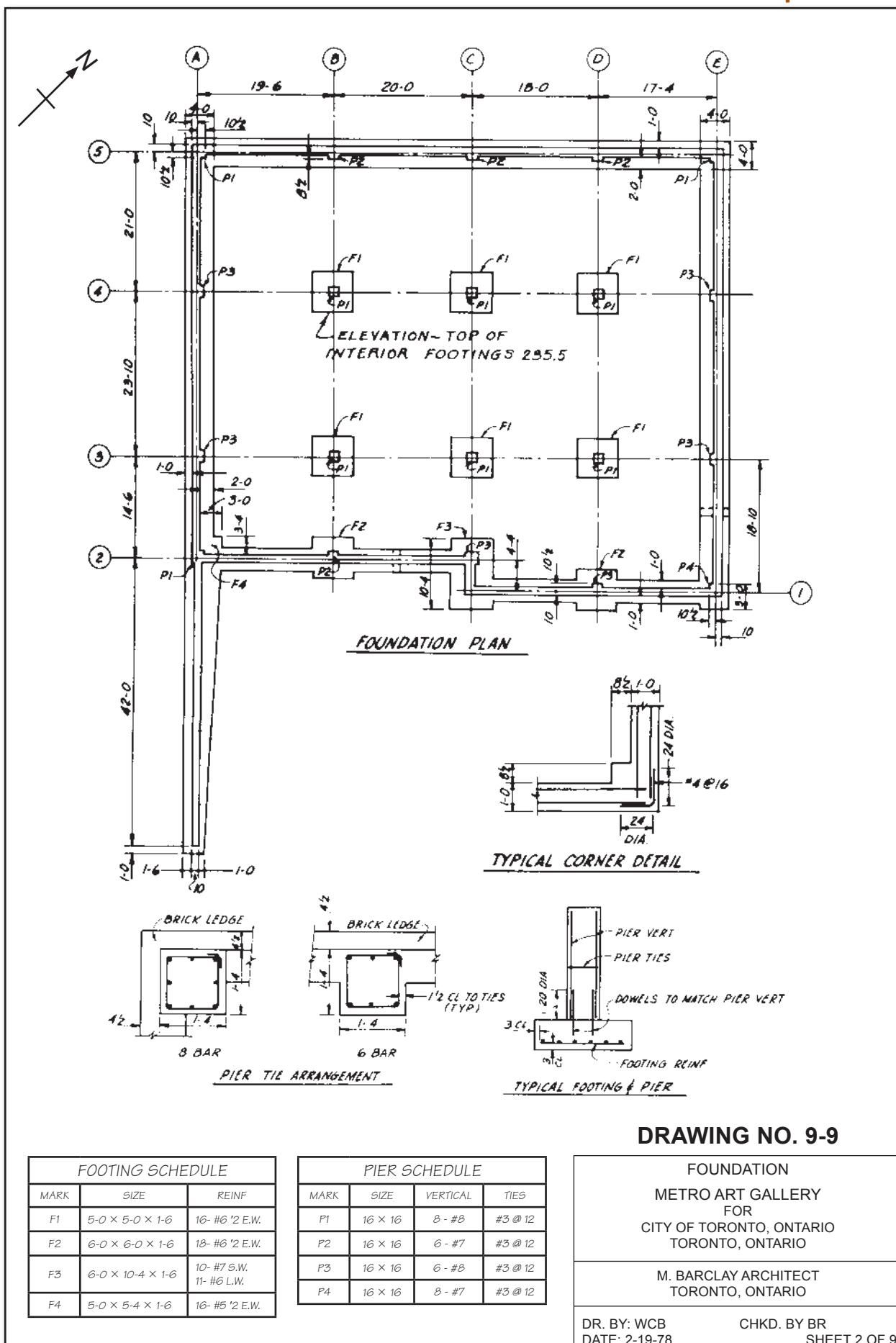
Concrete is ordered in cubic yards.

Numeracy

Task 27: Calculate the volume of concrete needed to pour the F2 footings.

Concrete is ordered in cubic yards.

Numeracy

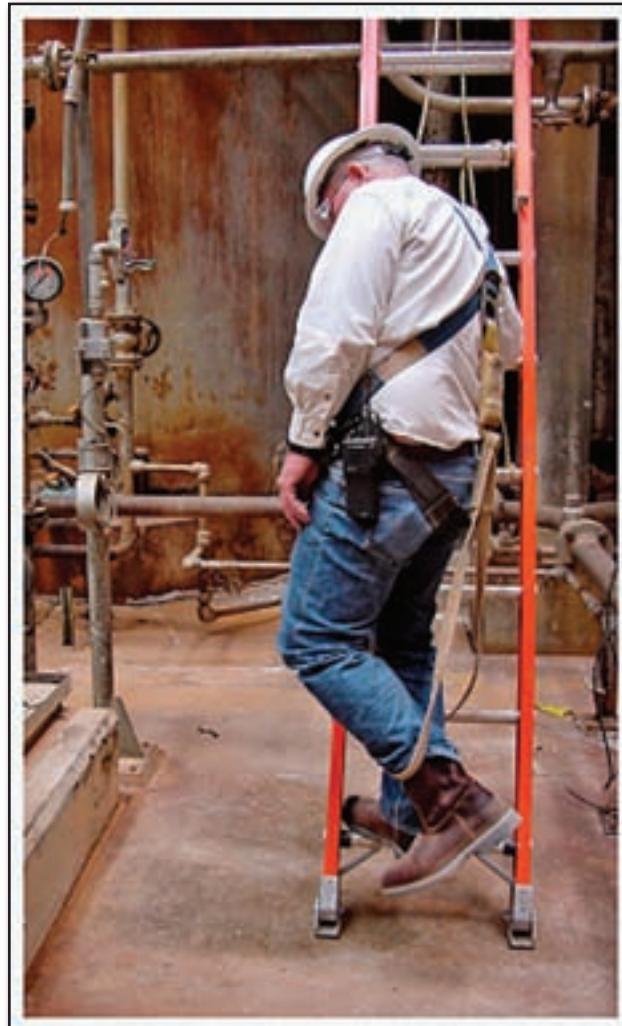


Task 28: Accident Report

First level supervisors prepare project reports outlining progress and describing events, difficulties and delays. They describe workplace accidents that occur and describe the events leading up to accidents, potential causes and the steps taken afterwards.

Task 28: This plumber, Mike Slater, caught his left leg in the lanyard of his harness. He fell and struck his arm on the adjacent equipment causing a cut that required six stitches. The supervisor on the job site writes a report of the incident. Make a list of the types of information that should be included in the report.

Writing



Task 29: Daily Log Book

First level supervisors keep daily log books. They take notes describing safety breaches, delays and maintenance requirements. They use their notes to write disciplinary reports to describe employees' job performance problems.

Scenario: The worker standing to the right is Jack Beatty. The worker to the left is Greg Sims. They are working on the northwest wall of the interior of the Dominion building.

Task 29: Look at the work scene shown in the photo. Make a daily log book entry as if this event happened today. Write detailed notes of the supervisor's observations and state the reason for concern. Include a summary of what the supervisor should say to the workers.

Writing



Task 30: Disciplinary Report

First level supervisors write brief notes to record details of conversations, quality concerns, staffing issues and other matters that require follow up. They write disciplinary letters when necessary. These log book entries and letters are important because they can be considered as legal documents.

Scenario: A first level supervisor on the Johnston site observes a worker's unsafe work practices with the grinder. The worker already had been written up and given a verbal warning two weeks earlier.

Task 30: Read the supervisor's daily log book entries below. Write a disciplinary report from the supervisor to the worker. Use the log book entries and the Sample Letter of Warning. Write the supervisor's report for the "Please be advised that" section of the Letter of Warning.

Writing

<i>Daily Log Book</i>	
<input type="radio"/>	June 4, 2007 – I observed Dwayne Locke using a grinder with missing guards. He was wearing eye protection but not a face shield.
	Dwayne violated two company safety protocols, putting himself and others in danger of injury. I stopped him immediately and told him
	to return the grinder to the tool bin for repair. I reminded him to inspect all equipment before using it and when operating a grinder
	he must wear both eye protection and a face shield. I told him to improve his safety practices or face a warning letter or disciplinary action the next time this happens.
<input type="radio"/>	June 19, 2007 – I observed Dwayne Locke operating a grinder with a modified guard. He was wearing eye protection but not a face
	shield. This is the second time I've spoken to Dwayne Locke about his unsafe operating practices and reminded him of the safe use
	of grinders. I took him aside and warned him that if this happens again, he will face disciplinary action or possible termination
	because he is putting himself and other workers at risk of serious harm or injury.

SAMPLE LETTER OF WARNING

Letter of Warning

Unsatisfactory Work Performance

Date: June 20, 2007 To: Dwayne Locke

From: Supervisor Project: Johnston Site

The purpose of this warning is to call attention to an area of your work that requires improvement. This is an opportunity for you to improve your performance and return to a satisfactory performance.

Please be advised that:

Any future incidents may result in further disciplinary action including dismissal.
(Employee Comments)

Please sign this letter to acknowledge receipt of this warning.



(Signature of Originator)



(Signature of Employee)

Copies to: Employee • Job File • Job Steward • Local Union

Score Guide

How do I mark the self assessment?

Answers to the tasks are on the pages that follow. On the Answer Key, in the “Complete/Incomplete” column, place a checkmark (✓) if your answer is similar to the answer given, or an “X” if it is not similar.

The Score Guide below explains your score.

Task Numbers	Essential Skill	Number of tasks completed to achieve a minimum score of 80%
1 - 7	Reading Text	6 out of 7
8-16, 20-22	Document Use	10 out of 12
17-19, 23-27	Numeracy	6 out of 8
28 - 30	Writing	3 out of 3

Why do I need 80%?

We usually think about ‘passing’ a test as answering 50% of the questions correctly. It also means that up to 50% of the answers could be incorrect. In the construction industry, a 50% error rate translates into financial loss, safety concerns, training difficulties and a short career as a supervisor. International standards set 80% as a measure of ‘competency’. This measurement means that there is a good chance that tasks at the same difficulty level will be completed correctly.

What does it mean if I achieve 80%?

Remember, this is an informal assessment. That means that it has not been ‘tested’ extensively with hundreds of test takers. Completing only a few tasks for each skill area will give you a general indication of your skill level. That said, 80% means that you are a competent and independent worker when faced with tasks with a similar level of difficulty as the questions represented. This self assessment measures competency in four Essential Skills. It does not give a total score because some skill areas have more tasks than others and some tasks are very lengthy and demanding.

What does it mean if I don't achieve 80%?

It usually means you can get some of the questions correct some of the time but not consistently. If you scored below 80% in a particular skill area, you should consider improving your skills in that area.

How can I improve my skills?

To improve, you need to practise. Formal training opportunities for first level supervisors are limited, but there are many resources available for improving Essential Skills. Your score will indicate which areas you need to focus on. Regardless of your score, completing the accompanying workbook will build your confidence.

Self Assessment Answer Key

Task	Complete/ Incomplete	Task Answer	Reading Text	Document Use	Numeracy	Writing
1		Brite Manufacturing Inc.	•			
2		NBC 2005, Division B, Article 9.23.14.5, Subsection 9.4.2. and Article 9.4.3.1.	•			
3		as exterior decking over traditional structural wood framing	•			
4		The responsible supervisor contacts the job coordinator requesting permission to remove the locks from the multiple lock-out. Every reasonable attempt to contact the worker who installed the lock is made. Thorough inspection is done before responsible supervisor removes the personal lock.	•			
5		Yellow (operating locks), red with a white slash (electrical trade), silver with a blue slash (CCL repair person or mechanical trade).	•			
6		when multiple lock outs are required or the electrical lockout location is not near the job site	•			
7		The inward swinging door can be used as long as the design permits 1500 mm diameter open space for a wheelchair to turn. By moving the door to the opposite side of the same wall, the door can swing open and allow the 1500 mm turning space. See answer page for Task 7, page 32.	•	•		
8		See answer page for Task 8, page 31.		•		
9		See answer page for Task 9, page 32.		•		
10		<ul style="list-style-type: none"> • appropriate, approved safety equipment, appropriate clothing to prevent probability of skin contact, and eye protection • any self-contained breathing apparatus that has a full facepiece and is operated in a pressure-demand or other positive-pressure mode; any supplied-air respirator that has a full facepiece and is operated in a pressure-demand or other positive-pressure mode in combination with an auxiliary self-contained breathing apparatus operated in pressure-demand or other positive pressure mode 		•		
11		See answer page for Task 11, page 33.		•		•
12		See answer page for Task 12, page 34.	•	•		
13		Grove TMS 900E 5858	•			
14		Fully Extended	•			
15		Customer	•	•		

16		32,000 lbs See the answer page for Task 16, page 35.		•																	
17		$28,000 + 1,700 + 300 = 30,000$ lbs See the answer page for Task 17, page 35.		•	•																
18		$30,000 \div 32,000 \times 100 = 93.75\%$ See the answer page for Task 18, page 35.		•	•																
19		Hoisting above 75% of Charted Capacity		•	•																
20		235.5'		•																	
21		23' - 10"		•																	
22		#3 @ 12		•																	
23		2			•																
24		$19' - 6" + 20' - 0" + 18' - 0" + 17' - 4" = 74' - 10"$			•																
25		<table border="1"> <thead> <tr> <th>Piers</th> <th># of Piers</th> <th>Dimensions $L \times W$</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>9</td> <td>16" × 16"</td> </tr> <tr> <td>P2</td> <td>4</td> <td>16" × 16"</td> </tr> <tr> <td>P3</td> <td>6</td> <td>16" × 16"</td> </tr> <tr> <td>P4</td> <td>1</td> <td>16" × 16"</td> </tr> </tbody> </table>			Piers	# of Piers	Dimensions $L \times W$	P1	9	16" × 16"	P2	4	16" × 16"	P3	6	16" × 16"	P4	1	16" × 16"		
Piers	# of Piers	Dimensions $L \times W$																			
P1	9	16" × 16"																			
P2	4	16" × 16"																			
P3	6	16" × 16"																			
P4	1	16" × 16"																			
26		There are 6 F1 footings. $V = L \times W \times H = 5' \times 5' \times 1.5' = 37.5 \text{ ft}^3$ $37.5 \text{ ft}^3 \times 6 = 225 \text{ ft}^3$ $27 \text{ ft}^3 = 1 \text{ yd}^3$ $225 \text{ ft}^3 \div 27 \text{ ft}^3 = 8.33 \text{ yd}^3$			•																
27		There are 2 F2 footings. $V = L \times W \times H = 6' \times 6' \times 1.5' = 54 \text{ ft}^3$ $54 \text{ ft}^3 \times 2 = 108 \text{ ft}^3$ $27 \text{ ft}^3 = 1 \text{ yd}^3$ $108 \text{ ft}^3 \div 27 \text{ ft}^3 = 4 \text{ yd}^3$			•																
28		Answer is complete if you included the following: <ul style="list-style-type: none"> • Date and time of incident • Name and trade of worker • Date of report • Description of accident and the injury • What the worker was doing at the time of the accident • Type of medical treatment provided on site • Name of doctor, medical centre and treatment given by medical professionals • List of the hazards involved (equipment, materials, etc) 				•															
29		See answer page for Task 29, page 36.				•															
30		See answer page for Task 30, page 36.				•															

Supervisor's Crewmember Instruction Record Book

(Print all information & check applicable categories)

Date of Instruction: Sept. 23/2008 Time: 9:00 AM PM
(MM/DD/YY)

Supervisor providing instruction: Bob Peterson
(PRINT)

Instruction Purpose (Check): New to Project/Work Area Hazard Update Follow-up instruction/direction

Employee(s) receiving instruction (Check) all applicable employee classifications.

Employee Name(s) (PRINT)	Check <input checked="" type="checkbox"/> Young or New Worker	Employee Signature(s)
1. <u>Jeff Howell</u>	<input type="checkbox"/> Young Worker	<input checked="" type="checkbox"/> New Worker _____
2. <u>Michelle Stefani</u>	<input type="checkbox"/> Young Worker	<input checked="" type="checkbox"/> New Worker _____
3. <u>Carson Jang</u>	<input type="checkbox"/> Young Worker	<input checked="" type="checkbox"/> New Worker _____
4. _____	<input type="checkbox"/> Young Worker	<input type="checkbox"/> New Worker _____
5. _____	<input type="checkbox"/> Young Worker	<input type="checkbox"/> New Worker _____
6. _____	<input type="checkbox"/> Young Worker	<input type="checkbox"/> New Worker _____
7. _____	<input type="checkbox"/> Young Worker	<input type="checkbox"/> New Worker _____
8. _____	<input type="checkbox"/> Young Worker	<input type="checkbox"/> New Worker _____

Check all information and/or instruction & direction provided to these employees:

- The name and contact information for the young or new worker's immediate supervisor,
- Employer's and young or new worker's health & safety rights & responsibilities including:
- The means of reporting unsafe conditions and the right to refuse to perform unsafe work,
- Company and project (workplace) health and safety rules and procedures,
- Hazards to which young/new workers may be exposed, including risks from robbery, assault or confrontation,
- Potential violence in the workplace situations and preventative measures to be taken,
- Use, care and maintenance of personal protective equipment (PPE),
- Location of first aid facilities and the means used to summon first aid and/or report illnesses and injuries,
- Emergency procedures in place for the project or workplace,
- Instruction and demonstration by the supervisor of young/new worker's work tasks/process as needed,
- Pertinent elements of the company's health and safety program,
- WHMIS information requirements as may apply to the young or new worker's workplace/work tasks, and
- Contact information for the OH& S committee or worker health and safety representative, as may apply.

Summary of instructions and/or directions to this/these employee(s) (PRINT):

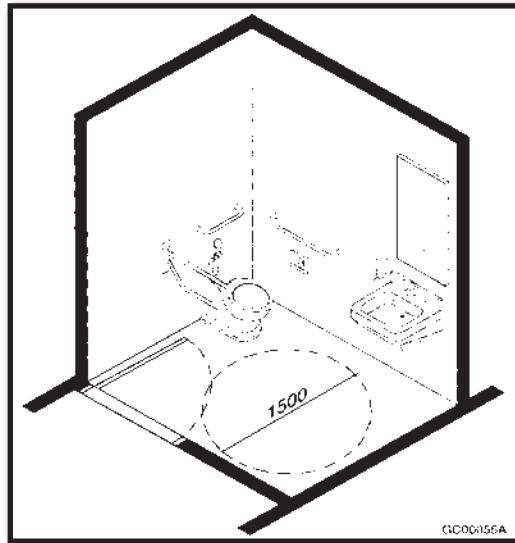
gave orientation to workers new to the site, gave them safety information and contact information

Notice to our Supervisor: Attach and forward a copy of all company or other information you used to provide this instruction and direction to your crewmembers, to the **White**: Main Office copy.

Distribution: **WHITE:** Main Office **YELLOW:** H&S Committee **PINK:** Retain in Record Book

Task 7: Universal Toilet Room answer page

The inward swinging door can be used as long as the design permits 1500 mm diameter open space for a wheelchair to turn. By moving the door to the opposite side of the same wall, the door can swing open and allow the 1500 mm turning space.



Reproduced with the permission of the National Research Council of Canada, copyright holder.

Task 9: MSDS answer page**Asbestos**

- * Chrysotile
- * Actinolite
- * Amosite
- * Tremolite

Formula

Unspecified

Description

Colors range from white to gray, green, brown.

Uses

The largest use of asbestos is in asbestos cement for products such as pipes, ducts, & flat & corrugated sheets.

Pipe products find use in water supply, sewage disposal, & irrigation systems. Asbestos cement sheets are used in a wide variety of construction applications. Other uses of asbestos include fire resistant textiles, friction materials (ie, brake linings), underlayment & roofing papers, & floor tiles.

Registry Numbers and Inventories.

CAS 1332-21-4

EC Index Number 650-013-00-6

Canada DSL/ NDSL DSL



**BRYMARK
INSTALLATIONS GROUP INC.**

RECORD OF TOOLBOX MEETING

SUPERVISOR Jim Anderson

PROJECT Kingsway Tilt-up

DATE/TIME Jan 18/11:00 # OF WORKER ON SITE 25 # IN ATTENDANCE 10

REPORTS/NOTICES A-Tech ladder recall

SUBJECTS DISCUSSED

Recent site cleanup issues

warning on platform ladder recall

ACTION TO BE TAKEN

PERSON RESPONSIBLE

DONE BY (DATE)

<u>inspect A-Tech ladders on site</u>	<u>Cam Murray</u>	<u>Jan 18</u>
<u>replace A-Tech ladders with new ladders</u>	<u>Jim Anderson</u>	<u>Jan 25</u>

(IF MORE SPACE IS REQUIRED USE ADDITIONAL SHEETS AND ATTACH)

SUPERVISOR COMMENTS New ladders will replace A-Tech ladders

when the new ladders arrive

SIGNATURE

DATE: Jan 18

SITE SUPERVISOR

Jim Anderson

LENGTH OF MEETING 15 minutes

COPIES: WHITE TO OFFICE YELLOW TO CLIENT PINK TO SITE

VANCOUVER PILE DRIVING LTD.									
PROJECT NUMBER 306111	DATE WORKED DD MM YY 03 JAN 08	1-REGULAR 2-AFTERNOON 3-GRAVEYARD	SHIFT CODE 1	DESCRIPTION OF WORK DONE					
TRADE NAME	SHIFT START 7:00 AM	SHIFT END 3:30 PM	TRADE						
PREPARED BY <i>KF</i>	APPROVED BY OWNERS REPRESENTATIVE							DAILY NOTES / COMMENTS <i>MOVE MATERIAL</i> <i>FLAT SCOW (EXTRA)</i> <i>WELD PROBE -</i> <i>#6 SCOW</i> <i>SPUD SCOW</i> <i>MINTON</i>	
(IF INTER-PROJECT CHARGE PROJECT NUMBER) OR EQUIPMENT NO.									
COST ACCOUNT OR EQUIPMENT NUMBER									
EMPLOYEE NAME	TOTAL HOURS								
	S.T.	1.5X	2X	S.T.	1.5X	2X	S.T.	1.5X	2X
ALLAN	8			4					
RANDY	8			4					
MARCEL	8				2		6		
BORYS	8				2		6		
MATT	8				2		6		
CINDY	8				2		6		
COLUMN TOTALS	48			8			24		
OUTSIDE EQUIPMENT RENTALS									
EQUIPMENT DESCRIPTION	EQUIPMENT NUMBER	IDLE TIME	REPAIR TIME	DOWN TIME	TOTAL HOURS WORKED	HOURS WORKED	HOURS WORKED	DESCRIPTION	SOURCE
SPUD SCOW	407			8	4			4	PIKE RENTALS
CRANE	411			8	4			4	COMPRESSOR
COLUMN TOTALS								8	

**LaPrairie Crane
LIFT EVALUATION REPORT**

This form is to be completed for any one or more of the following conditions:

Close Proximity to Power Lines
Hoisting Over Live Plant / Piping / Equipment
Hoisting Above 75% of Charted Capacity
As Required By Site Owner Policy

Hoisting Personnel / Manbaskets
Conducting Demolition / Disassembly Operations
Convergent Crane Swing Paths

Customer Name: <i>Brymark</i>	Crane Field Order #:
Lift / Site Location: <i>Bennett Dam</i>	Calculate TOTAL LOAD (A)
Load Dimensions:	Load Weight: <i>28,000</i> Block / Ball Weight: <i>1,400</i>
Length: <i>65</i> (ft) Width: <i>10</i> (ft)	Spreader Weight: <i>N/A</i>
Height: <i>24</i> (ft)	Rigging Weight: <i>300</i>
Weight: <i>28,000</i> (lbs/tons)	Jib Weight: <i>N/A</i>
Method Use To Verify Weight: <i>customer</i>	Jib Ball Weight: <i>N/A</i>
	Hoist Line Weight: <i>N/A</i>
	Other Weight: <i>N/A</i>
	TOTAL LOAD (A) <i>30,000</i>

DETERMINE RATED CAPACITY (B) FROM:
APPLICABLE LOAD CHARTS, CRANE CONFIGURATION & OPERATING RADIUS INFO

Crane Manufacturer: <i>Grove</i>	Crane Model: <i>TMS 900E 5858</i>
LCL Unit #: _____	Crane Capacity: <i>90 ton</i>
Maximum Load Radius: <i>46.5'</i>	Lift is Planned: Over Side: (Yes) or (No) Over Rear: (Yes) or (No) 360° Chart: (Yes) or (No)
Corresponding Boom Length: <i>102.4</i>	On Boom: (Yes) or (No)
Maximum Boom Angle: <i>60° L</i> (deg)	Lift On Jib: (Yes) or (No) Jib Length: _____ (ft) Jib Offset: _____ (deg)
Outriggers / Crawler Set-Up	Applicable Counterweight Configuration
Fully Extended: (Yes) or (No)	Minimum C/Weight: _____ (Tons)
Intermediate Extended: (Yes) or (No)	Medium C/Weight: _____ (Tons)
Fully Retracted: (Yes) or (No)	Maximum C/Weight: <i>14.3</i> (Tons)
On Rubber: (Yes) or (No)	
Pick / Carry: (Yes) or (No)	
On Crawlers: Extended: (Yes) or (No)	
Retracted: (Yes) or (No)	

RECORD RATED CAPACITY (B)
RATED CAPACITY (B) = *32,000* (lbs) (tons)

CALCULATE & RECORD - % LOAD CHART CAPACITY REQUIREMENT

$$(\text{TOTAL LOAD (A)} / \text{RATED CAPACITY (B)}) \times 100 = \text{i} 93.75 \% \text{ LOAD CHART CAPACITY}$$

Lift Permit Required? (Yes) or (No)	Operator: _____ (print)
Lift Permit Obtained? (Yes) or (No)	Lift Supervisor: _____ (print)
	Team Leader: _____ (print)

• 36 • First Level Supervisor - Self Assessment

Task 29: Daily Log Book answer page

Answer Requirements:

Your answer must include ALL of these points for your answer to be considered complete:

Who – record the name of the worker involved

What – describe what the worker did and what regulation or policy was violated

When – record the date of the incident

Where – record where the incident took place

Why – record the reason why the supervisor was concerned

How – record how the supervisor handled the situation

Sample Answer:

January 30, 2008

I observed Jack Beatty standing on the top railing of a manlift that was extended to the ceiling at the northwest wall of the interior of the Dominion Building. Jack was harnessed to the manlift but, by standing on the top railing, placed himself in a situation that increased his risk of injury from falling, which violates the guidelines for fall protection. I called him down immediately and told him that even though he was harnessed, he was violating the safety protocols of the company. I informed him that he would be written up and that if it happens again, he will be given a warning letter or face disciplinary action.

Task 30: Disciplinary Report answer page

Answer Requirements:

Your answer must include ALL of these points for your answer to be considered complete:

Who – record the name of the worker involved

What – describe what the worker did and what regulation or policy was violated

When – record the dates of the incidents

Where – record where the incidents took place

Why – record the reason why the supervisor is concerned

How – record how the supervisor handled the situation

Sample Answer:

You were observed to have violated two safety protocols when operating a grinder on two different occasions at the Johnston work site.

On June 4, 2007, you operated a grinder that was missing guards and you failed to wear a face shield in addition to your eye protection.

On June 19, 2007, you operated a grinder with modified guards and you failed to wear a face shield in addition to your eye protection.

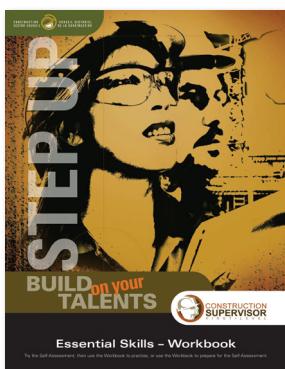
Both times I stopped you and reminded you of the safety guidelines when operating grinders. Both times, I issued a verbal warning for you to improve your safe work practices. You are expected to immediately improve your safe work practices by checking all equipment before using them and to wear the correct personal protective equipment when handling machines or equipment. Failure to follow these safety guidelines puts you and other workers at risk of serious injury.

First Level Supervisor Resource Set



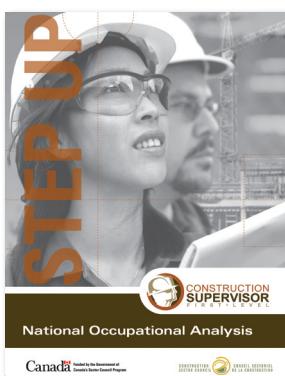
Construction Supervisor First Level Essential Skills Self Assessment

This informal self assessment provides practice with work tasks that a first level supervisor might encounter on a worksite. Take the self assessment to check your readiness for a supervisory role. Assess yourself for these Essential Skills: Reading Text, Document Use, Numeracy, Writing, and Thinking Skills. See what your strengths are and what areas may need improvement.



Construction Supervisor First Level Essential Skills Workbook

This workbook is a companion publication to the self assessment. The workbook contains similar tasks and documents as the self assessment. You may decide to do the workbook first as preparation for the self assessment, or you may decide to use the workbook as follow up practice after taking the self assessment.

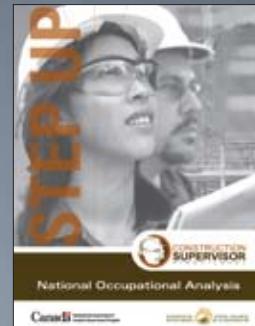


Construction Supervisor First Level National Occupational Analysis

This occupational analysis has been developed by industry professionals and describes the skills, knowledge and abilities required to perform the duties of a first level construction supervisor for the Canadian Construction Industry. This occupational analysis can be used for a variety of purposes, including curriculum development; accreditation of training programs; recruitment; performance improvement; career development; and the certification of practitioners.

Acknowledgements

Appreciation is extended to all those who assisted with this publication. We greatly appreciate the industry representatives who offered their expertise, input and feedback. Our thanks is extended to the organizations who generously contributed authentic workplace documents for this publication.



National Occupational Analysis



Essential Skills – Workbook



Essential Skills – Self Assessment

**Try the Self Assessment, then use the Workbook to practise,
or use the Workbook to prepare for the Self Assessment**

Reading Text

Document Use

Numeracy

Writing

Oral Communication

Working with Others

Thinking Skills

Computer Use

Continuous Learning

