

EMPLOYER'S GUIDE

HOW TO USE THE FOOD SKILLS LIBRARY



RAISING THE STANDARDS
COMPETENCIES FOR THE
FOOD PROCESSING INDUSTRY

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FPSC ONLINE SKILLS LIBRARY



The Food Processing Skills Canada's Skills Library is the industry's first benchmark for skills and competencies required for working in the following functional areas within the food and beverage processing sector:

- | | | |
|----------------------------|--------------------------------|-------------|
| ✔ Food Safety | ✔ Equipment & Maintenance | ✔ Marketing |
| ✔ Food Production | ✔ Research & Development Human | ✔ Sales |
| ✔ Supply Chain & Logistics | ✔ Resources | ✔ Finance |

Competency Units

The online library provides users with 400+ competency units, complete with performance and knowledge, at their fingertips! Job competencies are currently available by e-mail request.

Technical Skills and Job Descriptions

Technical skills and job descriptions have been developed for 18 occupations – and counting! Find out about the skills required for Import/Export Clerk; Material Handler; Shipper/Receiver and 15 other important occupations. The technical skills and job descriptions are just a click away on the Skills Library.

Essential Skills Profiles

Essential Skills are the nine foundational skills, including math, numeracy and oral communication, that are required for work, learning and life. You can download Essential Skills Profiles for 14 occupations from the Skills Library.

Skills Manuals and National Occupational Standards (NOS)

Skills Manuals and validated National Occupational Standards (NOS) are documents that are used consistently to ensure that job tasks in the industry are performed adequately by staff, at the right level of skill and understanding.

Skills Manuals and National Occupational Standards outline the required technical tasks, level of expertise and knowledge requirements as defined by food and beverage processing companies. Companies agreed upon these job requirements, thus becoming National Occupational Standards for the industry.

The competencies in the Skills Library form the foundation of Skills Manuals and National Occupational Standards. Skills Manuals and National Occupational Standards are currently available for the following occupations:

- ✔ Sanitation Worker
- ✔ Hazard Analysis Critical Control Point (HACCP) Coordinator
- ✔ Industrial Meat Cutter
- ✔ Food Scientist
- ✔ Shipper & Receiver
- ✔ Quality Control/Assurance Manager
- ✔ Laboratory Technician
- ✔ Import/Export Clerk
- ✔ Front Line Worker
- ✔ Food Process Control &
- ✔ Machine Operator
- ✔ Internal Auditor
- ✔ Baker
- ✔ Cheese Maker
- ✔ Fish Worker
- ✔ Brewmaster
- ✔ Product Development Chef
- ✔ Material Handler
- ✔ Food Technologist
- ✔ Production Lead Hand
- ✔ Quality Assurance/Control Technician

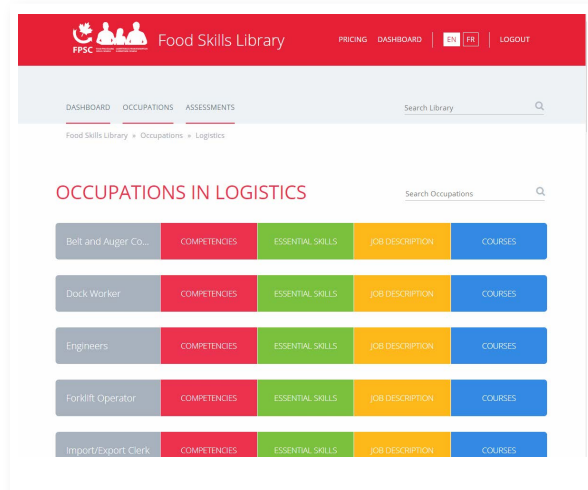
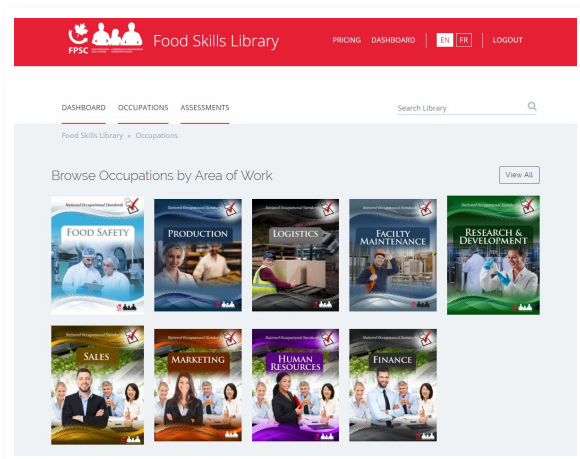


FPSC is always developing new Skills Manuals and National Occupational Standards. To access these documents, go to the Skills Library.

NAVIGATING THE SKILLS LIBRARY

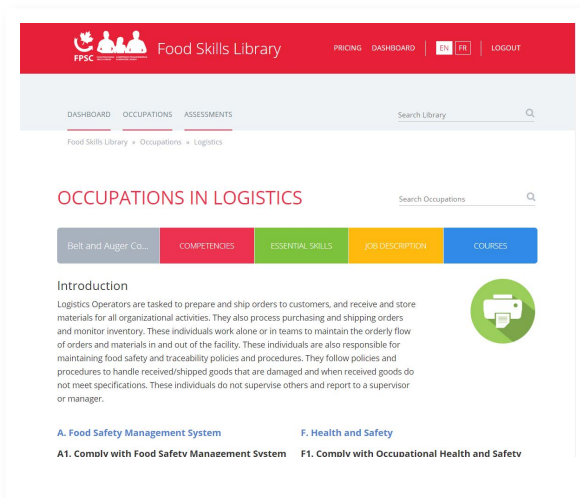
Step 1:

Select the Functional area (e.g. Logistics)



Step 2:

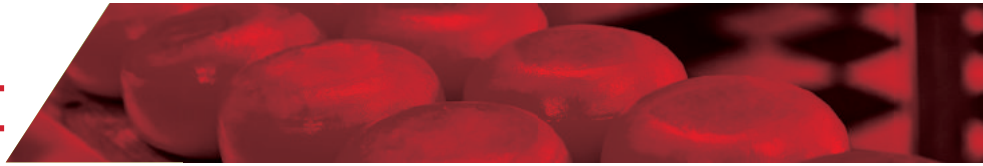
Explore the job titles within the Functional area (e.g. Material Handler)



Step 3:

Select the Level of Worker (e.g. Level 1) to discover the required competencies for the job.

SPEAKING THE SAME LANGUAGE



Here is some important terminology when working with the Skills Library.

Skills Manuals/National Occupational Standards

Benchmark/measure of competence, the knowledge and skills required to be competent in an occupation. Comprised of 3 main levels of analysis: Major Categories; Major Skills; Sub-Skills.

For Example:

CATEGORY

CUTTING

MAJOR SKILL

USE MEAT CUTTING TECHNIQUES

SUB-SKILL

PROCESS MEAT FOR MEAT PRODUCTS

Competence

Ability to perform work tasks correctly without supervision, described in a competency unit within the Skills Library.

Performance

The observable behaviours and outcomes that indicate the ability to carry out a task. Denoted by a 'P' in each Competency Unit in the Skills Library.

Knowledge/Supporting Knowledge

Information that provides an understanding for 'why' and 'how' tasks are performed. Denoted by a 'K' in each Competency Unit in the Skills Library.

HOW TO USE THE SKILLS LIBRARY



The competencies within the skills library provide support and guidance to employers and human resource managers with recruitment and selection of new employees, performance management, in-house training, and career and succession planning

Competencies have direct application to the following activities for a business:

- ✔ Assisting in creating accurate job descriptions for recruitment and advancement
- ✔ Assisting in assessing potential employees against specific benchmarked criteria
- ✔ Setting standards for achievement and key performance indicators
- ✔ Linking training and development policy and strategy to business objectives
- ✔ Reviewing and rewarding employee performance
- ✔ Contributing to improvements in retention, job satisfaction and job performance

USE 1: Skills Manual

Skills Manuals that are developed from the functional competencies in the skills library provide a benchmark of the skills, knowledge and abilities required to effectively, efficiently and safely perform the job. Each Skills Manual is comprised of a specific listing of job competencies.

Certain Skills Manuals developed by the FPSC are also referred to as National Occupational Standards (NOS). National Occupational Standards are formalized, industry-validated skills manuals that serve as the basis for certification and accreditation programs offered by the FPSC.

Each Skills Manual and National Occupational Standard (NOS) includes an overview of competencies that outline the main skills, knowledge and abilities required to competently perform the job. For many companies, particularly small- and medium-size processors, the overview of competencies will provide an accurate snapshot of the key responsibilities of the job. Should you require additional skills or knowledge, you can search the skills library for additional relevant competency areas that apply to your facility.

You can access all the FPHRC Skills Manuals and National Occupational Standards through the Skills Library. Remember, our catalogue of resources is always growing, so be sure to check back regularly.

USE 2: In-House Training

The Skills Library provides competencies, tools and resources that can be used by employers to conduct in-house training to:

- ✔ Prepare new staff members to perform skills competently
- ✔ Reduce the gap between actual and desired levels of on-the-job performance
- ✔ Increase confidence, morale and positive attitude of employees
- ✔ Introduce changes in policies, procedures, products or equipment
- ✔ Guide employees toward competency and recognition status

Employee training should follow a specific process that benefits both the employee and the employer.



The Skills Library has been designed so that employers can plan efficient and targeted training. To maximize training effectiveness, employers should conduct a pre-training investigation to explore skills gaps and refine the training.

USE 3: Job Descriptions

The Skills Library contains excellent resources – including functional competencies, Skills Manuals, National Occupational Standards, and Essential Skills Profiles – for developing job descriptions. In fact, FPSC has developed a series of job descriptions that can be accessed in the Skills Library!

Example Job Description for Cheese Maker:

Cheese Makers are responsible for transforming raw ingredients into a variety of cheese products, such as cottage cheese, cream cheese, processed cheese, sliced cheese and grated cheese. They use machinery to blend, cook, grate and otherwise process cheese and cheese products. These individuals are responsible for meeting production goals, as well as various preparation and cleaning duties.

Cheese Makers follow established formulas/recipes to ensure that the final packaged product meets the organization's specifications, as well as food safety standards. Cheese Makers do not supervise others and report to a supervisor or manager.

It is important to have an accurate, updated job description in place before creating a job posting to fill a vacancy. A job description is an outline, which typically includes these basic elements:

- ✔ Job title
- ✔ Paragraph overview of the job
- ✔ List of primary duties and responsibilities
- ✔ Reporting relationship(s)
- ✔ Working conditions

An effective job description describes the skills expected of the applicant. Communicating clear job expectations at the onset increases the probability of finding the right person and the competencies can assist with this. The competencies as the road map for the entire recruitment process. Once the job description is created, the tasks and important information can be transferred to the job posting.

JOB DESCRIPTION TEMPLATE

STEP 1: JOB DESCRIPTION

Job Title: **Cheese Making Crew Member**

Incumbent: **Jane Werner**

Department: **Cheese Making Department**

Reports to: **Harold Smith** (Supervisor)

Prepared by: **Aria Bossa** (HR)

Date Prepared: January 1, 2018

Employment Status: Full-time ☒ Part-time: ☐ 40 hours worked/week

What is the overall purpose and objective of this position (i.e. why does the job exist)?

To set up the cheese making department to ensure that the production is efficient;
to manufacture all cheese products; and to maintain regular sanitation duties.

List in order of importance the major responsibilities of the job. Estimate the percentage of time spent on each responsibility (the main function of the job may or may not be the one where the most time is spent)

1. Form cheese products	30%
2. Use appropriate machinery to blend various cheese types.	20%
3. Perform tests on cheese	20%
4. Sanitize equipment	20%
5. Complete other job-related tasks as assigned	10%
total: 100%	

STEP 2: BACKGROUND INFORMATION

Is this position ☒ closely, ☐ moderately, or ☐ minimally supervised?

Please explain: All crew members are supervised by the production supervisor on shift

Does the position have supervisory responsibility (i.e. responsible for Hiring, firing, conducting performance evaluations, etc.)? ☐ Yes ☒ No

Does this position have access to confidential information? ☐ Yes ☒ No

Does this position have access to company funds? ☐ Yes ☒ No

If yes, explain:

Is it important to this position that the person be able to communicate fluently in:

English ☒ French ☐ Other: ☐

What kind of work experience (including length of time), training, and/or level of education are necessary for this position?

High School education (or equivalent) is preferred, but not required. Previous experience in cheese making facility considered a strong asset.

List any required technical skills (e.g. typing, computer skills, food preparation skills, etc.)

WHMIS certification; food safety certification; knowledge of food safety management system (HACCP)

What other special training and/or abilities are necessary to qualify for this position?

N/A

Check any of the following factors that are important to successful performance in the position?

Problem Solving ☒ Analytical Ability ☐ Communication Skills ☒
Interpersonal Skills ☐ Dexterity ☐ Sales Skills ☐

STEP 3: WORKING CONDITIONS

Are there particular working conditions associated with this position that should be noted (i.e. working outdoors, working in a noisy environment, hours of work, travel, work space, etc.)?
☐ Yes ☒ No

If yes, please note:

STEP 4: PHYSICAL DEMANDS ANALYSIS

Check the physical demands that apply. Describe the job responsibilities which require these demands.

A. Strength

i) <input checked="" type="checkbox"/> Standing	80 % of time
<input checked="" type="checkbox"/> Walking	10 % of time
<input type="checkbox"/> Sitting	% of time
ii) <input type="checkbox"/> Lifting	% of time
<input checked="" type="checkbox"/> Carrying	5 kgs.
<input type="checkbox"/> Pushing	% of time
<input type="checkbox"/> Pulling	kgs.

B. ☐ Climbing
☐ Balancing

C. ☐ Stooping
☐ Kneeling
☐ Crouching
☐ Crawling

D. ☒ Reaching
☒ Handling

E. ☒ Speaking
☒ Listening

USE 4: Interview Guides

The Skills Manuals and National Occupational Standards, as well as the functional competencies within the Skills Library, provide an excellent summary of topics for conducting job interviews. For example, each Skills Manual and NOS provides employers with three important categories of interview questions: Skills, Knowledge and Attitudes.

- ✔ Skills are identified as the most critical part of the job as they represent the duties the individual will be performing
- ✔ Knowledge determines what policies and processes the individual knows and does not know and can guide training
- ✔ Attitudes determines if the individual is professional, a team player, and will be a good addition to the company

Sample Interview Guide:

JOB INTERVIEW TEMPLATE		
Job Title:	Incumbent:	Date:
Department:	Reports to:	
Attitude:		
1.		
2.		
3.		
Skills:		
1.		
2.		
3.		
Knowledge:		
1.		
2.		
3.		
Additional Questions:		
Notes:		

USE 5: Orientation Checklists

The content from the Skills Library and NOS are ideal for creating resources like an orientation checklist. Both Major Categories and Sub-Skills within the skills library provide the perfect checklist for new hires. This information in conjunction with the regular training cycle, will ensure the new recruit is getting exposure to all of the areas that will be integral to effectively performing the job. It is important to emphasize areas of the job where the bulk of the work takes place. Ensure more time is given when greater detail is necessary.

Sample Orientation Checklist:

ORIENTATION CHECKLIST

JOB TITLE:
DEPARTMENT:
REPORTS TO:

Day 1

- [LIST KEY ACTIVITIES FOR THE DAY]

Day 2

- [LIST KEY ACTIVITIES FOR THE DAY]

USE 6: Performance Evaluations

The Skills Library also includes Major Categories and Sub-Skills that provide an employer with a perfect checklist to evaluate performance. Each Sub-Skill is comprised of Performance and Knowledge that is required for effective, efficient, and safe performance on the job. Each Sub-Skill can be measured and used for evaluation purposes. Please access the Performance Evaluation Checklists for the 9 major competency areas in the food processing industry in the Skills Library.

FPHRC has created fillable Performance Evaluation checklists for the 10 major categories in the industry:

- | | |
|---------------------------------|----------------------------|
| ✓ Food Processing | ✓ Quality Management |
| ✓ Slaughtering | ✓ Equipment and Tools |
| ✓ Meat Cutting | ✓ Sanitation |
| ✓ Food Safety Management System | ✓ Logistics |
| ✓ Food Production Management | ✓ Research and Development |

To use FPHRC's Performance Evaluation Checklists you can:

1. Download the fillable checklists to your computer or tablet
2. Use the Skills Library to complete and save the evaluations online

Sample Performance Evaluation Checklist from Equipment and Tools Category:

EQUIPMENT AND TOOLS		
Operate Food Processing Equipment	Skill demonstrated?	
1. Conduct Pre-Operation Check on Food Processing Equipment	YES	NO
Use required PPE, e.g. safety glasses, safety footwear, mesh gloves		
Check that equipment safety controls are in place and working properly		
Check operational functions,		
• control valves are working properly		
• level probes are operational		
• oil levels		
• sharpness of cutting instruments		
• guards are in place		
Check operation of emergency stops and other safety features		
Identify component wear on equipment		
Verify that required work tools are available		
Ensure appropriate personnel approve equipment start up		
Document pre-operation check		
Total skills demonstrated →		/ 12
Evaluation Score		
11 - 12 (Exceptional)	9 - 10 (Good)	8 or less (Needs Training)
Comments:		

JOB DESCRIPTION TEMPLATE

STEP 1: JOB DESCRIPTION

Job Title:

Incumbent:

Department:

Reports to:

Prepared by:

Date Prepared:

Employment Status:

Full-time ☐

Part-time: ☐

_____ hours worked/week

What is the overall purpose and objective of this position (i.e. why does the job exist)?

List in order of importance the major responsibilities of the job. Estimate the percentage of time spent on each responsibility (the main function of the job may or may not be the one where the most time is spent)

1.	%
2.	%
3.	%
4.	%
5.	%

6.		
		%
7. Handle other job-related tasks as assigned	total:	100%

STEP 2: BACKGROUND INFORMATION

Is this position ☐ closely, ☐ moderately, or ☐ minimally supervised?

Please explain:

Does the position have supervisory responsibility (i.e. responsible for Hiring, firing, conducting performance evaluations, etc.)? ☐ Yes ☐ No

Does this position have access to confidential information? ☐ Yes ☐ No

Does this position have access to company funds? ☐ Yes ☐ No

If yes, explain:

Is it important to this position that the person be able to communicate fluently in:

English ☐ French ☐ Other: ☐ _____

What kind of work experience (including length of time), training, and/or level of education are necessary for this position?

List any required technical skills (e.g. typing, computer skills, food preparation skills, etc.)

What other special training and/or abilities are necessary to qualify for this position?

Check any of the following factors that are important to successful performance in the position?

Problem Solving ☐ Analytical Ability ☐ Communication Skills ☐
Interpersonal Skills ☐ Dexterity ☐ Sales Skills ☐

STEP 3: WORKING CONDITIONS

Are there particular working conditions associated with this position that should be noted (i.e. working outdoors, working in a noisy environment, hours of work, travel, work space, etc.)?

☐ Yes ☐ No

If yes, please note:

STEP 4: PHYSICAL DEMANDS ANALYSIS

Check the physical demands that apply. Describe the job responsibilities which require these demands.

A. Strength

i)	<input type="checkbox"/> Standing	% of time
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ii)	<input type="checkbox"/> Lifting	% of time
	<input type="checkbox"/> Carrying	kgs.
	<input type="checkbox"/> Pushing	% of time
	<input type="checkbox"/> Pulling	kgs.

B. ☐ Climbing

<input type="checkbox"/> Balancing

C. ☐ Stooping

<input type="checkbox"/> Kneeling
<input type="checkbox"/> Crouching
<input type="checkbox"/> Crawling

D. ☐ Reaching

<input type="checkbox"/> Handling

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<input type="checkbox"/> Listening

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