

Stocking Up on Skills: Developing Essential Skills for the Supply Chain



Project Overview

- ***Stocking Up on Skills: Developing Essential Skills for the Supply Chain*** is a national initiative being delivered by Conestoga College (ON) in partnership with Bow Valley College (AB) and Douglas College (BC).
- The project is funded by the Government of Canada's and is supported by the Canadian Supply Chain Sector Council.

Context for the Project

The Supply Chain sector is an integral part of the Canadian economy and is one of the fastest growing industries in Canada. Some of the labour market challenges that are impacting the sector include:

- Recruitment and selection of qualified workers
- Skill gaps in the existing workforce
- Technological and process changes that are increasing the complexity of work
- Small and diminishing talent pool, partially associated with the aging workforce
- Current and anticipated market growth
- Promotion, retention and succession planning

Project Goals

The project has the following objectives:

- Address some of the key labour market challenges facing the supply sector by developing an accessible model for improving critical workplace skills – called **Essential Skills**.
- Create online tools that will be available beyond the life of the project. The training materials will be accredited by the Canadian Supply Chain Sector Council's National Accreditation Program.

What are Essential Skills?

Essential skills are the foundation skills that we use in every Canadian occupation.

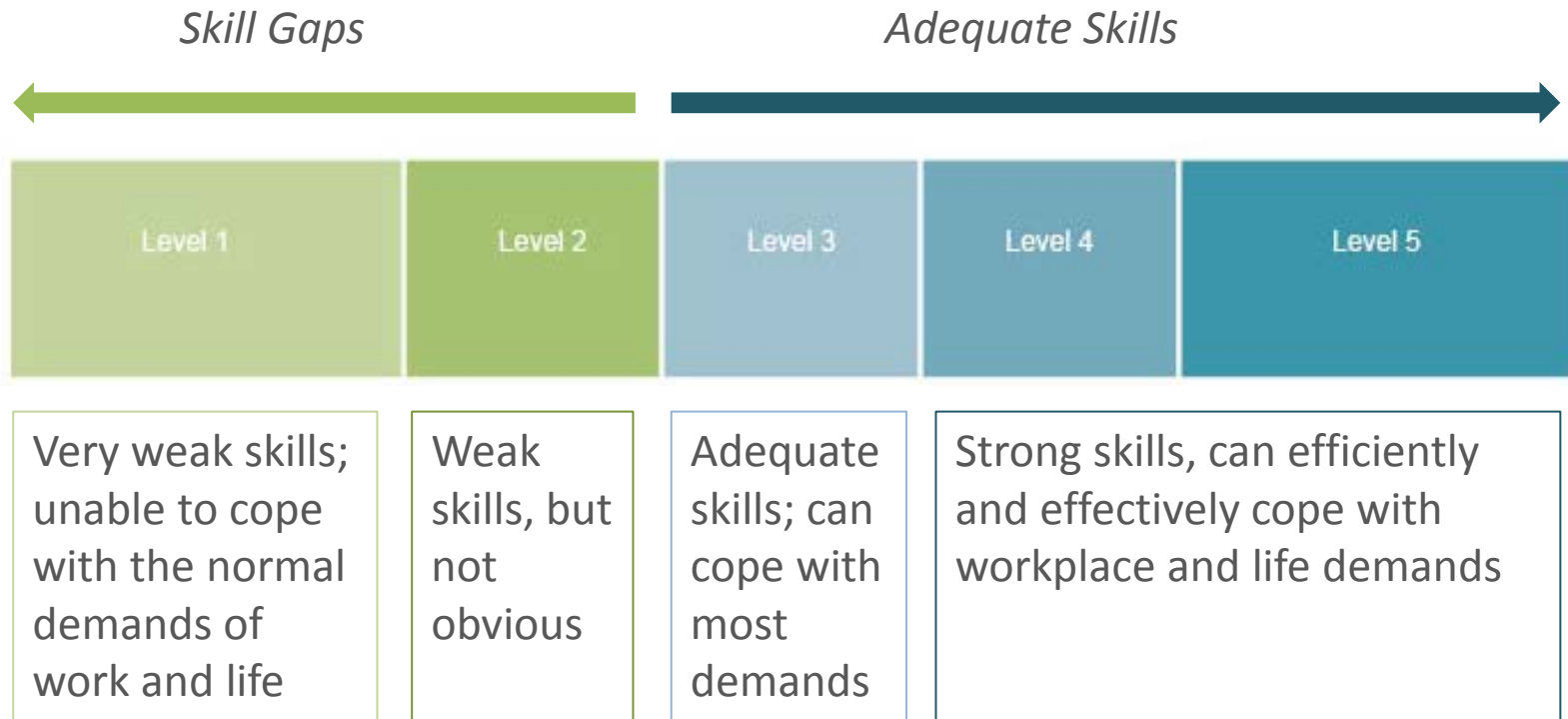
- Foundational – underpin technical skills
- Transferrable – used and applied in many situations
- The “Velcro” to which other training sticks

What are Essential Skills?

Skills needed in all jobs:

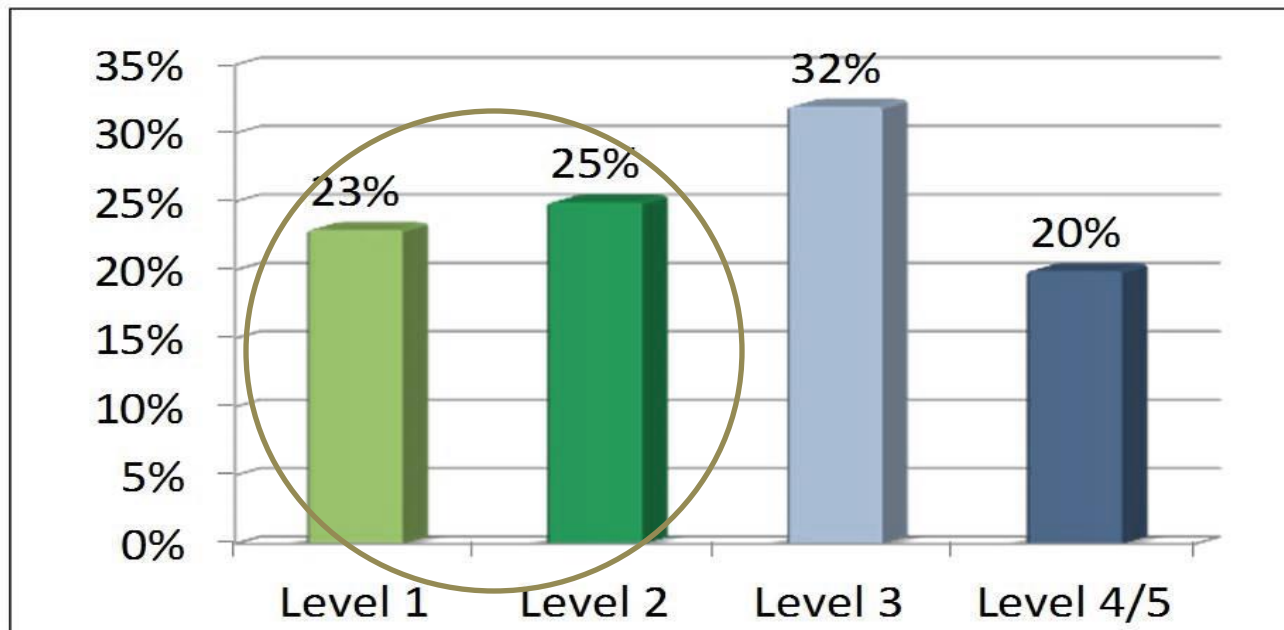
- Oral communication
- Writing
- Numeracy
- Using workplace documents
- Reading
- Critical thinking, problem solving, decision making
- Planning and organizing
- Working with others
- Using digital technology

What are Essential Skills?



What are Essential Skills?

- About half (48%) of Canadians have skill gaps



Why should employers care?

At Level 1 and 2:

- **Safety** – much more likely to have a safety incident
- **Accuracy** – make more mistakes
- **Training** – not able to learn
- **Reliance on others** – difficulty working independently
- **Ability to adapt to change** – limited ability to solve problems and figure things out
- **Health and wellness** – more likely to have poor health, be absent or receive disability benefits
- **Productivity** – less efficient
- **Turnover** – more likely to frequently change jobs

Why Train Essential Skills?

Efficient and effective means of training:

- 20 to 30 hours of essential skills training is roughly equivalent to 1 year of formal secondary education.
- Benefits are seen immediately, but at a greater level over time.

Individuals who have these skills are:

- More productive and efficient
- Safer workers
- Easily able to adapt to change and learn new technical skills quickly
- More engaged and have fewer problems with performance
- Often have the capacity to move up in the organization

Stocking Up on Skills: Program Overview



The Project

Stocking Up on Skills Project – national initiative to create, pilot and produce essential skills learning resources that are specific to the Supply and Logistics Sector.

- **Phase One:** Needs Assessment, Industry Consultation, Materials Development - *Completed*
- **Phase Two:** Pilot with Employers and their employees – *Current (ending May, 2015)*
- **Phase Three:** Evaluate results, finalize resources, release website to broader community – *Summer, 2015*

Employer Partner Opportunity

- In the Calgary area, 2 to 3 employers will partner in the project.
- Employer partners will pilot the free training program with employees (5 to 40) in their organization.
- The training will be facilitated by Bow Valley College – onsite at the location of work or at BVC main campus.
- Employees and employer provide feedback on the effectiveness of the program.

Activities

Activity	Details	Time
Needs Assessment	<ul style="list-style-type: none">• Evaluate training needs and goals• Establish training model and delivery details• Sign a partnership letter	90 minutes
Kick-off Meeting	<ul style="list-style-type: none">• Employees introduced to program	45-60 minutes
Skills Assessment & Learning Plan	<ul style="list-style-type: none">• Employees complete a skills assessment• Based on their results, a customized learning plan is created	120 minutes
Training	<ul style="list-style-type: none">• Employees complete 15-25 hours of training with support from a facilitator	varies
Post Assessment & Feedback	<ul style="list-style-type: none">• Employees complete a post-assessment and feedback survey	120 minutes
Wrap	<ul style="list-style-type: none">• Employer provides feedback on the success of the project within their organization	60 minutes

A Closer Look at the Stocking Up Program

- Training program designed to build essential skills, based on individual needs.
- Targeted specifically to the supply and logistics sector – all the content, activities, scenarios and resources come directly from supply chain employers.
- Flexible delivery format, designed to accommodate the diverse work schedules and other constraints faced by employees.
- Delivered by an expert essential skills facilitator

Delivery Format

Developing Skills for the Supply Chain
STOCKING UP ON SKILLS

LOG IN



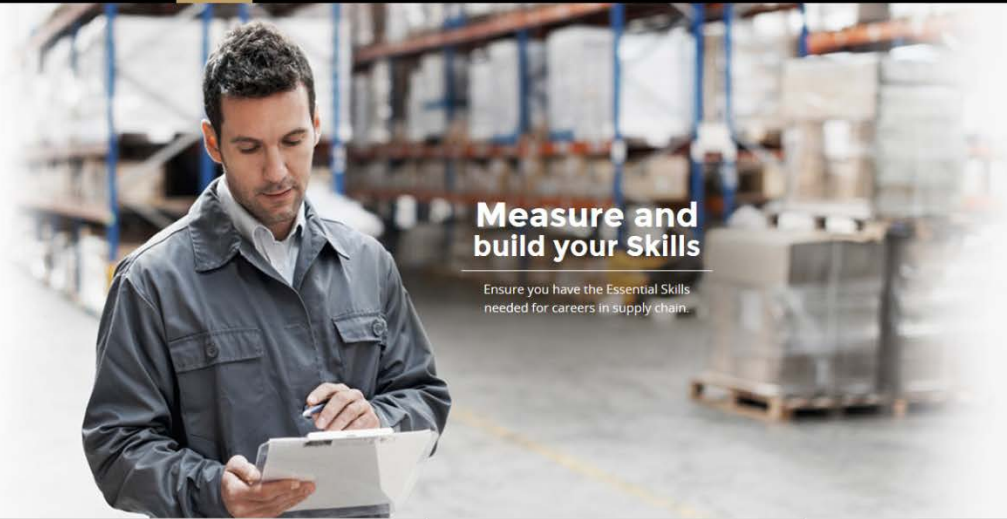
HOME

ABOUT THIS SITE

OCCUPATIONS

CONTACT US

RESOURCES



Measure and build your skills

Ensure you have the Essential Skills needed for careers in supply chain.



SCHOOL OF CAREER AND ACADEMIC ACCESS



IN PARTNERSHIP WITH



Conseil canadien
secteur de la chaîne
d'approvisionnement

Canada

This project is funded by the Government of Canada's Adult Learning, Literacy And Essential Skills Program

Delivery Model

HOME ADD CLIENT VIEW CLIENTS COHORTS TOWES LMS LIBRARY REPORTS

ADD CLIENT

Client

First Name

Last Name

E-mail

User Name

Password

Cohorts

Select Desired Learning Activities **Forms**

- Emails, memos & letters
- Reading on the job
- Communication on the job
- Numeracy on the job
- Problem solving on the job
- Computer use on the job

Assessment (optional online assessments)





Occupation

- Forms
- Emails, memos & letters
- Reading on the job
- Communication on the job
- Numeracy on the job
- Problem solving on the job
- Computer use on the job

SAVE

Delivery Model

MY ACTIVITIES

SKILL	ACTIVITY TRACKING																																	
 EMAILS, MEMOS & LETTERS	Open																																	
 READING ON THE JOB	Open																																	
 COMMUNICATION ON THE JOB	Open																																	
 PROBLEM SOLVING ON THE JOB	<table border="1"><thead><tr><th>Activity</th><th>Completed</th><th>Time on Task</th></tr></thead><tbody><tr><td>What is Critical Thinking?</td><td><input type="checkbox"/></td><td>Mins <input type="text"/></td></tr><tr><td>Separating Fact from Opinion</td><td><input type="checkbox"/></td><td>Mins <input type="text"/></td></tr><tr><td>Organizing Information</td><td><input type="checkbox"/></td><td>Mins <input type="text"/></td></tr><tr><td>The Decision Making Process</td><td><input type="checkbox"/></td><td>Mins <input type="text"/></td></tr><tr><td>Individual Decision Making Methods</td><td><input type="checkbox"/></td><td>Mins <input type="text"/></td></tr><tr><td>Using Graphic Organizers to Evaluate Options</td><td><input type="checkbox"/></td><td>Mins <input type="text"/></td></tr><tr><td>Maintaining Objectivity</td><td><input type="checkbox"/></td><td>Mins <input type="text"/></td></tr><tr><td>The Problem Solving Process</td><td><input type="checkbox"/></td><td>Mins <input type="text"/></td></tr><tr><td>Snapping the Question</td><td><input type="checkbox"/></td><td>Mins <input type="text"/></td></tr><tr><td>Using a Cause and Effect Diagram</td><td><input type="checkbox"/></td><td>Mins <input type="text"/></td></tr></tbody></table>	Activity	Completed	Time on Task	What is Critical Thinking?	<input type="checkbox"/>	Mins <input type="text"/>	Separating Fact from Opinion	<input type="checkbox"/>	Mins <input type="text"/>	Organizing Information	<input type="checkbox"/>	Mins <input type="text"/>	The Decision Making Process	<input type="checkbox"/>	Mins <input type="text"/>	Individual Decision Making Methods	<input type="checkbox"/>	Mins <input type="text"/>	Using Graphic Organizers to Evaluate Options	<input type="checkbox"/>	Mins <input type="text"/>	Maintaining Objectivity	<input type="checkbox"/>	Mins <input type="text"/>	The Problem Solving Process	<input type="checkbox"/>	Mins <input type="text"/>	Snapping the Question	<input type="checkbox"/>	Mins <input type="text"/>	Using a Cause and Effect Diagram	<input type="checkbox"/>	Mins <input type="text"/>
Activity	Completed	Time on Task																																
What is Critical Thinking?	<input type="checkbox"/>	Mins <input type="text"/>																																
Separating Fact from Opinion	<input type="checkbox"/>	Mins <input type="text"/>																																
Organizing Information	<input type="checkbox"/>	Mins <input type="text"/>																																
The Decision Making Process	<input type="checkbox"/>	Mins <input type="text"/>																																
Individual Decision Making Methods	<input type="checkbox"/>	Mins <input type="text"/>																																
Using Graphic Organizers to Evaluate Options	<input type="checkbox"/>	Mins <input type="text"/>																																
Maintaining Objectivity	<input type="checkbox"/>	Mins <input type="text"/>																																
The Problem Solving Process	<input type="checkbox"/>	Mins <input type="text"/>																																
Snapping the Question	<input type="checkbox"/>	Mins <input type="text"/>																																
Using a Cause and Effect Diagram	<input type="checkbox"/>	Mins <input type="text"/>																																

Learning Materials

Stocking Up on Skills

Key Concepts



Making Sound Decisions

Decision making is part of the problem solving process, but it can also be part of a job task. In either case, the strategies you use to make a decision are similar.

This review will offer you some practical strategies that will increase your confidence and ability to make sound decisions when dealing with problems on the job.

Decision Making is one of the six types of cognitive functions identified under Thinking Skills in the Essential Skills. The strategies presented in this document will help you with Decision Making tasks at any level.

The Decision Making Process

What is decision making?

Decision making is the ability to identify, evaluate, and choose from options. When you are at work, you constantly make choices throughout your day. Some of your decisions are routine while some are non-routine.

Routine Decisions

You make routine decisions around everyday matters that have an accepted or established process. For example, you might decide to put someone on hold if the phones are really busy.

Non-Routine Decisions

You make non-routine decisions in more complex situation when you must critically evaluate all of the factors before you decide on the best course of action. For example, you may have to decide among a number of options when solving a customer service problem relating to the way in which employees are answering the phones.

Learning Materials

OCCUPATIONS



WAREHOUSING AND DISTRIBUTION

This unit group includes building maintenance workers, material handlers, forklift operators and pickers. They are employed by transportation, storage and moving companies, and by a variety of manufacturing and processing companies and retail and wholesale warehouses.

[VIEW PROFILE](#)



PROCUREMENT AND ASSET MANAGEMENT

This unit group includes customer service representatives, and clerks involved with procurement, inventory and importing / exporting. They are employed by transportation, storage and moving companies, and by a variety of manufacturing and processing companies and retail and wholesale warehouses.

[VIEW PROFILE](#)



TRANSPORTATION AND LOGISTICS

This unit group includes dispatchers, drivers, fleet coordinators and shippers/receivers. They are employed by transportation, storage and moving companies, and by a variety of manufacturing and processing companies and retail and wholesale warehouses.



SUPPLY CHAIN MANAGEMENT

This unit group includes managers, supervisors and lead hands. They are employed by transportation, storage and moving companies, and by a variety of manufacturing and processing companies and retail and wholesale warehouses.

Learning Materials

Supply Chain Management

Introduction

This unit group includes managers, supervisors and lead hands. They are employed by transportation, storage and moving companies, and by a variety of manufacturing and processing companies and retail and wholesale warehouses.

Essential Skills Requirements:

Workplace safety

Reading (Bulletins, newsletters & reports / Policies and regulations)

Read installation, handling, storage and first aid instructions on a variety of product labels and packaging, e.g. read instructions on the storage and use of dangerous gases. (Low Complexity)

Read [Material Safety Data Sheets](#) (MSDS) to learn how to safely handle explosives and dangerous chemicals. (Medium Complexity)

Problem solving on the job

Evaluate the severity of workplace hazards and risks. (Low Complexity)

General administrative tasks

Reading (Bulletins, newsletters & reports / Policies and regulations)

Read email messages and [bulletins](#), e.g. read notices from the head office to learn about changes to operating procedures and the installation of new software. (Medium Complexity)

Read letters, e.g. read letters of praise and complaint from customers to learn about satisfaction levels and areas for improvement. (Medium Complexity)

Skim memos from suppliers and co-workers, e.g. read memos from suppliers for details of price and product changes. (Medium Complexity)

Target Employees

- Individuals in frontline occupations who have complex or changing roles
- New supervisors, team leads, foreman, etc.
- Junior manager, clerical and administrative staff
- Second language speakers
- Any employee who would like to enhance their skills

Benefits to Employer Partners

- Recognized as an innovator in workplace skills training for the supply chain
- Receive high-quality, customized and foundational training for your employees
- Receive a profile of the skills of your employees
- Have employees that are more accurate, efficient, independent and safe

Questions?

Krista Medhurst

Bow Valley College

(403) 410-3201

kmedhurst@bowvalleycollege.ca