

Competency Based Assessment for Hiring and Training



Hiring Assessment Toolkit

Employer Guide

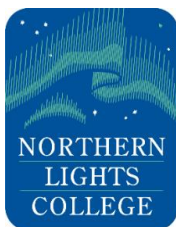
for Hiring New Canadians and Immigrants

Occupation:

Underground Miner



Developed in collaboration with industry and education



B.C.'s Energy College™



Acknowledgements

On behalf of Northern Lights College, I would like to thank and acknowledge everyone who contributed to and participated in the Hiring Assessment Toolkit project. This Employer Guide is just one of many outcomes from this forward thinking project intended to assist Mining sector employers in the north with tapping into BC's skilled new Canadian and immigrant labour pool. It is also one piece of a multi-pronged strategy which we, together with our industry, education, and community partners, are working on. A strategy that will not only ensure there are sufficient numbers of qualified workers for employers in the sector, but one that will provide British Columbians from all labour pools with opportunities to train and have their skills, knowledge and abilities recognized effectively and efficiently.

This Employer Guide is one of two, designed for employers in the Mining and Oil & Gas sectors. The following individuals were highly instrumental in ensuring that the Toolkit not only incorporates recommendations from recent research, but also that the project team leveraged existing resources and collaborated with other initiatives in these sectors.

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BC's new Canadian and immigrant labour pool is a rich source of relatively untapped and under-utilized workers for mining sector employers. The ten new Canadians and immigrants who assisted us with piloting the prototype Toolkit opened our eyes to the presence of this cadre of highly skilled, internationally experienced workers, many of whom are ready and willing to re-locate to communities in the north. These individuals gave us first hand insight to the challenges they are experiencing conveying their abilities to employers. Through the pilot, they showed us that these challenges can be overcome by adjusting some of our traditional hiring tools and focusing more on what almost seems like common sense—what and how to do a job.

We gratefully acknowledge the following new Canadians and immigrants who participated in this project.

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The foundation of this Hiring Assessment Toolkit and Employer Guide is the Mining Industry Human Resources Council's National Occupational Standard for Underground Miner. The mining industry in Canada, through MiHR, has led the development of National Occupational Standards since 2006. A competency based assessment process based on these standards, known across Canada as *The Canadian Mining Certification Program* was launched in 2011. Work conducted by organizations such as Human Resource Systems Group, VETASSESS, and the Industry Training Authority also greatly informed this project. We recognize these organizations and acknowledge their outstanding contribution.

The Employer Guide and Hiring Assessment Toolkit project was authored and managed by Sandy Steward and Werner Knittel of Sitka Solutions Inc., a company dedicated to improving the capacity of employers to hire high potential employees and enabling Canadians including new Canadians and immigrants to become high potential employees.

The Northern Lights College project was one of eleven EIF projects chosen by the Immigrant Employment Council of BC (IEC-BC) as part of an initiative to help address immigrant talent hiring and retention challenges faced by BC employers. The EIF is a unique fund that gives BC employers, business associations, and industry or sector organizations new and innovative resources, information and programs to help them attract and employ skilled immigrants. Funding for the EIF is provided by the Government of BC and the Government of Canada.

Dr. Peter Nunoda
Vice President, Academic and Research
Northern Lights College



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vancouver
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Some of the candidates, team members and project supporters checking out a virtual reality simulator used in the hiring assessment toolkit pilot project.

Introduction

The Hiring Assessment Toolkit Project

Through the BC Centres of Training Excellence in Oil and Gas and Mining, Northern Lights College (NLC) and Northwest Community College (NWCC) are working to collaborate and coordinate research activities to improve the ability of employers to access British Columbians and Canadians from all labour pools for employment in high demand Oil & Gas and Mining occupations.

Between March 2013 and March 2014, NLC engaged employers from these sectors in developing and testing a competency-based Hiring Assessment Toolkit. This “proof of concept” project was designed to assist employers to evaluate and hire new Canadians and immigrants for employment in two high demand occupations, gas plant operations and underground mining.

A hiring assessment model and prototype Toolkit were developed and tested with a group of 10 new Canadians and immigrants in BC’s Lower Mainland. Preliminary results indicate the model and tools were highly successful in identifying high potential candidates and are applicable for use with workers from all labour pools and for virtually any occupation.

Further work on the Toolkit is being continued, by NLC to refine the tools and their application with new Canadians and immigrants, as well as to extend the use of the Toolkit with candidates from other labour pools and industries.

About the Employer Guide

The Employer Guide provides information about the competency-based assessment model and tools developed and tested by NLC. It explains why this type of assessment is essential for employers looking to hire employees with the right skills for today and the future; and, it shows employers how to start using the Toolkit now, something that will save them both time and money in the long run.

Being an early adopter of competency-based hiring assessment is a critical step to alleviating or even avoiding labour shortages in the future. By starting now, employers can familiarize themselves with the tools and build expertise over time.

Who is this Employer Guide for?

The guide is for mining employers who want to begin incorporating competency-based assessment as part of their own hiring processes with new Canadians and immigrants, or candidates from other labour pools. It will help you to select and use tools to collect demonstrated evidence from candidates that they have the skills, knowledge, and abilities to work safely and productively. You will be able to determine the match between the critical job requirements and competencies and those of the candidate.

What does this Employer Guide cover?

The guide has been developed to assist you in recognizing competencies (skills, knowledge, and abilities) in candidates with work experience and credentials from outside of Canada, for positions in underground mining operations.

The guide includes key information about:

- competency-based assessment
- the assessment model and tools developed and tested by NLC
- creating hiring assessments for underground mining operator positions

It provides detailed information, templates and sample documents for each stage of the hiring assessment, including:

- preparing to hire and planning the assessment
- recruiting and informing candidates
- collecting and evaluating evidence
- conducting the assessment and making the hiring decision
- communicating results and feedback to candidates

Where can you get more information and help?

NLC can help you with:

- Using competency-based assessment to support hiring and other human resource functions in your company
- Customizing competency-based standards and assessment tools for use in your company
- Training in competency-based assessment, e.g., for assessors, staff, etc.
- Finding qualified assessors to conduct competency-based assessments
- Conducting competency-based assessments for your new hires and employees
- Tracking assessment results for new hires and employees

For more information, please contact:

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For more information generally on hiring new Canadians and immigrants in BC, please visit the Immigrant Employment Council of BC web site at: www.iecbc.ca

Competency Based Assessment for Hiring

In this section of the guide, you will find information about:

- [The cost of turnover](#)
- [What a competency-based assessment shows you about a candidate](#)
- [What are competencies](#)
- [How is the “standard” expected in the job defined?](#)
- [What are the tools in the Toolkit?](#)
- [Who conducts the assessment?](#)
- [What is evidence?](#)

Forecast demand for labour from oil & gas and mining employers in northern BC over the next decade is beyond what can be filled by the local populations. This finding is confirmed in research conducted by Regional Workforce Tables in Northwest and Northeast BC, the Natural Gas Workforce Committee, the BC Mining HR Task Force, and the Mining Industry Human Resources Council (MiHR).

Added to this pressure is growing competition for workers from other sectors in BC, across Canada, and globally. According to WorkBC, between 2010 and 2020, over a million people will need to be hired for job openings in BC alone. Workforce demographics are a key contributing factor; large numbers of workers are retiring, particularly in the resource sectors and there are fewer younger workers with the skills and experience to take their place.

To ensure there are sufficient numbers of qualified workers, employers need to hire and develop, not only from BC’s new Canadian and immigrant labour pool, but from all labour pools. A competency-based hiring approach will help employers do this more efficiently and effectively. This is because it significantly reduces or eliminates many of the barriers typically encountered when considering candidates with work experience from other countries, particularly those associated with language and recognizing foreign credentials and work experience.

If all this sounds too nebulous, consider the cost of turnover alone.

The cost of turnover

- *Hiring mistakes are costly*
- *Hiring takes time, effort, and a bit of ingenuity*

Hiring the right people with the right skills for today *and* the future is likely one of the most critical elements to the success of your business and to your ability to stay in business for the long term.

But assessing someone with training and experience from another country isn’t easy. It takes time, effort, and a bit of ingenuity. Additionally, workers today have options. They are not looking solely for a job with a pay cheque. Earning a good living is vitally important, but many workers want more than that. Workers are interested in positions that provide *opportunities*: to grow and develop a career, to engage in your business in a meaningful way, and to be

recognized for the contribution they make to your business' success. Maintaining a balance between work and family life, assisting in community development, and responsible environmental stewardship can also be important considerations.

Employers cannot afford to make hiring mistakes. The cost of turnover from hiring the wrong person—someone who “seemed good” in the hiring process, but 3-6 months later left for a “better” opportunity, or had to be let go because they couldn’t really do the job and didn’t have the ability to learn what they needed to know, or didn’t fit with the company culture—is expensive. The costs include:

- Costs associated with recruitment and selection, e.g., advertising, background checks, testing, etc.
- The cost of your senior executive, line managers and HR staff and their time spent on screening resumes, interviewing, etc.
- The cost of orienting and training a new worker
- The value of productivity lost as a new worker comes up to speed

To help understand your own company’s cost of turnover, use this simple [Cost of Turnover Calculator](#).

What a competency-based assessment shows you

The objective of a competency-based hiring assessment is to gain enough job-related information about a candidate to make a reliable and accurate prediction about later job performance. It starts by defining the behaviours required to successfully perform in a job and then looks to confirm examples of the same or similar behaviours from the candidate’s past.

A competency-based hiring assessment aims to confirm that a candidate can:

- work safely in the position
- understand and follow workplace policies and procedures
- perform the duties and responsibilities of the position to the standard expected
- deal with everyday problems or difficulties that may occur
- work well with others in the workplace

A well designed assessment, conducted by a skilled assessor, will show whether a candidate can do these things not just once, but all the time and even when problems or difficulties in the workplace are encountered.

A competency-based assessment will also help identify areas where a candidate may have **transferable skills** or a **skills, knowledge or abilities “gap.”** Transferable skills are skills that a candidate may bring from working in a different industry sector. A gap can be anything from lacking familiarity with a task to lacking essential workplace skills in reading, document use, or numeracy.

Once transferable skills and/or gaps are identified, options for addressing and overcoming them can be considered--prior to making a hiring decision. Hiring a candidate and then providing training to use a skill differently or overcome a gap, can sometimes be more cost effective and timely than rejecting the candidate and continuing the search for days and weeks.

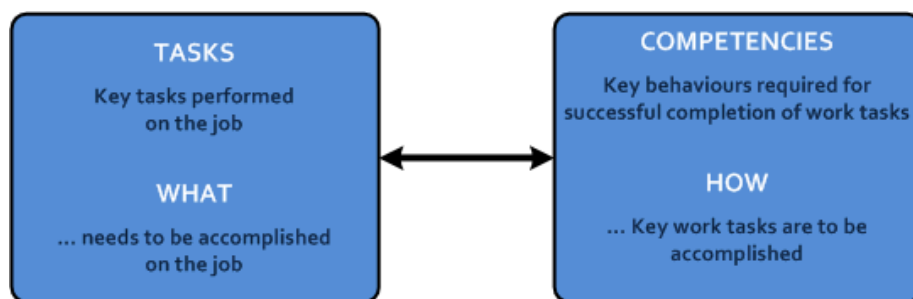
Finally, a competency-based hiring assessment can provide robust information for determining other positions in the company (or industry) where a candidate's skills, knowledge, and abilities may be desirable and valuable. This can be beneficial for you as an employer as well as for the candidate.

What are competencies?

An increasing number of companies and industries in Canada are using competencies and competency-based assessment. Employers use them as a basis for hiring, advancement, development, and other human resource decisions; industries and professional bodies use them to support certification, registration, and licensing. These practices help promote currency and facilitate mobility, while providing assurance that the minimum standard of skills, knowledge, and abilities required to work successfully and safely in an occupation have been met.

In the workplace, competencies are **observable** skills, knowledge, abilities, motivation, or traits defined in terms of the **behaviours** needed for successful job performance. The competencies are derived from the tasks that make up a job, generally through a job analysis. Think of the transition from tasks to competencies as a move from "what" the job is, to "how," the job is done, as illustrated in Figure 1.

Figure 1: Relationship Between Tasks and Competencies



Competencies help employers communicate expectations about how a job should be performed; or put differently, they can define the standard for job performance. This helps job applicants (and employees) better understand what the job is and how to do it successfully.

For example, a job posting may list "good communication skills" as a requirement without explaining what that means. The competency approach fully describes the behaviours that an employer considers to represent "good communication skills".

For ease of use, competencies are sorted into two groups for any given position in the workplace – general competencies and technical competencies.

General competencies are those that are usually common across positions. Some examples of general competencies include:

- Adaptability
- Attention to detail
- Concern for safety
- Interactive communication
- Problem solving

Many companies identify general competencies that must be possessed by all employees. For example, concern for safety is a competency required by all employees working in the mining sector.

Technical competencies tend to be specific to a position or family of positions within a company. An example of a technical competency for underground miners is “Respond to Mine Emergencies.”

Figure 2 is an example of a single general competency, while Figure 3 provides an example of a single technical competency.

Figure 2: Sample General Competency for an Underground Miner

Competency	Concern for safety
Definition	Maximizes safety at work.
What to look for	<p>Creates a safe working environment for self and others.</p> <ul style="list-style-type: none"> • Identifies hazardous or potentially hazardous situations • Takes appropriate action to maintain a safe environment for self and others. • Recommends improved safety procedures. • Identifies types and applications of safety signs and/or warning and traffic lights. • Posts or installs safety signs/lights, signs according to government regulations and company policies. • Maintains awareness of locations of other workers and equipment at all times. • Follows workplace safety policies and procedures. • Adheres to BC Occupational and Health Regulations. • Participates in workplace safety and health management activities.

Figure 3: Sample Technical Competency for an Underground Miner

Competency	Respond to Mine Emergencies
Definition	Makes recommendations to optimize a safe and healthy environment. Follow and apply workplace health and safety policies, practices, and procedures during normal and emergency operation and different maintenance activities
What to look for	<ul style="list-style-type: none"> • Assesses need for evacuation • Determines safest escape route • Evacuates if required • Determines safest evacuation area • Builds barricades in safe areas • Uses fire extinguishers • Uses mine communications system • Inspects ventilation systems

Having clear and consistently defined and documented competencies is critical to support effective hiring assessments. It will also facilitate cross-training and advancement. However, undertaking the job analysis to derive competencies is something not all companies have the time or the expertise to do.

Competencies for the underground miner occupation are included in this guide for your use. The technical competencies are from the Mining Industry Human Resource Council’s National Occupational Standards for Underground Miners. Minor modifications have been made based on the job analysis conducted by the project team and informed by BC mining employers. You can use these competencies and modify them to fit your company. Click here to see the [Position Competency Profile Template](#).

How is the “standard” expected in the job defined?

The “standard” expected in a job is defined by the employer. Generally the standard is set out in a position description and consists of all of the requirements (education, training credentials, etc.) and competencies considered by the employer to be necessary for successful performance in the job. Click here to see the standard for underground miner captured in the sample [Position Description](#).

What are the tools in the Toolkit?

The selection of the assessment tools and the assessment methodology are critical to gathering the type and amount of information from the candidate necessary for making a good hiring decision. The tools must be valid, reliable, and proven. The assessment methodology—how the tools are administered—must be suitable for the context and legally defensible. Choices are influenced by a number of factors including the nature of the competencies, education, experience, and knowledge required for effective performance in the job, as well as the extent to which the assessment methods being considered predict successful job performance.

The best assessment tools for selection have the following characteristics:

- They are linked to the job.
- They measure selection requirements in a consistent manner (reliability).
- They measure what they claim to measure (validity).
- They differentiate between successful and unsuccessful candidates (validity).

The Northern Lights College project team also included the following criteria when selecting the assessment tools and designing the assessment methodology:

- Workers must be able to work safely
- Workers must be able to communicate in English at a level suitable for the position
- Work is often in remote locations
- The work environment is both indoors and outside; it can involve physically strenuous activity
- Workers are required to work in extreme climate conditions, hot and cold
- Workers may be required to live in remote camp housing or relocate to small
- Job applicants may be located far away from the company and/or job site
- The assessment tools and process need to be cost effective

The assessment tools in the Toolkit for underground miner consist of:

- The Canadian Language Benchmark Placement Test ([CLBPT](#))

This test was used to measure English language proficiency. The Canadian Language Benchmark (CLB) is a 12-level (benchmark) system used to describe listening, speaking, reading and writing skills. The CLBPT measures an individual's ability to use English within the first 8 benchmarks, CLB 1 to 8.

Research conducted showed a CLB level of 7 is appropriate for underground miner occupation.

- The Test of Workplace Essential Skills ([TOWES](#))

The TOWES was used to measure workplace essential skills. This test focuses on the type of reading, document use, and math used in the occupation. Research identified a score of 2(3) in each skill area as being appropriate for the underground miner occupation.

- A WorkSafe Predictor Test (WSPT)

A WorkSafe Predictor test was used to measure the propensity of a candidate to work safely. The test assesses patterns of thinking and acting that predict safe behaviour and the likelihood of remaining free from workplace safety incidents.

- A Mechanical Reasoning Test (MRT)

A Mechanical Reasoning test was used to measure a candidate's mechanical aptitude.

- A Competency Conversation

A competency conversation is a structured conversation between the assessor and the candidate. The objective of the conversation is to confirm information obtained through the other tools and gather additional information from the candidate specific to the competencies required by the job. Candidates respond positively to the competency conversation because they have the opportunity to talk about their work experience, ask questions, and get more information about the job.

In the pilot, the competency conversation was guided by a pre-defined set of behavioural interview questions (linked directly to the competencies) and a rating scale for recording individual responses to competencies.

- A Practical Exercise

A practical exercise using a virtual reality simulator was created to evaluate a candidate's potential for operating machinery and ability to adapt to the work environment.

By using simulators, pre-simulators, computer-based training systems and visualizers, employers can have job applicants "test-drive" equipment in a safe and cost effective manner. It also helps to more accurately determine "gaps" in an applicant's skills or abilities, and then develop/direct training to address the gaps.

Who conducts the assessment?

A competency-based hiring assessment is best conducted by an individual (an assessor) who is a job expert (in the position being hired for), and who has been trained in competency-based assessment. Trained external assessors are ideal because they do not have prior knowledge of the candidates.

The assessor's role is generally to plan and conduct the assessment, review and evaluate evidence, maintain records and give feedback, recommend or make the hiring decision, and contribute to continuous improvement of the assessment process. Depending on the size of the company, some of these functions may be done by others.

The ability to create a positive rapport with the candidate being assessed is critical. It helps put the candidate at ease and increases the likelihood they will reveal and discuss past work related experiences or situations which demonstrate they have the competencies required for the position. Assessors must be intimately familiar with the requirements and competencies listed

in the Position Description so they are able to match the information gathered from the candidate against the specific requirements and competencies.

In the pilot of the underground miner Toolkit, the assessor was an experienced underground miner. This individual participated in a three day session where he received training on competency-based assessment and behavioural interviewing techniques prior to conducting the assessments. By the end of the three days, the assessor had conducted a total of 4 assessments. One additional assessment was completed a few weeks later.

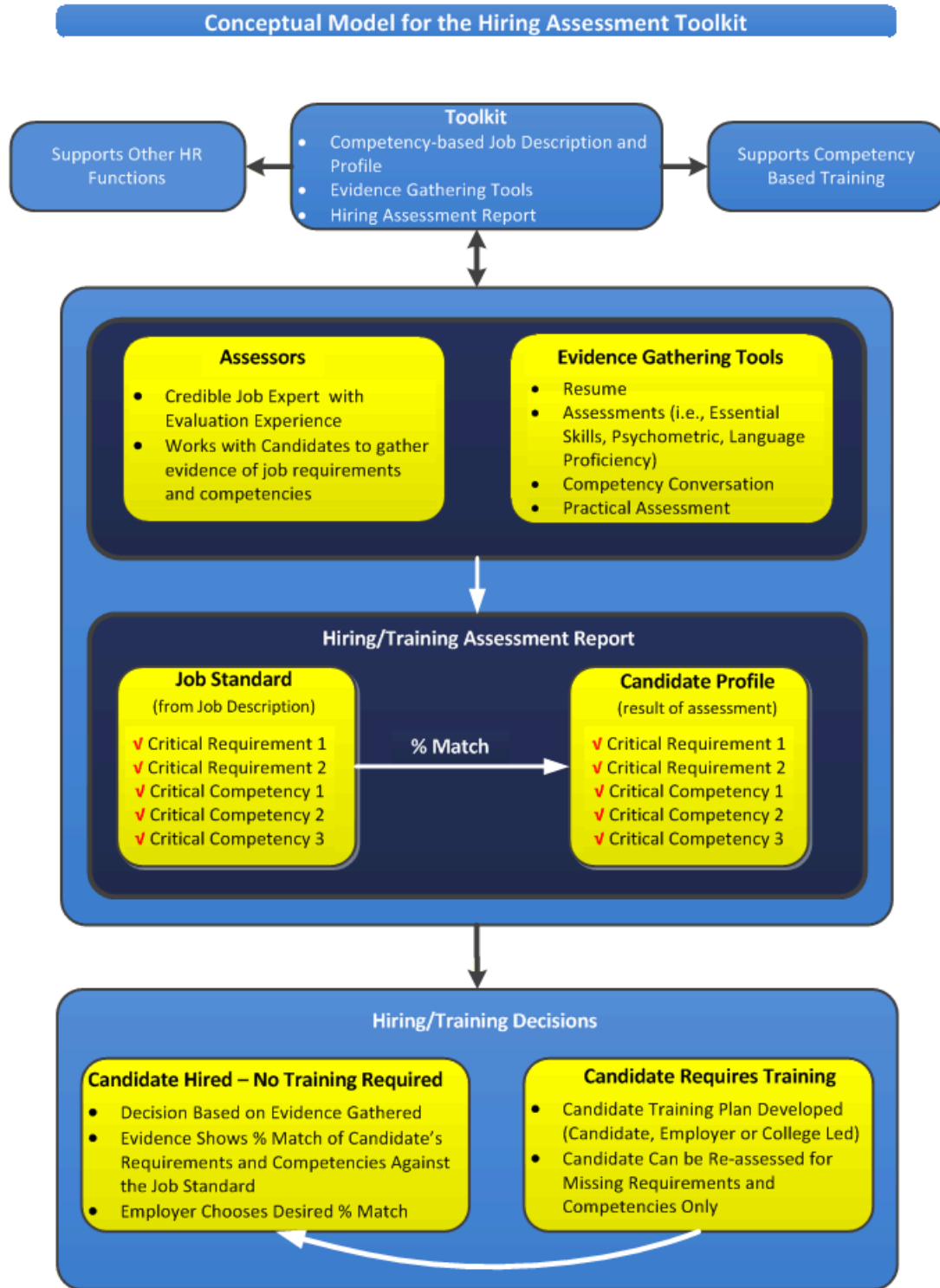
What is evidence?

Evidence is information gathered from the candidate, which when matched to the position requirements and competencies, provides proof that the candidate can effectively carry out the day-to-day duties and responsibilities of the position that they are being hired for, consistently and over time. The latter two elements—consistently and over time—are important. In order to be considered valid, evidence should be:

- Relevant to the candidate’s current skills and knowledge
- Sufficient enough to show the candidate can do all aspects of the duties and responsibilities of the position
- Related to the position requirements and competencies
- Authentic – it must be the candidate’s own evidence

Evidence can include things such as work records, employer references, answers to oral or written questions, and photos or videos of the candidate operating a piece of equipment or using a tool. It may also include observing the candidate, as they follow a process, such as starting and shutting down equipment, installing ventilation, drilling and installing rock bolts, etc.

Figure 4: Conceptual Model for the Hiring Assessment Toolkit



Conducting Your Own Hiring Assessment

This section of the Guide is for employers interested in integrating competency based assessment with their existing hiring processes. Here you will find information and tips about using the tools in the Toolkit with new Canadians and immigrants for positions in underground mining.

Being an early adopter has its challenges, including the need to work with tools not yet in their final form and having to figure things out more on your own. The good news is you don't have to do everything all at once nor must you have an immediate hiring need. In addition, help is available.

The advantages of being an early adopter are:

- you can get familiar with using the tools and processes now, which could save you significant time and money before the next hiring crunch arrives
- it will be easier to adapt the new versions of the Toolkit when they become available
- you will have the edge over other employers.

Research shows that using a competency based approach for hiring increases the ability to hire workers faster, less expensively, and retain them longer.

Northern Lights College (NLC) is continuing work on the Toolkit--applying it with more new Canadians and immigrants, with workers from other labour pools, and other industries. The College can you to use competency-based assessment within your company, to support hiring as well as other human resource functions. Click here for [NLC contact information](#).

Outlined in the following pages are suggestions about:

- [Preparing to hire](#) so that you will know when you find the right candidate
- [Recruiting and informing applicants](#) about the position you are hiring for in a way that helps them to evaluate whether they are qualified for the job before applying
- [Conducting the hiring assessment](#) in a fair and respectful manner that encourages the candidate to provide evidence that they have the necessary requirements and competencies for the position
- [Making the hiring decision](#) by comparing the position standard (a weighted checklist) of the position requirements and competencies against those demonstrated by the candidate
- [Communicating results and feedback](#) to the candidate that is useful, particularly if the assessment shows the candidate what position requirements or competencies may be missing

Preparing to Hire

There are three main steps in preparing to conduct an assessment for a new hire.

1. Create the core documents required for the hiring assessment
2. Select the assessment tools
3. Create the process for conducting the hiring assessment

1. *Create the core documents required for the hiring assessment: the Position Description, Position Competency Profile, Position Posting, and Interview Guide.* Templates and samples of these documents can be found [here](#).

The first step in preparing to hire is to make sure you understand the requirements of the position that you are hiring for. What are the duties and responsibilities of the position? Are there tools and equipment that must be used when working in the position? What are the working conditions? Once these questions are answered you then need to identify the specific skills, knowledge, and abilities (competencies) that a worker requires in order to successfully carry out the duties and responsibilities of the position.

When using a competency based approach to hiring, understanding and capturing the position requirements and competencies in a thorough and detailed position description and a position competency profile is critical. These documents define what you are looking for in candidates, in a way that can be observed and measured. When gathered through the hiring assessment, these observations and measurements are the evidence on which to base the hiring decision. They help you to know when you have found a candidate who can do the job you are hiring for.

The Position Description, Competency Profile, and Position Posting Templates and Samples provided [here](#) are from the Toolkit for Underground Miners. You can use them to create customized documents for your company.

The position description is the foundation document. It is primarily an internal company document that includes all information relevant to the position, e.g., the rationale for the position, duties, compensation and benefits, education and work experience requirements, competencies, responsibilities, etc.

Information in the position description should be written in plain language and in a sufficient level of detail so that it is easy to read and understand the day-to-day duties of the position and how those duties are carried out.

A sub-set of this document is used in the hiring process, to convey relevant and critical information about the position to candidates.

The Position Competency Profile lists all of the competencies, general and technical, required for the position. This document is used internally (by company managers and employees) and externally (by candidates applying for the position) to understand the expected behaviours (competencies) required to function effectively in the position.

The position posting is a short document that conveys to potential applicants that you are hiring for a specific position. The Position Posting should be short, yet provide sufficient information to generate interest from potential candidates. Remember – your Position Posting is competing against other opportunities. To attract qualified candidates, clearly define the position and indicate why a candidate should want to work for your company in particular.

2. *Select the assessment tools*

The second step in *Preparing to Hire* is to select the appropriate tools for the hiring assessment. Remember, selecting the right assessment tools is critical to being able to gather the right information on which to make a good hiring decision. Be sure to re-read the section on [What are the Tools in the Toolkit?](#)

Here are some tips:

- Identify the critical position requirements and competencies

From the Position Description and Position Competency Profile, identify which requirements and competencies are *critical* to successfully perform in the position and to work in your company. Ideally, a candidate would possess all of them; however it may not always be possible to find such a candidate. In this case, it is valuable to have identified ahead of time, what are the “must haves” and what are the “nice to haves.”

See the [Making the Hiring Decision](#) section for factors to consider when selecting a candidate who does not possess all of the position requirements.

- Select the relevant assessment tools

To select the assessment tools, consider which tools in the Toolkit are relevant to the position you are hiring for. It may not be necessary to use all of the tools. The objective is to use only the tools necessary to get the amount of evidence that will prove to you a candidate has the position requirements you have deemed critical to the position.

- Become familiar with the assessment tools

To assess candidates and judge evidence effectively, the assessor(s) must be intimately familiar not only with the position requirements and competencies, but also with the assessment tools. Each tool in the Toolkit provides information about different aspects of the skills used in carrying out the day-to-day duties and responsibilities of the position.

One of the key tools is the Competency Conversation Guide, a document which is based directly on the competency profile. It lays out questions that the assessor(s) can use to gather more information from the candidate specific to the position requirements and competencies. The objective is to help the candidate dig deep into their work history, experiences and knowledge for examples where they have applied the competencies. Use the Competency Conversation Guide Template and modify or adapt the questions to fit your company. This is particularly important when hiring new Canadians and immigrants. They may not be familiar with Canadian industry specific terms and/or processes. The assessor(s)'s role is to help them find past experiences and relate them to the Canadian context.

3. Create the process for conducting the hiring assessment

The third step in *Preparing to Hire* is to create the process that you will use to conduct the hiring assessment with candidates. **Here are some tips:**

- Decide if you will conduct the hiring assessments internally or if this will be outsourced

Conducting the hiring assessments internally is a good choice if you have the resources to do it—likely a human resources department with appropriate skills and time to plan and conduct the assessments including finding an appropriate employee to take on the role of assessor.

Another option is to outsource all or a portion of the hiring assessments. As indicated at the beginning of the section, adopting a competency based approach to hiring does not have to be done all at once; it can be done in a series of steps over time. Employers may wish to request assistance from Northern Lights College. The College can provide contacts to expertise and support for all of the activities involved in working with the Toolkit, including assistance with developing the core support documents (position descriptions, competency profiles, and postings), providing training, and accessing the assessors trained in the pilot. Notably, the College has both facilities and expertise for handling assessments for individuals and groups of all sizes.

Regardless of whether you conduct the assessments internally or outsource part or all of them, review these additional considerations when creating your assessment process.

- Select the assessor(s)

When selecting the assessor(s), recall that the key is to have someone who is an expert in the work and position being hired for. Having experience evaluating or supervising employees is also highly desirable. Often, the supervisor or manager for the position will meet the criteria. Other choices to consider may be a fully competent employee who also functions as a trainer in the workplace or, selecting two individuals, one a job expert and the other a training or human resource professional skilled in interviewing/assessment. Assessors need to be trained in using a competency-based approach. The training should also include how to use the selected assessment tools and accurately interpret results. Be sure to review the section on [who conducts the assessment](#).

The evaluation of the pilot of the Toolkit (which included feedback from the assessors, immigrant participants and the project team) confirmed the value of training assessors. The assessors in the pilot were given three days of intensive training and hands-on practical applications using the tools and conducting assessments.



- Create a schedule for conducting the hiring assessments

How the assessments are conducted will vary depending on how many candidates there are and the number and type of tools selected. Some tools are written tests (online and/or paper-based) and you may need to provide space and/or access to a computer.

Administration of the tests with candidates should be proctored (supervised). Verify that each candidate undertaking the test is actually the person applying for the position. The proctor or supervisor need not be the assessor(s) but should be someone who is trustworthy and can be relied upon to follow your instructions. Some tests require accredited proctors.

For the Competency Conversation, a rule of thumb is to allow 8 minutes per competency to collect relevant information from the candidate. Assessors in the pilot felt that at least 2 hours was required for in-depth discussion. Remember that the competency conversation is the place where you have the chance to talk back and forth with the candidate to clarify and gather evidence of the job requirements and competencies.

Recruiting and Informing Candidates

When hiring, the goal is to have a short “*time to hire*” and a low “*cost to hire*”. “*Time to hire*” is defined as the time it takes to find the right candidate for the position, e.g., the timeframe that meets your need. “*Cost to hire*” is defined as all of the costs incurred to find and hire the right candidate, e.g., advertising, tests, consultant help, etc.

A process that recruits and informs new Canadian and immigrant candidates about the position being hired for in a way that helps them determine if they are qualified for the position *prior* to submitting an application, will save you time and money. ***Here are some tips:***

- Do as much online as possible, preferably on your company’s web site
- Post the Position Posting on your web site and send it to immigrant service providers as well as specialty job placement agencies.

These agencies are in communities throughout BC and have large networks to immigrant talent; some have job boards and offer job posting services. Examples include: Immigrant Services Society of BC, Back in Motion, WorkBC Employment Centres, SUCCESS. To contact these and other immigrant agencies, check the Immigrant Employment Council of BC’s web site at <http://iecbc.ca/employer-resources/find-talent/places-to-advertise>.

- Provide a link from the Position Posting to a section of your web site that details your hiring process

Information in this section should indicate what the hiring process involves, e.g., submission of a resume, cover letters, writing of any tests, being interviewed, how candidates should prepare themselves, and how the hiring decision will be made. Be specific and detailed. The more information provided, the better candidates will be able to judge if they should apply for the position. This will help to reduce the number of applications from unqualified candidates. See [About Our Hiring Process](#) to see suggested text for this section.

- Provide a link from the Preparing for Hiring section to the section of your web site where candidates can apply for the position

The application process should be simple and focused on gathering evidence from candidates.

- Don't screen out candidates too early or quickly

The reality is that with new Canadians and immigrants, there are a lot of candidates, who with a minimal amount of orientation or training will make very good employees. The investment in orientation and/or training may well be significantly less than the cost of continuing your search and operating with a vacant position. Instead of asking for Canadian work experience or a specific amount of experience in the position, use a competency-based approach and ask for competencies—a language that lets you describe the behaviours needed in the position. Think of competencies as a common language between employers and potential employees, regardless of where credentials and work experience come from.

Assessors in the pilot of the Toolkit noted that most of the candidates they interviewed had strong to very strong transferable skills that they would not have discovered without delving deeper into a candidate's background through the competency conversation. The competency-based approach requires that candidates have the opportunity to provide evidence, ideally from more than one source, that they have the requirements and competencies to do the job. As indicated earlier, the objective is to help the candidate dig deep into their work history, experiences and knowledge for examples where they have applied the competencies. Screening a candidate out before they have a chance to do this means you could miss someone who might be a great hire.

When you do screen someone out, be sure to ask why. What job requirements and competencies are they missing? Has the candidate been given the opportunity to provide evidence of the missing item(s)?

Conducting the Hiring Assessments

Stages in the Hiring Assessment

There are five stages in a hiring assessment.

1. Desktop analysis of resumes and other documents submitted in the application
2. Written and/or oral questioning from tests
3. Competency conversation
4. Practical assessment
5. Documentation

Collecting Evidence

Conducting a hiring assessment is really about collecting evidence from the candidate. Be sure to read the section on [what is evidence](#) so you are familiar with the types of evidence and what constitutes as valid evidence. Evidence is collected at each stage of the assessment.

Stage 1: Desktop analysis of resumes and other documents submitted in the application

In this stage, the assessor looks for evidence of the position requirements and competencies from the candidate's resume and any other documents submitted with the application. This could include:

- Certificates of completion of formal training
- Identifying skills, knowledge, and abilities from formal and informal training and work experience, and mapping them to the position requirements and competencies
- Identifying transferable skills, knowledge and abilities from other industry sectors or work experience
- Assessing the scope, level and increase in responsibilities and authority over the candidate's work history

Stage 2: Written and/or oral questions from tests

In this stage, the assessor reviews the results of any written and/or oral tests, noting relevant implications for the position requirements and competencies. Remember that the tests here are for language proficiency, essential workplace skills, and other psychometric attributes. The tests themselves should not confirm or eliminate a candidate from consideration. Results from tests are one form of evidence and must be considered in conjunction with other forms of evidence collected in the other stages.

With new Canadians and immigrants, this is often an area where a minimal investment in candidates can relatively easily take place, and where options for overcoming a gap can be explored.

Stage 3: Competency conversation

In this stage, the assessor(s) meets with the candidate to discuss the evidence collected from the previous stages and solicits additional evidence for position requirements and competencies that are not yet fully supported. Use the Competency Conversation Guide to prepare for and record the results of this important conversation.



Stage 4: Practical assessment

In this stage, a practical assessment activity may be undertaken to enable the candidate to demonstrate their skills first hand or to see how the candidate functions in the work environment. The activity may be conducted in the workplace or at another venue such as a college by using a simulator.

The candidate will demonstrate their skills and knowledge by undertaking the practical activity. The assessor(s) observe the candidate during the activity and record their

observations. The activity should be conducted in a manner that as closely as possible, resembles a day-to-day situation or problem encountered on the job. During the practical assessment, the candidate and the assessor(s) should interact in a manner similar to what would normally occur in the workplace (i.e. mimicking a worker/supervisor relationship).

Stage 5: Documentation

Record the evidence gathered for each position requirement and competency and from each stage of the assessment. Use the Hiring Assessment Report to capture this information.

Accurate and detailed record keeping is critical to completing a high quality assessment and for making an informed hiring decision. Records should include the evidence cited for each requirement and competency, any areas of concern, and identify where the candidate was unable to provide sufficient evidence of a requirement or competency.

Information provided in the Hiring Assessment Report will be used in making the hiring decision and as a basis for communicating the assessment result and feedback to the candidate.



Making the Hiring Decision

All of the evidence collected about a candidate is summarized in the Hiring Assessment Report. The report is like a checklist—it lists the position requirements and competencies identified during your preparations and provides a profile of the candidate when their competencies are compared against them.

Making the hiring decision involves:

- Identifying any issues with how the evidence was collected
- Examining and evaluating the evidence collected
- Determining the desired match between the position requirements and competencies and that of the candidate's
- Judging whether the desired match has been demonstrated
- Considering options for training and development to address a candidate's gaps in requirements or competencies

The hiring decision needs to be reasonable and sound. To do this, ensure that the evidence submitted by the candidate and collected during the assessment is:

- Related to the position requirements and competencies
- Demonstrated skills, knowledge, and abilities
- Valid, sufficient, current, and authentic
- As complete as possible

Be careful about drawing a conclusion or making an assumption based on a single piece of evidence. For example, a candidate's overall score on one test is not sufficient evidence to determine whether the candidate has achieved a competency.

The desired match between the position requirements and competencies and the candidate's may vary depending on a number of factors. For example, in a tight labour market there may not be any candidates that are a complete (100%) match with the desired profile. Alternative, a candidate may be a very good fit in personality and attitude, but lack a key requirement or competency.

Where a desirable candidate is missing a requirement or competencies, consider the following:

- What are the options available for training—formal or informal—to address the gap?
- Is the candidate willing to do what may be required to address the gap?
- What are the implications (cost, time, operational, etc.) of hiring a candidate with a gap where the gap can be addressed within a specific timeframe?

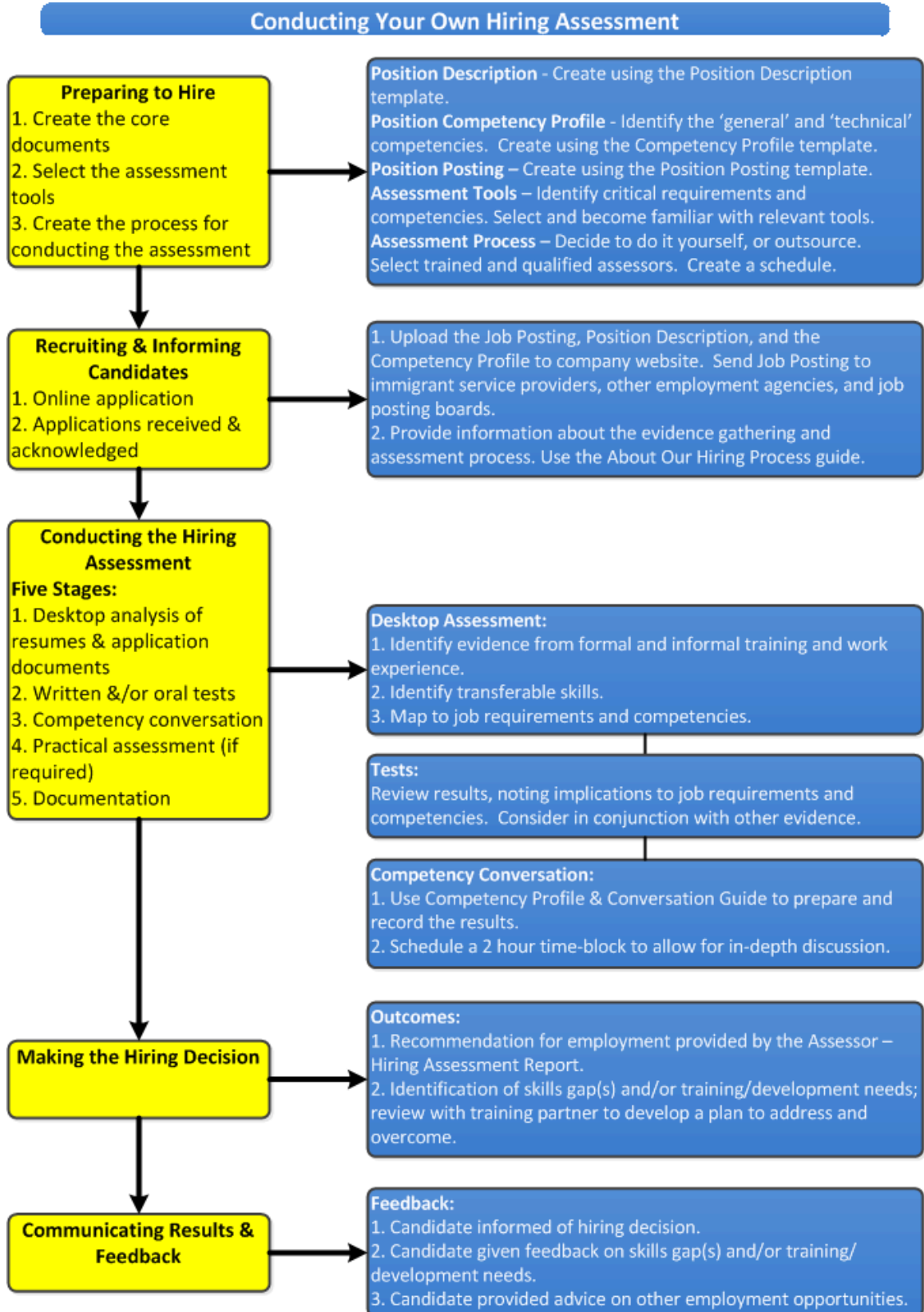
Partnering with a relevant post-secondary educational institution can help in making these types of decisions. An instructor can review the hiring assessment report and provide advice about the type of training required and where to get it.

Communicating Results and Feedback to the Candidate

Obviously, communicating the decision to hire or not hire a candidate is a normal part of any hiring process. The Hiring Assessment Report gives you a basis for communicating much more than just a yes/no decision. It provides a robust foundation for discussing other employment or future options, particularly for those who are a very close fit.

Providing information to the candidate about the specific position requirements and competencies they are missing can help both of you. It gives the candidate valuable information about how they can develop themselves to become a closer match with what you are looking for. This may be useful to you in the future, should circumstances change within your company. This could provide employers with a stream of qualified candidates over a known period of time. It also allows the candidate to seek work elsewhere in your industry.

Figure 5: Summary Process Map for Conducting Your Own Hiring Assessment



Templates and Samples

Click on the following links to go to a template or see a sample that will help you with designing and conducting your own hiring process.

Cost of Turnover Calculator	About Our Hiring Process
Position Description Template	Position Description Sample
Position Competency Profile Template	
Position Posting Template	Position Posting Sample
Competency Conversation Guide Sample	
Hiring Assessment Report Template	Hiring Assessment Report Sample

ROI : COMPETENCY BASED HIRING ASSESSMENT TO REDUCE TURNOVER COSTS		
<p>Unnecessary turnover is a great expense for employers - Use the tool below to determine what your turnover costs are. Then see how a competency based hiring assessment will reduce these costs. HR practices impact the bottom line - they enable you to attract, select, hire, and retain the right people.</p>		
STEP 1 - Enter costs associated with replacing an employee who leaves the organization		
Employee Costs		
Annual base salary of departing employee		Enter salary
Annual benefits cost	\$0.00	(Estimated at 10% of base salary)
Monthly salary + benefits	\$0.00	
Daily salary + benefits	\$0.00	(Based on 230 working days)
HR Staff Time Associated with Separation Costs		
Annual salary of HR		Enter salary
Hourly rate of HR	\$0.00	(Based on 230 working days & 10% fringe benefit rate)
Time to process separation (e.g., update files, complete exit interview)		Enter number of hours
Other separation costs (e.g., severance pay, outstanding holidays)		Enter costs
Total separation costs	\$0.00	
Recruitment, Selection and Hiring Costs		
Annual salary of HR/Hiring manager		Enter salary
Hourly rate of HR/Hiring manager	\$0.00	
Time spent on hiring (e.g., screening resumes, conducting interviews)		Enter number of hours
Selection costs (e.g., job advertising, background check, outsourcing fees) for process		Enter cost in dollars
Total cost to fill a vacant position	\$0.00	

COST OF TURNOVER CALCULATOR

Orientation and Formal Training Costs		
Annual salary of Trainer/Manager		Enter salary
Daily rate of Trainer/Manager	\$0.00	(Based on 230 working days & 10% fringe benefit rate)
Total training hours		Enter number of hours
Total on-boarding and orientation cost	\$0.00	
Productivity losses as new employee come up to speed		
Daily employee cost (salary + benefits)	\$0.00	
Number of working days before new employees are fully effective		Enter number of days
Cost of productivity ramp up	\$0.00	(Based on 50% rate of productivity)
Estimated turnover cost per employee	\$0.00	
STEP 2 - Establish your turnover rate and calculate the ROI from implementing competency based hiring assessments		
Number of employees in the department/section		Enter number of employees in the department /section
Current annual turnover rate		Enter current annual turnover rate for this department/section
Estimated current turnover cost	\$0.00	
Turnover rate after implementing competency based hiring assessments	0%	Research indicates that you can significantly reduce 'bad hire' rate by clearly defining competencies required for successful performance and using well designed assessment tools. We are assuming a minimum 30% reduction in 'bad hires' with a competency based hiring assessment.
Turnover cost savings	\$0.00	

About Our Hiring Process

DOCUMENT TITLE	How to Prepare for Our Hiring Process
COMPANY / DIVISION	[Insert department or team the position belongs to]
DOCUMENT IDENTIFIER	00000-000-00
APPROVED ON	[Insert the date (Month & Year) when this position description was formally approved]
REVIEWED ON	[Insert the date(s) when this position description was reviewed, but not changed]

ABOUT OUR HIRING PROCESS

Candidates selected, and who agree to proceed through our hiring process will be required to undergo an assessment designed to identify the match between your skills, knowledge, and abilities and those required by the position and the work environment. Our goal is to hire individuals who will assist our company in meeting or exceeding our business objectives, and who we can assist in meeting or exceeding their career aspirations.

You will be assessed by an experienced underground miner who is also trained in assessment. This will involve your completing a combination of tests, exercises (written and oral), and an interview which enable you to demonstrate your ability to perform tasks and function as an underground miner, using English as the primary language of communication.

Please review the information in the position posting and the attached Position Competency Profile carefully. The Position Competency Profile provides detailed information about the competencies required to successfully perform in the position of an underground miner and the work environment.

Identify the position requirements and competencies in the position posting that you feel you already possess. Be prepared to discuss examples of situations where you have demonstrated these requirements and competencies. If you have them, bring documents, photos, videos, etc. that support your ability to demonstrate you possess the requirements and competencies.

If applicable, bring copies of relevant education and/or training credentials that you have obtained.

Position Description Template

POSITION	[POSITION TITLE]
DEPARTMENT / TEAM	[Insert department or team the position belongs to]
SUPERVISOR / MANAGER	[Insert position title of Supervisor/Manager]
DIRECT REPORTS	[Insert position title of direct reports]
POSITION IDENTIFIER	[Insert the document control number]
APPROVED ON	[Insert the date (Month & Year) when this position description was formally approved]
REVIEWED ON	[Insert the date(s) when this position description was reviewed, but not changed]

POSITION PURPOSE

State the nature of the position, why it exists, and how it helps the organization (business unit, department) achieve its strategic and tactical goals. Suggestion: Use short sentences; bullet form.

REMUNERATION AND BENEFITS

List the remuneration and benefits available for the position. Suggestions: Include hourly wage rate. List the key elements of the base benefits package. Outline eligibility for company incentive plans and performance bonuses. Outline eligibility for communications, transportation and/or travel allowances provided by the company.

COMPETENCIES (SKILLS, KNOWLEDGE AND ABILITIES)**General Competencies**

List and provide a short description of the general competencies required to successfully perform the day-to-day responsibilities and duties of the position. Suggestions: Keep the list to a maximum of 8 – 10 key competencies. List the general competencies in order of relative importance, or in alphabetical order; be sure to specify how the competencies have been ordered, e.g., relative importance or alphabetically.

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Technical Competencies

List and provide a short description of the technical competencies required to successfully perform the day-to-day responsibilities and duties of the position. Suggestions: Keep the list to a maximum of 8 – 10 key competencies. List the technical competencies in order of relative importance, or in alphabetical order; be sure to specify how the competencies have been ordered, e.g., relative importance or alphabetically.

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REQUIRED EDUCATION AND WORK EXPERIENCE

Education and/or credentials required:

List the education and any specific credentials and/or certificates required to successfully perform the day-to-day responsibilities and duties of the position.

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-
-

Education and/or credentials recommended but not required:

List the education and any specific credentials and/or certificates recommended to successfully perform the day-to-day responsibilities and duties of the position.

-
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-

Work experience recommended but not required:

List the work experience recommended to successfully perform the day-to-day responsibilities and duties of the position.

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-
-

EQUIPMENT OPERATED

Personal Protective Equipment (PPE)

List all personal protective safety equipment normally required to successfully perform the day-to-day responsibilities and duties of the position.

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-

General and position specific safety equipment

List the general or position specific safety equipment normally required to successfully perform the day-to-day responsibilities and duties of the position.

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Communication equipment

List any communications equipment normally required to successfully perform the day-to-day responsibilities and duties of the position.

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Work specific tools, machinery and equipment

List all major tools and equipment normally required to successfully perform the day-to-day responsibilities and duties of the position.

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WORK ENVIRONMENT

List the normal and any special working conditions for the position. Suggestion: include physical abilities, pace of work, general working conditions (level of physical work, the work environment, noise, weather, shift work, working indoors/outdoors, traveling), overtime, callouts, etc.

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KEY RESPONSIBILITIES

List and provide a short description of the key responsibilities of the position. Suggestions: Keep the list to a maximum of 20 responsibilities. Suggestions: List in order of relative importance or priority. Use headings and give examples, where appropriate, of the types of activities carried out.

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Position Description Sample

POSITION	UNDERGROUND MINER
DEPARTMENT/TEAM	Production
SUPERVISOR / MANAGER	Shift Supervisor
DIRECT REPORTS	None
POSITION IDENTIFIER	0000-00-000
APPROVED ON	October 2013
REVIEWED ON	March 2014

POSITION PURPOSE

Perform duties to extract minerals (coal and ore) from underground mining operations.

Construct tunnels, shafts to facilitate mining operations, drifts, ramps, and raises.

Operate heavy equipment to transport people, equipment, and materials throughout the mine.

REMUNERATION AND BENEFITS

Hourly Wage Rate

Base Benefit Package

Bonus and Incentive Eligibility

Communications, Transportation & Travel Allowances Eligibility

COMPETENCIES (SKILLS, KNOWLEDGE AND ABILITIES)**General Competencies (Listed alphabetically)**

- Adaptability – Works effectively alone and with co-workers from diverse cultures, in ambiguous or changing situations.
- Attention to detail – Works in a conscientious, consistent, and thorough manner.
- Concern for safety – Maximizes safety at work.
- Interactive Communication – Listens to others and communicates clearly.
- Problem Solving – Identifies problems and the solutions to them.
- Quality Focus – Produces output that meets the quality standard set by the organization and takes action to solve or notify variations to quality.
- Resilience – Remains energized and focused in the face of ambiguity, change or strenuous demands.

- Team work – Work collaboratively with others to achieve team and organizational goals.
- Work ethics and values – Demonstrates and supports the organization’s ethics and values.
- Writing Skills – Communicates ideas and information in writing so that it is understood and has the desired impact.
- Work ethics and values – Demonstrates and supports the organization’s ethics and values.

Technical Competencies (Listed alphabetically)

- Blast rock – Uses explosives and other methods to break rock.
- Conduct conveyor operations – Moves materials via the extractive process to control flow of ore or coal in underground mines.
- Drill rock – Drills holes for blasting and installation of ground support.
- Extend electrical and communication lines – Extends to provide communication to underground work areas.
- Install and maintain air, water and drain lines – Installs and maintain air, water and drain lines to ensure area is drained and ready for mining.
- Install and maintain ventilation systems – Installs and maintains ventilation systems to ensure area is properly ventilated.
- Install ground support – Installs ground support to insure safety and to prevent major ground failure.
- Install staging – Inspects and constructs wooden, steel, or mechanical staging.
- Manage haulage ways – Maintains haulage ways.
- Muck – Loads and transports ore and waste as directed.
- Operate cage- Operates cage.
- Operate heavy equipment – Operates heavy equipment.
- Operate rock breaker – Removes oversize rocks.
- Operate skip – conducts skip operation.
- Perform track haulage -- Maintains haulage roads.
- Prepare to go underground – Prior to going underground, takes all necessary actions to be knowledgeable of the underground layout and all safety and emergency procedures. Wears required personal protective equipment (PPE).
- Respond to mine emergencies – Responds to emergencies in compliance with workplace emergency procedures.
- Scale loose rock – Scales loose rock throughout the mine.
- Use and operate hand or power tools – Selects and uses hand or power tools to perform mining tasks.
- Use communication signals and devices – Uses communication signals and devices to communicate with others.

REQUIRED EDUCATION AND WORK EXPERIENCE

Education and/or credentials required:

- N/A
- N/A

Education and/or credentials recommended but not required:

- Secondary school completion (Grade 12)
- Valid Driver's License (Class 5)
- Workplace Hazardous Materials Information System (WHMIS)
- BC Blasting License
- Mine Training
- Mine Rescue
- Fall Arrest
- First aid

Work experience recommended but not required:

- Underground mining or mining
- Resource industry
- Trades occupations
- Industry maintenance
- Operating heavy equipment

EQUIPMENT OPERATED**Personal Protective Equipment (PPE)**

- Hard hat
- Safety boots approved by organization
- Self rescuer
- Cap lamp
- Safety glasses or goggles
- Reflective coveralls
- Safety belt

General and position specific safety equipment

- Fire extinguisher

Communication equipment

- Two-way radio
- Telephone
- Shaft signals
- Femco phone (2 way phone along conveyor belts)

Heavy equipment including:

- Roof and rib support equipment for soft rock mining
- Underground back and wall equipment for hard rock mining
- Underground loading and ground support machines such as:
 - Hoisting engines equipped with cable-drawn scraper or scoop (Slusher)
 - Continuous miner (with and without roof bolting capability)
 - Coal haulage equipment

- Scooptram
- Mucking machine
- Long-wall shearer
- Crew transport
- Roof bolter
- Haul truck
- Jackleg
- Stopper

WORK ENVIRONMENT

Work is carried out underground. It involves working in conditions that may be damp, wet, cold or hot, as well as noisy and dusty.

The work is physically demanding and requires manual dexterity with good hand eye coordination. You may be required to sit, stand, bend, crouch, kneel and/or walk for extended periods of time in the conditions referred to above.

The work is fast paced and often requires meeting tight deadlines.

KEY RESPONSIBILITIES

Arrive for work shift on time and prepared to work underground.

Work safely, maintaining safety of self and others at all times, following organization work safety practices and procedures, and complying with BC Occupational Health and Safety Regulations.

Communicate effectively with other workers and equipment using hand, cap light or audible signals and communication devices as specified by the organization.

Conduct daily routine inspection of work area, tools, equipment, and materials. Identify, record and report problems or issues. Keep work area clean and orderly. Store tools, equipment and materials according to workplace practices and procedures.

Perform all work duties, following organization policies and procedures, including:

- Scale loose rock
- Install and maintain ventilation systems
- Install and maintain air, water, and drain lines
- Extend electrical and communication lines
- Operate skip
- Operate cage
- Install staging
- Drill rock
- Install ground support
- Blast rock, Muck
- Perform track haulage
- Maintain haulage ways
- Operate heavy equipment
- Operate rock breaker
- Conduct conveyor operations

COMPANY LOGO

SAMPLE

POSITION DESCRIPTION

Participate in training

Carry out other duties as required and assigned by the shift supervisor

Carry out other duties as required and assigned by the Operations Supervisor

Position Competency Profile Template

POSITION:	UNDERGROUND MINER
DEPARTMENT / TEAM:	Production
SUPERVISOR / MANAGER	Shift Supervisor
DIRECT REPORTS	N/A
POSITION IDENTIFIER	0000-00-000
APPROVED ON	October 2013
REVIEWED ON	March 2014

INTRODUCTION

The position competency profile lists both the general and technical competencies (skills, knowledge, and abilities) required to perform successfully in the position of an underground hard rock or soft rock miner.

General competencies are those that are usually common across positions, e.g., desirable by all employees in the company. Technical competencies are generally specific to a position or family of positions within the company. The technical competencies provided here are from the Mining Industry Human Resource Council's National Occupational Standards for Underground Miners. Minor modifications have been made based on the job analysis conducted by the project team and informed by BC mining employers. You can use these competencies and modify them to fit your company.

Although a certain amount of customization for the position may be necessary, maintaining consistency of competencies across positions is important to ensuring cross-training as well as lateral and upward mobility between positions. Competencies should be listed in order of priority. Specifically note if they are shown in alphabetical order.

An individual is considered to possess a competency if they are able to do all of the following:

- Demonstrate clear and unambiguous knowledge and understanding of that competency,
- Demonstrate the ability to use that competency correctly,
- Show evidence that they can apply that competency, consistently, with minimal or no guidance, in the full range of typical situations for the position.

A Glossary of Terms is provided at the end of this document.

GENERAL COMPETENCIES***Listed Alphabetically***

Competency	Adaptability
Definition	Works effectively alone and with co-workers from diverse cultures, in ambiguous or changing situations.
What to look for	<p>Adapts to the situation</p> <ul style="list-style-type: none"> • Changes own behaviour or approach to suit the situation. • Flexibly applies rules or procedures, while remaining guided by the organization's values. • Adapts behaviour to perform effectively under changing or unclear conditions.

Competency	Attention to detail
Definition	Works in a conscientious, consistent and thorough manner
What to look for	<p>Demonstrates concern for thoroughness and accuracy</p> <ul style="list-style-type: none"> • Identifies multiple sources/approaches of information to ensure that details are addressed. • Reviews the work of others for accuracy and thoroughness. • Follows up to ensure tasks are completed and commitments are met by others. • Verifies that work has been done according to procedures and standards.

Competency	Concern for safety
Definition	Maximizes safety at work.
What to look for	<ul style="list-style-type: none"> • Creates a safe working environment for self and others. • Identifies hazardous or potentially hazardous situations. • Takes appropriate action to maintain a safe environment for self and others. • Recommends improved safety procedures. • Identifies types and applications of safety signs and/or warning and traffic lights. • Posts or installs safety sign/lights, signs according to government regulations and company policies. • Maintains awareness of locations of other workers and equipment at all times. • Follows workplace safety policies and procedures. • Adheres to BC Occupational and Health Regulations. • Participates in workplace safety and health management activities.

Competency	Interactive communication
Definition	Listens to others and communicates clearly.
What to look for	<ul style="list-style-type: none"> • Foster two-way communication • Recalls others' main points and takes them into account in own communication. • Checks own understanding of others' communication (e.g., paraphrases, asks questions). • Elicits comments or feedback on what has been said. • Maintains continuous, open and consistent communication with others.

Competency	Problem Solving
Definition	Identifies problems and the solutions to them.
What to look for	<ul style="list-style-type: none"> • Solves standard problems. • Identifies standard problems based on a range of factors. • Identifies alternate solutions, considering applicable precedents. • Identifies optimal solutions based on weighing the advantages and disadvantages of alternative approaches. • After implementation, evaluates the effectiveness and efficiency of solutions.

Competency	Quality Focus
Definition	Produces output that meets the quality standard set by the organization and take action to solve or notify variations to quality.
What to look for	<ul style="list-style-type: none"> • Exceeds quality standards set by organization. • Is fully aware of quality standards set by the organization. • Follows the policies and procedures for quality set by the organization. • Works at a level that consistently meets and often exceeds quality standards set by the organization.

Competency	Resilience
Definition	Remains energized and focused in the face of ambiguity, change or strenuous demands.
What to look for	<ul style="list-style-type: none"> • Adapts to ongoing, or regular strenuous work demands. • Remains effective and retains perspective in the face of difficult or demanding situations (pervasive ambiguity, frequent change, high workloads). • Views disruptions as challenges rather than threats. • Adjusts personal coping mechanisms to deal with disruptions.

Competency	Teamwork
Definition	Works collaboratively with others to achieve team goals and organizational goals.
What to look for	<ul style="list-style-type: none"> • Proactively assists and involves others. • Initiates collaboration with others. • Assumes additional responsibilities to facilitate the achievement of team goals. • Seeks input from other team members on matters that affect them.

Competency	Work Ethics And Values
Definition	Demonstrates and supports the organization's ethics and values.
What to look for	<ul style="list-style-type: none"> • Demonstrates the organization's ethics and values • Treats others fairly and respectfully. • Regularly arrives at work on time for shift assigned with appropriate personal protective equipment (PPE). • Notifies supervisor in advance, or as soon as possible, if unable to meet work schedule commitments. • Makes decisions that reflect the organization's ethics and values, even in the absence of popular support. • Takes responsibility for own work, including ownership of problems and issues. • Avoids conflicts of interest.

Competency	Writing Skills
Definition	Communicates ideas and information in writing so that it is understood and has the desired impact.
What to look for	<ul style="list-style-type: none"> • Conveys basic information • Writes brief, factual material (e.g., notes; email; standard letters). • Writes clearly, using correct grammar, spelling and punctuation. • Communicates respectfully (e.g., factually and without potentially biased or negative emotion).

TECHNICAL COMPETENCIES***Listed Alphabetically***

Competency	Prepare to Go Underground
Definition	Prior to going underground, takes all necessary actions to be knowledgeable of the underground layout and all safety and emergency procedures. Wears required personal protective equipment (PPE).
What to look for	<ul style="list-style-type: none"> • Demonstrates knowledge of emergency procedures, emergency response plan, notification plan and evacuation plan. • Reads and interprets mine maps/prints, including ventilation system, escape routes, location of firefighting equipment. • Demonstrates knowledge of ventilation flow. • Uses and responds to communication devices. • Locates travel route of underground emergency stations including shaft stations, fire and ventilation doors, first aid stations, refuge stations, material storage areas, battery charging stations, explosive storage areas and hazard areas. • Checks in and indicates work location (Tags in). • Uses required personal protective equipment (PPE).

Competency	Respond to Mine Emergencies
Definition	Makes recommendations to optimize a safe and healthy environment. Follows and applies workplace health and safety policies, practices, and procedures during normal and emergency operation and different maintenance activities.
What to look for	<ul style="list-style-type: none"> • Assesses need for evacuation. • Determines safest escape route. • Evacuates if required. • Determines safest evacuation area. • Builds barricades in safe areas. • Uses fire extinguishers. • Uses mine communications system. • Inspects ventilation systems.

Competency	Use and Operate Hand or Power Tools
Definition	Selects and uses hand or power tools to perform mining tasks.
What to look for	<ul style="list-style-type: none"> • Selects tools appropriate to the task and materials to be used. • Assembles, adjusts, and uses tools following manufacturer's recommendations • Prior to using tools on equipment, lock out equipment for repair and maintenance. • Identifies, tags out, and reports in log book defective, broken or damaged tools. • Cleans and stores tools following workplace practices and procedures.

Competency	Use Communications Signals and Devices
Definition	Uses communication signals and devices to communicate with others.
What to look for	<ul style="list-style-type: none"> • Understands and obeys signage including traffic signs, safety signs, workplace hazardous materials information system (WHIMIS) labels, electrical safety signs. • Uses hand, caps light or audible signals for specific tasks. • Operates communication devices including two-way radio, bells and whistles and telephone in accordance to company policies and procedures.

Competency	Blast Rock
Definition	Uses explosives and other methods to break rock.
What to look for	<ul style="list-style-type: none"> • Selects explosives and blasting agents. • Selects detonators. • Transports explosives. • Checks and cleans drilled holes. • Operates explosive loaders. • Dismantles, moves and stores explosive loading equipment. • Conducts guarding and blasting. • Uses explosives and other methods to break rock and oversize muck.

Competency	Conduct Conveyor Operations
Definition	Moves materials via a conveyor system in the extractive process to control the flow of ore or coal in underground mine.
What to look for	<ul style="list-style-type: none"> • Plans for conveyor operations. • Operates conveyor. • Conveys material. • Carries out operator maintenance. • Shuts down conveyor system.

Competency	Drill Rock
Definition	Drills and installs rock bolts.
What to look for	<ul style="list-style-type: none"> • Prepares face for drilling. • Sets up drills. • Performs drill operations. • Dismantles drills.

Competency	Extend Electrical and Communication Lines
Definition	Extends electrical and communication lines to provide communication to underground mining equipment.
What to look for	<ul style="list-style-type: none"> • Plans and prepares to extend electrical and communication lines. • Conducts housekeeping duties.

Competency	Install And Maintain Air, Water And Drain Lines
Definition	Installs and maintains air, water and drain lines to ensure area is prepared for mining.
What to look for	<ul style="list-style-type: none"> • Plans and prepares to install air, water and drain lines. • Installs air, water and drain lines. • Inspects and maintains air, water, and drain lines. • Conducts housekeeping activities.

Competency	Install And Maintain Ventilation Systems
Definition	Installs and maintains ventilation system to ensure area is ventilated.
What to look for	<ul style="list-style-type: none"> • Plans and prepares to install ventilation system. • Installs ventilation system. • Inspects. • Maintains vent. • Removes vent. • Conducts housekeeping activities.

Competency	Install Ground Support
Definition	Installs area ground support to prevent ground falls and major ground failure.
What to look for	<ul style="list-style-type: none"> • Recognizes loose and/or abnormal ground conditions. • Recognizes faulty ground support. • Installs ground support. • Stores ground support equipment and material.

Competency	Install Staging
Definition	Inspects and constructs mechanical staging
What to look for	<ul style="list-style-type: none"> • Plans and prepares for staging. • Inspects and constructs wooden staging. • Inspects and installs steel staging. • Inspects and operates mechanical staging. • Removes staging.

Competency	Manage Haulage Ways
Definition	Maintains haulage ways.
What to look for	<ul style="list-style-type: none"> • Plans and prepares operations. • Grades site. • Carries out operator maintenance. • Shuts down equipment.

Competency	Muck
Definition	Efficiently moves and separates muck.
What to look for	<ul style="list-style-type: none"> • Conducts pre-operational check on equipment. • Controls dust. • Operates mucking equipment. • Prepares for and conducts remote mucking. • Manages muck pile. • Sorts rich ore from the poor rock. • Shuts down and secures mucking equipment.

Competency	Operate Cage
Definition	Operates cage.
What to look for	<ul style="list-style-type: none"> • Organizes cage operations. • Operates cage. • Transports explosives in cage. • Carries out operator maintenance.

Competency	Operate Heavy Equipment
Definition	Operates heavy equipment to load and haul coal, ore or rock.
What to look for	<ul style="list-style-type: none"> • Visually inspects and checks operating condition of equipment. • Starts and operates equipment following manufacturer's directions. • Loads and dumps material following company practices and procedures. • Shuts down equipment following manufacturer's directions and work place requirements. • Cleans and maintains equipment following manufacturer's directions and work place requirements.

Competency	Operate Rock Breaker
Definition	Removes oversize rocks.
What to look for	<ul style="list-style-type: none"> • Prepares for rock breaker operations. • Operates rock breaker. • Shuts down. • Maintains. • Stores.

Competency	Operate Skip
Definition	Conducts skip operation.
What to look for	<ul style="list-style-type: none"> • Plans and prepares to operate skip. • Operates skip. • Assists with shaft maintenance. • Conducts end-of-shift activities. • Handles materials.

Competency	Scale Loose Rock
Definition	Scales loose rock from walls and roof.
What to look for	<ul style="list-style-type: none"> • Washes down area (except for soft rock). • Recognizes loose and/or abnormal ground conditions. • Recognizes faulty ground support. • Scales loose rock from back and walls (ribs and roof in soft rock).

GLOSSARY OF TERMS

TERM	DEFINITION
Cage	A conveyance, similar to an elevator, used to transport men and equipment down a mine shaft to the desired level.
Cap light	A light that can be affixed to a hard hat and which is capable of providing brightness of at least 1500 lux at 1.2 meters from the light source for the duration of the work shift. Each person working underground is provided with a cap light.
Emergency procedures	A pre-planned, detailed set of actions to be initiated in the event of a mine emergency. Usually contained in a book located in a central meeting room along with a communications centre including emergency phone numbers, mine plans and emergency roles to be assumed by various department heads or other staff members.
Femco phone	A Loud Speaking Telephone (LST) with a self-contained, battery-powered communication unit that provides loudspeaker paging and handset party line conversation over a twisted telephone line. This type of phone is standard in mines (in particular coal mines) because it can be safely used in explosive atmospheres.
Haulage way	An underground passage way used to transport ore within or out of an underground mine.
Jackleg	An air powered hand held rock drill with a pivoting head and telescopic leg. Typically used to drill horizontal blast holes but capable of drilling at any angle.
Long wall shearer	A machine that runs along a track of various lengths to cut a thin strip of coal from a relatively flat lying coal seam. The machine resembles a large diameter rotating saw and operating on a long wall mine.
MSHA	<p>Mine Safety and Health Administration</p> <p>Most Canadian mines recognize and use MSHA designation, and use equipment manufactured to MSHA standards.</p> <p>MSHA is an agency of the United States Department of Labour which administers the provisions of the Federal Mine Safety and Health Act of 1977 (Mine Act) to enforce compliance with mandatory safety and health standards as a means to eliminate fatal accidents, to reduce the frequency and severity of nonfatal accidents, to minimize health hazards, and to promote improved safety and health conditions in the nation's mines.</p>
Rib	The wall of a coal mine.
Scaling	A procedure to remove loose rock from the work area; generally done on the back (roof) or walls (ribs) of a mine.
Scoop tram	A diesel powered, rubber tired, low profile, load haul dump unit (similar to a front end loader), used to move materials around underground.

TERM	DEFINITION
Skip	A self-dumping shaft conveyance suitable for being loaded with broken rock or ore to be hoisted out of the mine out of the mine. (It runs on a cable in a fashion similar to an elevator).
Stoper	An air powered hand held rock drill, without a pivoting head and with a telescopic leg, used primarily for drilling steep to vertical holes, installing ground support or driving raises.
Tag in / Tag out	<p>A procedure requiring the worker to place their name tag on the “tag board” before going underground. At the end of the shift, the worker must remove their tag from the tag board and give it to the supervisor who places it on an out board, signifying the worker is out of the mine and off shift.</p> <p>The tag board is visibly displayed in the area where the crew is deployed at shift start. It identifies which area of the mine the worker is assigned to work. Other information such as the worker’s job type may be included on the tag. Various categories of workers, for example mechanics or electricians may be grouped together for ease of organization on the tag board.</p> <p>The tag board is used as a final check to ensure the mine is clear for the blast and all employees are safely “out” of the mine. Leaving the mine without removing your name tag from the tag board is critical because the blast cannot be conducted until all tags are removed from the board. Only the worker named on the tag can remove their own tag.</p>
Tag out equipment	A procedure that involves attaching a tag to a piece of equipment indicating that the equipment may not be operated until it has been repaired by the appropriate mechanic(s).
Track haulage	Rail tracks used to move broken rock or ore in an underground mine.
WHIMIS	<p>Workplace Hazardous Materials Information System</p> <p>WHIMIS is a national system that provides workers with information about hazardous materials which may be used in the workplace. It is regulated under the Occupational Health and Safety Regulations.</p>

Position Posting Template

POSITION**INSERT POSTION TITLE****POSTING DATE****INSERT THE DATE THAT THIS DOCUMENT IS POSTED****COMPANY INFORMATION**

Using short sentences, briefly describe your company and the value proposition it provides to prospective workers. Suggestions: Overall size of the firm, regions or countries the company operates in, the # of employees, any awards or other forms of recognition received, areas of leadership that the company excels in.

Description:

POSITION INFORMATION

Description:

List 5-6 bullets that describe the key functions of the job. Suggestions: Create by reviewing the 'Responsibilities' section of the Position Description. Keep this to a maximum of 6 – 8 bullets.

-

Number of Positions Available:

Insert the number of positions that you are hiring for through this specific posting; and whether they are Full-Time or Part-Time (or other appropriate descriptor e.g. Shift Work)

-

Location:

State the city or town where the positions are located or near to. Note if re-location or camp living is required. Describe the benefits and incentives for prospective workers, e.g., transportation, housing, schools, and other community services.

-

Compensation

State the type of compensation package offered.

-

Reports to:

Insert the title of the direct supervisor/manager.

-

CONTACT / NEXT STEPS:

Provide the appropriate contact information where potential candidates can find and access more detailed information about the job being posted. Suggestion: Provide the URL/hyperlink to the area of your firm's website where the applicant can find the Position Description; Competency Profile. Be sure to provide information on where an applicant is to send their resume, cover letter and other required documents; as well as the steps/process the applicant should follow to apply for this position (see: How to Prepare for our Hiring Process).

Position Posting Sample

POSITION	UNDERGROUND MINER
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POSTING DATE	MARCH 12, 2014
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COMPANY INFORMATION

Our company is a fast growing underground coal mine operator specializing in the design and development of a new mine facility in northern BC with the goal of achieving full mine production in the next 12 to 18 months. We focus on safety and building long term relationships with our employees and customers.

We believe our employees are the key to successfully achieving our goal. This requires employees with the right mix of motivation, skills, and experience. We are currently recruiting individuals for full-time, permanent positions in underground coal mining.

Successful candidates must be able to meet production targets while working rotating shift work for periods of up to 11 hours.

POSITION INFORMATION

Description of Key Duties:

- Perform duties to operate the mine safely and efficiently.
- Perform duties to extract coal from underground mining operations.
- Construct tunnels, passageways and shafts to facilitate mining operations.
- Operate heavy equipment to transport people, equipment and materials throughout the mine.

Number of Positions Available:

- 2 Full-Time

Location:

- The positions available are located at our operation in the Peace River region of North Eastern British Columbia. Camp housing is provided.

Compensation

- We offer a compensation package at or above industry standards including a comprehensive benefit package.

Reports to:

- Shift Supervisor, Big Valley Mine

CONTACT / NEXT STEPS:

To determine if you are a good candidate for this position, please visit our website: www.YourCompanyName.ca/Opportunties/ to download the position description, Competency Profile and company information. Qualified candidates should submit their resume along with a cover letter via email to: HRDepartment@CompanyABC.ca.

Competency Conversation Guide Sample

Position:	<u>Underground Miner</u>
Candidate's name:	_____
Date of Competency Conversation:	_____
Interviewer's name:	_____

COMPETENCY CONVERSATION - INTRODUCTION

Procedure

1. Greet the candidate and introduce yourself, giving your name and position within the organization.
2. Confirm the job for which the candidate is being considered.
3. Explain the purpose of the competency conversation:
 - To gather specific information about the candidate's past experiences and accomplishments, particularly in the past 2 to 3 years; and
 - To help the organization make a fair and informed decision on the most qualified candidate for the job.

4. Describe the competency conversation plan:

The questions in the competency conversation guide are designed to obtain information about the candidate's experience and accomplishments that relate to the competencies that are important for success in the job to be filled.

For each question, try to obtain one or more specific examples of the candidate's experience and / or accomplishments ensuring that the candidate describes:

- The Situation or Circumstances related to the example;
- The Actions taken by the candidate to address the situation, along with the rationale for the action taken; and,
- The Results or Outcome of the candidate's actions.

Take notes on the candidate's answers during the competency conversation in order to have an accurate record of the information on the candidate's experience and accomplishments to evaluate later. Provide ample opportunity at the end of the competency conversation for the candidate to ask questions or clarify the next steps in the hiring assessment process. Noting the type and nature of the questions a candidate asks can be very helpful in assessing their knowledge and experience.

Evaluating the Competency Conversation

All of the energy and effort devoted to capturing good job-related information during the competency conversation will be lost if this information is not evaluated consistently and appropriately for all candidates. The following provides information on how to evaluate candidate information from a competency-based (behavioural) competency conversation.

1. Classify All Behavioural Examples

Each behavioural question is designed to elicit information relevant to a specific competency. However, an applicant's answer may not be limited to the specific competency.

Accordingly, the following situations may arise:

- a behaviourally-based question will be asked focusing on one competency area, but the candidate could provide a behavioural example that demonstrates a different competency
- examples will be provided that relate to more than one competency area
- examples relating to required competencies will be provided during the introduction or conclusion of the competency conversation.

Your goal is to classify (note) the behaviour example under the relevant competency. After the competency conversation, review your notes carefully, re-classifying if necessary, to ensure all relevant information is correctly captured under the appropriate competency.

Once all relevant information from the competency conversation has been reviewed and correctly classified, the assessor is in a position to more fully understand and evaluate a candidate's past behaviours as they relate to specific competencies.

2. Weigh the Behavioural Examples

The next step is to weigh each behavioural example in terms of its overall contribution to the rating for each competency. This is not simply a process of averaging all of the +'s and -'s to arrive at an overall rating. The following factors should be taken into account:

Significance: The importance of the examples in relation to the job being filled should be carefully considered. Two complete behavioural examples may be provided. One may be a good example in a very unimportant situation, and the other may be an example of poor performance in the same competency area in a very critical situation. It is necessary, therefore, to give the more important example more weight in the candidate's overall rating for that particular competency area.

Recency: The more recent the behaviour, the better it predicts future behaviour. If the candidate provides a number of negative examples of a competency earlier in their career, but also provides several more recent positive examples, then the recent examples should be given more weight in the overall rating of the competency, other things being equal.

Trends: Consistent with the concept of recency, examples which show a trend either positively or negatively should be taken into account. It is likely that a trend would continue if the candidate were selected for the target position.

3. Assign a Rating to Each Competency

The next step is to assign a rating to each competency based on the candidate's demonstration of the relevant behavioural indicators. A rating scale and forms to document summary results is provided at the end of this Competency Conversation Guide.

COMPETENCY CONVERSATION QUESTIONS

GENERAL COMPETENCIES

Competencies Listed Alphabetically

Competency	Adaptability
Definition	Works effectively alone and with co-workers from diverse cultures, in ambiguous or changing situations.
Behavioural Indicators	<ul style="list-style-type: none"> • Changes own behaviour or approach to suit the situation. • Flexibly applies rules or procedures, while remaining guided by the organization's values. • Adapts behaviour to perform effectively under changing or unclear conditions.
Question	Please give me an example of a situation where you changed your behaviour or approach according to the circumstances and the people involved.
	<ul style="list-style-type: none"> • Why did you need to change your approach? • Describe how you changed your approach/behaviour. • How easily did you adapt to the situation? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Attention to detail
Definition	Works in a conscientious, consistent and thorough manner
Behavioural Indicators	<p>Demonstrates concern for thoroughness and accuracy</p> <ul style="list-style-type: none"> • Identifies multiple sources/approaches of information to ensure that details are addressed. • Reviews the work of others for accuracy and thoroughness. • Follows up to ensure tasks are completed and commitments are met by others. • Verifies that work has been done according to procedures and standards.
Question	Tell me about a time when you reviewed the work of others.
	<ul style="list-style-type: none"> • What were you working on? • What steps did you go through in reviewing your colleague's work? • What did you find? • What problems were avoided as a result of finding errors (if any) immediately?
Notes	
Situation	
Action	
Results	

Competency	Concern for safety
Definition	Maximizes safety at work.
Behavioural Indicators	<p>Creates a safe working environment for self and others.</p> <ul style="list-style-type: none"> • Identifies hazardous or potentially hazardous situations • Takes appropriate action to maintain a safe environment for self and others • Recommends improved safety procedures • Identifies types and applications of safety signs and/or warning and traffic lights • Posts or installs safety sign/lights, signs according to government regulations and company policies • Maintains awareness of locations of other workers and equipment at all times • Follows workplace safety policies and procedures • Adheres to BC Occupational and Health Regulations • Participates in workplace safety and health management activities
Question	Tell me about a time when you determined that there was a need or an opportunity for improvements to the existing safety procedures.
	<ul style="list-style-type: none"> • What was the situation? • What needed improvement and why? • What recommendations did you make? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Interactive communication
Definition	Listens to others and communicate clearly.
Behavioural Indicators	<p>Foster two-way communication</p> <ul style="list-style-type: none"> • Recalls others' main points and takes them into account in own communication. • Checks own understanding of others' communication (e.g., paraphrases, asks questions). • Elicits comments or feedback on what has been said. • Maintains continuous, open and consistent communication with others.
Question	Give us an example of a time when establishing two-way communication with an individual or group was especially challenging.
	<ul style="list-style-type: none"> • What was the situation? • What made it challenging to establish two-way communication? • What did you do to help ensure that communion was two-way vs. one-way? • To what extent were you successful in your communication efforts? What leads you to say that? (i.e. on what evidence do you base that evaluation?)
Notes	
Situation	
Action	
Results	

Competency	Problem Solving
Definition	Identifies problems and the solutions to them.
Behavioural Indicators	<p>Solves standard problems</p> <ul style="list-style-type: none"> • Identifies standard problems based on a range of factors, most of which are clear. • Identifies alternate solutions, considering applicable precedents. • Identifies optimal solutions based on weighing the advantages and disadvantages of alternative approaches. • After implementation, evaluates the effectiveness and efficiency of solutions.
Question	Describe a situation where you identified a problem and several key elements that contributed to it.
	<ul style="list-style-type: none"> • What key elements were contributing to the problem? • How did you differentiate these key elements from trivial or irrelevant ones? • How did you address the situation? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Quality Focus
Definition	Produces output that meets the quality standard set by the organization and take action to solve or notify variations to quality.
Behavioural Indicators	Exceeds quality standards set by organization <ul style="list-style-type: none"> • Is fully aware of quality standards set by the organization. • Follows the policies and procedures for quality set by the organization. • Works at a level that consistently meets and often exceeds quality standards set by the organization.
Question	Can you provide an example of a time when your awareness of relevant policies or procedures assisted you in better performing your work?
	<ul style="list-style-type: none"> • Describe the type of work that you were doing. • What knowledge assisted you? • How did your awareness or knowledge help you in this particular situation? • How did it turn out?
Notes	
Situation	
Action	
Results	

Competency	Resilience
Definition	Remains energized and focused in the face of ambiguity, change or strenuous demands.
Behavioural Indicators	<p>Adapts to ongoing, or regular strenuous work demands</p> <ul style="list-style-type: none"> • Remains effective and retains perspective in the face of difficult or demanding situations (pervasive ambiguity, frequent change, high workloads). • Views disruptions as challenges rather than threats. • Adjusts personal coping mechanisms to deal with disruptions.
Question	Describe how you dealt with an unusual heavy workload in the past.
	<ul style="list-style-type: none"> • Why did you have such an unusual workload? • What work did you have to do? • How was your work prioritized? • How did you ensure that the work was completed on time?
Notes	
Situation	
Action	
Results	

Competency	Teamwork
Definition	Works collaboratively with others to achieve team goals and organizational goals.
Behavioural Indicators	Proactively assists and involves others <ul style="list-style-type: none"> • Initiates collaboration with others. • Assumes additional responsibilities to facilitate the achievement of team goals. • Seeks input from other team members on matters that affect them.
Question	Tell us about a time when you realized that you needed to involve other members of the team in order to achieve a shared objective.
	<ul style="list-style-type: none"> • What objective was involved? • How did you come to realize that other team members needed to be involved? • How did you go about involving others? • How did the other team members react to getting involved? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Work Ethics And Values
Definition	Demonstrates and supports the organization's ethics and values.
Behavioural Indicators	<p>Demonstrates the organization's ethics and values</p> <ul style="list-style-type: none"> • Treats others fairly and respectfully. • Arrives at work on time for shift assigned with appropriate PPE • Makes decisions that reflect the organization's ethics and values, even in the absence of popular support. • Takes responsibility for own work, including ownership of problems and issues. • Avoids conflicts of interest.
Question	Tell me about a particular time when you were conscious that your behaviour would reflect your organization's ethics or values.
	<ul style="list-style-type: none"> • What was the situation? • Why did you feel your behaviour was important? • How did you behave or act? Why? • What was the reaction of others?
Notes	
Situation	
Action	
Results	

Competency	Writing Skills
Definition	Communicates ideas and information in writing so that it is understood and has the desired impact.
Behavioural Indicators	<ul style="list-style-type: none"> • Conveys basic information • Writes brief, factual material (e.g., notes; email; standard letters). • Writes clearly, using correct grammar, spelling and punctuation. • Communicates respectfully.
Question	Describe some examples of writing that you have done where the message was brief and factual.
	<ul style="list-style-type: none"> • What was the topic and who was the audience? • How did you know whether your message was accurate? • What was the outcome of your writing?
Notes	
Situation	
Action	
Results	

TECHNICAL COMPETENCIES***Competencies Listed Alphabetically***

Competency	Prepared to Go Underground
Definition	Prior to going underground, takes all necessary actions to be knowledgeable of the underground layout and all safety and emergency procedures. Wears required personal protective equipment (PPE).
Behavioural Indicators	<ul style="list-style-type: none"> • Demonstrates knowledge of emergency procedures, emergency response plan, notification plan and evacuation plan • Reads and interprets mine maps/prints, including ventilation system, escape routes, location of firefighting equipment • Demonstrates knowledge of ventilation flow • Uses and responds to communication devices • Locates travel route of underground emergency stations including shaft stations, fire and ventilation doors, first aid stations, refuge stations, material storage areas, battery charging stations, explosive storage areas and hazard areas • Checks in and indicates work location (Tags in) • Uses required personal protective equipment (PPE)
Question	Describe how you typically prepare to go underground.
	<ul style="list-style-type: none"> • What were the key locations of maps and prints you needed to know? • What communication devices are you prepared to use? • Where were the key emergency stations? • What were the tag-in procedures?
Notes	
Situation	
Action	
Results	

Competency	Respond to Mine Emergencies
Definition	Makes recommendations to optimize a safe and healthy environment. Follow and apply workplace health and safety policies, practices, and procedures during normal and emergency operation and different maintenance activities.
Behavioural Indicators	<ul style="list-style-type: none"> • Assesses need for evacuation • Determines safest escape route • Evacuates if required • Determines safest evacuation area • Builds barricades in safe areas • Uses fire extinguishers • Uses mine communications system • Inspects ventilation systems
Question	Describe a situation when you had to respond to a mine emergency.
	<ul style="list-style-type: none"> • What was the situation? • What actions did you take? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Use and Operate Hand or Power Tools
Definition	Selects and uses hand or power tools to perform mining tasks.
Behavioural Indicators	<ul style="list-style-type: none"> • Selects tools appropriate to the task and materials to be used • Assembles, adjusts, and uses tools following manufacturer's recommendations • Prior to using tools on equipment, lock out equipment for repair and maintenance • Identifies, tags out, and reports in log book defective, broken or damaged tools • Cleans and stores tools following workplace practices and procedures
Question	Describe a situation when you identified a faulty power tool
	<ul style="list-style-type: none"> • What was the situation? • What actions did you take? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Use Communications Signals and Devices
Definition	Uses communication signals and devices to communicate with others.
Behavioural Indicators	<ul style="list-style-type: none"> • Understands and obeys signage including traffic signs, safety signs, workplace hazardous materials information system (WHIMIS) labels, electrical safety signs • Uses hand, caps light or audible signals for specific tasks • Operates communication devices including two-way radio, bells and whistles and telephone in accordance to company policies and procedures
Question	Describe a situation when you used hand, cap light or audible signal to communicate with others.
	<ul style="list-style-type: none"> • What was the situation? • What actions did you take? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Blast Rock
Definition	Uses explosives and other methods to break rock.
Behavioural Indicators	<ul style="list-style-type: none"> • Selects explosives and blasting agents • Selects detonators • Transports explosives • Checks and cleans drilled holes • Operates explosive loaders • Dismantles, moves and stores explosive loading equipment • Conducts guarding and blasting • Uses explosives and other methods to break rock and oversize muck
Question	Describe a situation when you had to change the procedure for a blasting operation to ensure the blast occurred in the required way.
	<ul style="list-style-type: none"> • What was the situation? • What type of explosive did you select? Why? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Conduct Conveyor Operations
Definition	Moves materials via a conveyor system in the extractive process to control the flow of ore or coal in underground mine.
Behavioural Indicators	<ul style="list-style-type: none"> • Plans for conveyor operations • Operates conveyor • Conveys material • Carries out operator maintenance • Shuts down conveyor system
Question	Describe a situation during the extractive process when you had moved materials using a conveyor system that was particularly challenging?
	<ul style="list-style-type: none"> • What was the situation? • What steps did you take to address the challenges? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Drill Rock
Definition	Drills blast holes and holes for the installation of ground support.
Behavioural Indicators	<ul style="list-style-type: none"> • Prepares face for drilling • Sets up drills • Performs drilling operations • Dismantles drills
Question	Describe how you typically prepare for drilling.
	<ul style="list-style-type: none"> • What were the key steps to follow? • What safety measures are most critical? • Describe how you dismantle drills. • What was the anticipated outcome?
Notes	
Situation	
Action	
Results	

Competency	Extend Electrical and Communications Lines
Definition	Extends electrical and communication lines to provide communication to underground mining equipment.
Behavioural Indicators	<ul style="list-style-type: none"> Plans and prepares to extend electrical and communication lines Conducts housekeeping duties
Question	Describe a situation when you had to take corrective action to handle a risk hazard while planning and preparing for the extension of an electrical line.
	<ul style="list-style-type: none"> What was the situation? How did you identify the potential hazard? How did you assess the severity? What corrective action did you take? What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Install and Maintain Air, Water and Drain Lines
Definition	Installs and maintains air, water and drain lines to ensure area is prepared for mining.
Behavioural Indicators	<ul style="list-style-type: none"> • Plans and prepares to install air, water and drain lines • Installs air, water and drain lines • Inspects and maintains air, water, and drain lines • Conducts housekeeping activities
Question	Describe a situation when you had to remove or install an air, water or drain line.
	<ul style="list-style-type: none"> • What was the situation? • What actions did you take? • What safety measures did you take to protect the team members? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Install and Maintain Ventilation Systems
Definition	Installs and maintains ventilation system to ensure area is ventilated.
Behavioural Indicators	<ul style="list-style-type: none"> • Plans and prepares to install ventilation system • Installs ventilation system • Inspects • Maintains vent • Removes vent • Conducts housekeeping activities
Question	Describe a situation when you had to remove a vent.
	<ul style="list-style-type: none"> • What was the situation? • What actions did you take? • What safety measures did you take to protect the team members? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Install Ground Support
Definition	Installs area ground support to prevent major ground failure.
Behavioural Indicators	<ul style="list-style-type: none"> • Recognizes loose and/or abnormal ground conditions • Recognizes faulty ground support • Installs ground support • Places fill • Stores ground support equipment and material
Question	Describe a situation when you identified the presence of abnormal ground conditions.
	<ul style="list-style-type: none"> • What was the situation? • What actions did you take to correct the situation and/or install ground support? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Install Staging
Definition	Inspects and constructs mechanical staging.
Behavioural Indicators	<ul style="list-style-type: none"> • Plans and prepares for staging • Inspects and constructs wooden staging • Inspects and installs steel staging • Inspects and operates mechanical staging • Removes staging
Question	Describe a situation when you had to install steel staging.
	<ul style="list-style-type: none"> • What was the situation? • How did you determine it should be steel staging? • What actions did you take? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Manage Haulage Ways
Definition	Maintains haulage ways.
Behavioural Indicators	<ul style="list-style-type: none"> • Plans and prepares operations • Grades site • Carries out operator maintenance • Shuts down equipment • Plans and prepares for track haulage operations • Hauls material • Loads and unloads train
Question	Describe an unusual situation you encountered while maintaining a haulage way?
	<ul style="list-style-type: none"> • What was the situation? • What actions did you take? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Muck
Definition	Efficiently moves and separates muck.
Behavioural Indicators	<ul style="list-style-type: none"> • Conducts pre-operational check on equipment • Controls dust • Operates mucking equipment • Prepares for and conducts remote mucking • Manages muck pile • Sorts rich ore from the poor rock • Shuts down and secures mucking equipment
Question	Describe the most challenging situation you faced when loading muck
	<ul style="list-style-type: none"> • What was the situation? • What actions did you take to address the challenges? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Operate Cage
Definition	Operates cage.
Behavioural Indicators	<ul style="list-style-type: none"> • Organizes cage operations. • Operates cage. • Transports explosives in cage. • Carries out operator maintenance.
Question	What are the key critical actions to take when operating a cage?
	<ul style="list-style-type: none"> • How do you ensure the cage is properly secured? • What are the critical safety actions to takes? • What is the desired outcome?
Notes	
Situation	
Action	
Results	

Competency	Operate Heavy Equipment
Definition	Operates heavy equipment to load and haul coal, ore or rock.
Behavioural Indicators	<ul style="list-style-type: none"> • Visually inspects and checks operating condition of equipment. • Starts and operates equipment following manufacturer's directions. • Loads and dumps material following company practices and procedures. • Shuts down equipment following manufacturer's directions and work place requirements. • Cleans and maintains equipment following manufacturer's directions and work place requirements.
Question	Describe a situation when you had to deal with an unexpected or potentially hazardous situation while loading or hauling coal, ore or rock.
	<ul style="list-style-type: none"> • What was the situation? • What actions did you take? • What did you do to prevent or mitigate the hazardous situation? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Operate Rock Breaker
Definition	Removes oversize rocks.
Behavioural Indicators	<ul style="list-style-type: none"> • Prepares for rock breaker operations. • Operates rock breaker. • Shuts down. • Maintains. • Stores.
Question	Describe a situation when you prepared for rock breaker operations
	<ul style="list-style-type: none"> • What was the situation? • What actions did you take? • What personal protective equipment did you wear? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Operate Skip
Definition	Conducts skip operation.
Behavioural Indicators	<ul style="list-style-type: none"> • Plans and prepares to operate skip. • Operates skip. • Assists with shaft maintenance. • Conducts end-of-shift activities. • Handles materials.
Question	Describe a time when you dealt with an unusual situation during a skip operation.
	<ul style="list-style-type: none"> • What was the situation? • What actions did you take? • What was the outcome?
Notes	
Situation	
Action	
Results	

Competency	Scale Loose Rock
Definition	Scales loose rock from walls and roof.
Behavioural Indicators	<ul style="list-style-type: none"> • Washes down area (except for soft rock). • Recognizes loose and/or abnormal ground conditions. • Recognizes faulty ground support. • Scales loose rock from back and walls (ribs and roof in soft rock).
Question	Describe a situation when you encountered unusual conditions while scaling loose rock.
	<ul style="list-style-type: none"> • What was the situation? • What actions did you take? • What was the outcome?
Notes	
Situation	
Action	
Results	

COMPETENCY CONVERSATION GUIDE RATING SCALE

Level Name	Description	Weight	Legend Indicator
Well Below Standard	Falls significantly below requirements. Evidence of candidate's demonstration of the competency is far from adequate in all or most respects.	1	WBS
Below Standard	Below expected requirements. Evidence of candidate's demonstration of the competency is inadequate in key respects.	2	BS
Meets Standard	Meets requirements. Evidence of candidate's demonstration of the competency meets expectations and reflects an adequate ability to perform; candidate may have demonstrated minor weaknesses in some aspects of the competency, but none of major significance.	3	MS
Above Standard	Exceeds requirements. Evidence of candidate's demonstration of the competency is above average and reflects more than an adequate ability to perform; all or most aspects of the competency are demonstrated at an above average level.	4	AS
Well Above Standard	Significantly exceeds requirements. Evidence of candidate's demonstration of the competency is exceptional and reflects superior ability to perform; all aspects of the competency are demonstrated to a high degree.	5	WAS

SUMMARY OF SCORES: GENERAL COMPETENCIES

Date of Competency Conversation:				Interviewer's name:		
Candidate's name:				Position:		
	Well Below Standard [1]	Below Standard [2]	Meets Standard [3]	Above Standard [4]	Well Above Standard [5]	No Example Provided
Adaptability						
Attention to Detail						
Concern for Safety						
Interactive Communication						
Problem Solving						
Quality Focus						
Resilience						
Teamwork						
Work Ethics and Values						
Writing Skills						

SUMMARY OF SCORES: TECHNICAL COMPETENCIES

Date of Competency Conversation:				Assessor's Name:		
Candidate's name:				Position:		
	Well Below Standard [1]	Below Standard [2]	Meets Standard [3]	Above Standard [4]	Well Above Standard [5]	No Example Provided
Prepare to Go Underground						
Respond to Mine Emergencies						
Use and Operate Hand or Power Tools						
Use Communications Signals & Devices						
Blast Rock						
Conduct Conveyor Operations						
Drill Rock						
Extend Electrical, Communications Lines						
Install And Maintain Air, Water And Drain Lines						
Install And Maintain Ventilation Systems						
Install Ground Support						
Install Staging						

SUMMARY OF SCORES: TECHNICAL COMPETENCIES

Date of Competency Conversation:				Assessor's Name:		
Candidate's name:				Position:		
	Well Below Standard [1]	Below Standard [2]	Meets Standard [3]	Above Standard [4]	Well Above Standard [5]	No Example Provided
Manage Haulage Ways						
Muck						
Operate Cage						
Operate Heavy Equipment						
Operate Rock Breaker						
Operate Skip						
Scale Loose Rocks						

SECTION B	Job Competencies					
Job Requirement	Employer Standard			Applicant Profile		
GENERAL COMPETENCIES	Below Standard	Meets Standard	Above Standard	Below Standard	Meets Standard	Above Standard
Adaptability						
Attention to Detail						
Concern for Safety						
Interactive Communication						
Problem Solving						
Quality Focus						
Resilience						
Teamwork						
Work Ethics and Values						
Writing Skills						

NOTES:
 [Make special note of any areas of specific strengths and/or concerns.]

SECTION B	Job Competencies					
Job Requirement	Employer Standard			Applicant Profile		
TECHNICAL COMPETENCIES	Below Standard	Meets Standard	Above Standard	Below Standard	Meets Standard	Above Standard
Prepare to go Underground						
Respond to Mine Emergencies						
Use & Operate Hand or Power Tools						
Use Communications Signals and Devices						
Operate Blast Rock						
Conduct Conveyor Operations						
Drill Rock						
Extend Electrical & Communication Lines						
Install And Maintain Air, Water And Drain Lines						
Install And Maintain Ventilation Systems						
Install Ground Support						
Install Staging						
Manage Haulage Ways						
Muck						

SECTION B	Job Competencies					
Job Requirement	Employer Standard			Applicant Profile		
TECHNICAL COMPETENCIES	Below Standard	Meets Standard	Above Standard	Below Standard	Meets Standard	Above Standard
Operate Cage						
Operate Heavy Equipment						
Operate Rock Breaker						
Operate Skip						
Scale Loose Rock						

NOTES

[Make special note of any areas of specific strengths and/or concerns.]

SECTION C	Work Environment, Work Experience, and Education			
Job Requirement	Employer Standard		Applicant Profile	
WORK ENVIRONMENT	Experienced in Work Environment (Y/N)	Willing to Relocate (Y/N)	Meets Standard (Y/N)	Meets Standard (Y/N)
WORK EXPERIENCE	Any of the following <ul style="list-style-type: none"> ▪ Underground Mining or Mining Industry ▪ Resource Industry ▪ Trades Occupations ▪ Industry Maintenance ▪ Operating Heavy Equipment 		<input type="checkbox"/> Underground Mining or Mining Industry <input type="checkbox"/> Resource Industry <input type="checkbox"/> Trades Occupations <input type="checkbox"/> Industry Maintenance <input type="checkbox"/> Operating Heavy Equipment <input type="checkbox"/> Other _____	
EDUCATION	Any of the following <ul style="list-style-type: none"> ▪ Grade 12 ▪ Driver’s Licence (Class 5) ▪ WHMIS ▪ BC Blasting Licence ▪ Mine Training ▪ Mine Rescue Training ▪ Fall Arrest ▪ Occupational First Aid (Level 1) 		<input type="checkbox"/> Grade 12 <input type="checkbox"/> Driver’s Licence (Class 5) <input type="checkbox"/> WHMIS <input type="checkbox"/> BC Blasting Licence <input type="checkbox"/> Mine Training <input type="checkbox"/> Mine Rescue Training <input type="checkbox"/> Fall Arrest <input type="checkbox"/> Occupational First Aid (Level 1)	

NOTES
<p>[Make special note of any areas of specific strengths and/or concerns.]</p>

HIRING RECOMMENDATION:

- Yes: Applicant should be offered employment
- No: Applicant should not be offered employment

SPECIAL INSTRUCTIONS:

- Applicant should be considered for employment in another position

Forward resume and supporting documents to:

Date Forwarded: _____

COMMENTS:

[Make special note of any areas of specific strengths and/or concerns or other recommendations e.g. The candidate might not be suitable for this specific position, but could be an asset to the firm if hired for another position]

Assessor Name

Assessor Signature

Date

Hiring Assessment Report Sample

HIRING ASSESSMENT REPORT

Position: Underground MinerName of Applicant: Juusiip J. CapuyanInterview Date: March 14, 2014

SECTION A			
Job Requirement	Employer Standard:		Applicant Profile/Rating:
Safety (WSP)	Low Risk		<i>Low Risk</i>
English Language Proficiency (CLB)	7		8
Essential Skills (TOWES)	Reading Text	3	3
	Document Use	3	3
	Numeracy	3	3(4)
Mechanical Reasoning	[Insert Employers' Minimum Rating] Total Score: <u>25</u> / 32 Percentile: <u>75</u> / 100 Stanine: <u>7</u> / 9		[Insert Applicant's Rating] Total Score: <u>29</u> / 32 Percentile: <u>91</u> / 100 Stanine: <u>8</u> / 9

NOTES

Worksafe predictor profile: Indicates a solid understanding of the importance of safety. Clean driver abstract record of 19 years.

Language: The candidate has excellent English speaking and comprehension skills; suitable for entry into the underground mining industry.

TOWES: Test results were all at or above standard. Numeracy was at the very upper end of the standard.

Mechanical Reasoning: Scored in the upper range of all three indicators.

Exceeded all company minimum standards. Sound mechanical aptitude. Very much at ease around machinery and tools.

SECTION B	Job Competencies					
Job Requirement	Employer Standard			Applicant Profile		
GENERAL COMPETENCIES	Below Standard	Meets Standard	Above Standard	Below Standard	Meets Standard	Above Standard
Adaptability		✓			✓	
Attention to Detail		✓				✓
Concern for Safety		✓				✓
Interactive Communication		✓			✓	
Problem Solving		✓			✓	
Quality Focus		✓			✓	
Resilience		✓			✓	
Teamwork		✓				✓
Work Ethics and Values		✓				✓
Writing Skills		✓			✓	

NOTES:

[Make special note of any areas of specific strengths and/or concerns.]

Adaptability: The Candidate provided several examples of his ability to adjust to new and changing circumstances. Notable example was his decision to move his family (along with 2 children under age of 5) from the Philippines to BC. He later successfully moved from the Lower Mainland to Manitoba without issue except for finding suitable ongoing employment.

Concern for safety: Candidate provided several solid examples of his concern for safety involving from his introducing proper personal safety equipment for his team at two major projects (industrial demolition and road construction). Very strong work ethic and clearly demonstrated his appreciation of teamwork.

SECTION B	Job Competencies					
Job Requirement	Employer Standard			Applicant Profile		
TECHNICAL COMPETENCIES	Below Standard	Meets Standard	Above Standard	Below Standard	Meets Standard	Above Standard
Prepare to go Underground		✓			✓	
Respond to Mine Emergencies		✓			✓	
Use & Operate Hand or Power Tools		✓				✓
Use Communications Signals and Devices		✓				✓
Operate Blast Rock		✓			✓	
Conduct Conveyor Operations		✓			✓	
Drill Rock		✓			✓	
Extend Electrical & Communication Lines		✓			✓	
Install And Maintain Air, Water And Drain Lines		✓			✓	
Install And Maintain Ventilation Systems		✓			✓	
Install Ground Support		✓				✓
Install Staging		✓				✓
Manage Haulage Ways		✓				✓
Muck		✓			✓	

SECTION B	Job Competencies					
Job Requirement	Employer Standard			Applicant Profile		
TECHNICAL COMPETENCIES	Below Standard	Meets Standard	Above Standard	Below Standard	Meets Standard	Above Standard
Operate Cage		✓		✓		
Operate Heavy Equipment		✓			✓	
Operate Rock Breaker		✓			✓	
Operate Skip		✓		✓		
Scale Loose Rock		✓			✓	

NOTES

[Make special note of any areas of specific strengths and/or concerns.]

Extensive conversations revealed the candidate has high levels of knowledge and experience working in adverse working conditions; working with hand tools and heavy equipment, and safety & quality control. Knowledgeable with demolition, rock removal, ground preparation, and field operations.

Below standard in two competencies, but not low enough to disqualify the candidate at this stage.

SECTION C	Work Environment, Work Experience, and Education			
Job Requirement	Employer Standard		Applicant Profile	
WORK ENVIRONMENT	Experienced in Work Environment (Y/N)	Willing to Relocate (Y/N)	Meets Standard (Y/N)	Meets Standard (Y/N)
	Yes	Yes	<i>Yes</i>	<i>Yes</i>
WORK EXPERIENCE	Any of the following <ul style="list-style-type: none"> ▪ Underground Mining or Mining Industry ▪ Resource Industry ▪ Trades Occupations ▪ Industry Maintenance ▪ Operating Heavy Equipment 		<input type="checkbox"/> Underground Mining or Mining Industry <input checked="" type="checkbox"/> Resource Industry <input type="checkbox"/> Trades Occupations <input checked="" type="checkbox"/> Industry Maintenance <input checked="" type="checkbox"/> Operating Heavy Equipment <input checked="" type="checkbox"/> Other <u><i>Industrial Construction</i></u>	
EDUCATION	Any of the following <ul style="list-style-type: none"> ▪ Grade 12 ▪ Driver's Licence (Class 5) ▪ WHMIS ▪ BC Blasting Licence ▪ Mine Training ▪ Mine Rescue Training ▪ Fall Arrest ▪ Occupational First Aid (Level 1) 		<input checked="" type="checkbox"/> Grade 12 <input checked="" type="checkbox"/> Driver's Licence (Class 5) <input checked="" type="checkbox"/> WHMIS <input type="checkbox"/> BC Blasting Licence <input checked="" type="checkbox"/> Mine Training <input type="checkbox"/> Mine Rescue Training <input checked="" type="checkbox"/> Fall Arrest <input checked="" type="checkbox"/> Occupational First Aid (Level 1)	

NOTES

[Make special note of any areas of specific strengths and/or concerns.]

In addition to the testing, I reviewed the candidate's Excavating Machinery Operator Course and the Mobile Crane Operator's Certificate which he provided. The test scores was broken down into sections and indicated he was in the top 20%. This is a positive indication of his abilities to properly and effectively handle heavy equipment and ability to follow company safety and work protocols and standards.

Willing to relocate with his family.

HIRING RECOMMENDATION:

- Yes: Applicant should be offered employment
- No: Applicant should not be offered employment

SPECIAL INSTRUCTIONS:

- Applicant should be considered for employment in another position

Forward resume and supporting documents to:

Date Forwarded: _____

COMMENTS:

[Make special note of any areas of specific strengths and/or concerns or other recommendations.]

The candidate's background and portfolio were reviewed in detail. The Candidate in my opinion is suitable for employment as an underground miner. Very solid heavy industry background, familiarity with large scale projects, technical knowledge and seems to be able to learn and understand complex problems and situations.

Some additional training is required (BC Blasting and Mine Rescue). Opportunities for internal company training courses should be offered to the candidate.

Assessor Name

Assessor Signature

Date

End of Document

