

TASK ANALYSIS

Professional Mover/Van Foreman Driver Specialty

National Occupational Standards



Our Industry. Your Council!

Canada

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**Canadian Trucking
Human Resources Council**

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INTRODUCTION

This task analysis presents **five levels** of analysis:

- A series of **General Areas of Competence** (GACs). A GAC describes a major function or responsibility of a particular profession, trade or position. There are two types of GACs : Areas of Professional Competence (GACs A to H inclusively) and Areas of General Competence (GACs I and J)
- Each GAC is further defined into **Tasks** (competencies). The tasks, as well as the GACs, are identified in behavioural terms and thus begin with an action verb depicting the applied behaviour
- Each task is further analysed into **Subtasks**. A subtask is an intermediate step between the whole task and the detailed actions associated with performing the task
- A (non exhaustive) series of **Important Actions**, performance **Standards** and **Key General Competencies** have been identified; these may be used as **Performance Indicators**, providing the criteria by which competence can be assessed.
- A summary of the Essential Skills (and their level) that are particularly relevant to each task are included along with the General Competencies. These Essential Skills summaries, along with the more detailed essential skills profile at the end of the document, may be used to assess entry-level requirements for training programs, and as a guide to upgrading individuals who are seeking to specialize in this occupational area.

SCOPE OF THE SPECIALTY

The Professional Mover/Van Foreman is engaged in managing the hands-on end of household and corporate moves. In addition to the generic functions associated with driving the truck, the mover/van foreman has primary responsibility for customer relations, dealing one-on-one with the end client. In this role, the mover/van foreman requires superior “people skills”, including conflict resolution and communication skills.

A major component of this specialty revolves around the inventory and condition appraisal of furniture and effects. To do this, the mover/van foreman relies on a detailed understanding of the van lines’ protocols as well as keen attention to detail when making decisions and filling in manifest documents. Decisions made by the mover/van foreman at this stage can have a significant impact on the overall profitability of a contract.

Mover/van foremen are also required to supervise pack and load crews, which may include the hiring of temporary or casual labour. The mover/van foreman must be diligent in training new and inexperienced workers on the safety, quality and productivity standards required of the job, while maintaining company operating standards. Once again, decisions made in the field by the mover/van foreman can have a significant impact on a job’s profitability.

Movers/van foremen include company drivers and owner/operators, and also include individuals involved in local, long-distance and international moves.

Many of the tasks that are performed by the mover/van foreman are very similar if not identical to the tasks performed in other segments of the industry. Where the tasks are different, the accompanying profile provides a task context that serves to illustrate the different working conditions, operating environment, or other factors that distinguish this specialty.

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

A Professional Mover/Van Foreman must be able to:

A. DRIVE VEHICLE

General Context: The Professional Mover/Van Foreman is required to transport household and other goods from one location to another. Driving skills for this specialty differ somewhat from general freight driving in that much of the loading and unloading occurs in residential or commercial areas, which may not be ideal for maneuvering large vehicles.

TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
1. Operate tractor-trailer combinations Task Context: Operating a tractor-trailer combination in the confines of a residential area with all the accompanying hazards makes this different from general freight driving. Once on the open road, there is little to distinguish this specialty from general driving.	1.1 Apply steering techniques	<ul style="list-style-type: none"> ▪ Select appropriate steering technique ▪ Follow set rules and procedures 	<ul style="list-style-type: none"> ▪ Make decisions (I6) ▪ Work methodically (J3) <i>Essential Skills:</i> : Thinking Skills: Decision Making (3), Critical Thinking (2)
	1.2 Apply braking techniques	<ul style="list-style-type: none"> ▪ Select appropriate braking technique ▪ Follow set rules and procedures 	
	1.3 Apply progressive shifting techniques	<ul style="list-style-type: none"> ▪ Select appropriate shifting technique ▪ Follow set rules and procedures 	
2. Operate a tractor bobtailing	2.1 Apply steering techniques	<ul style="list-style-type: none"> ▪ Select appropriate steering technique ▪ Follow set rules and procedures 	<ul style="list-style-type: none"> ▪ Make decisions (I6) ▪ Work methodically (J3) <i>Essential Skills:</i> : Thinking Skills: Decision Making (3), Critical Thinking (2)
	2.2 Apply braking techniques	<ul style="list-style-type: none"> ▪ Select appropriate braking technique ▪ Follow set rules and procedures 	
	2.3 Apply progressive shifting techniques	<ul style="list-style-type: none"> ▪ Select appropriate shifting technique ▪ Follow set rules and procedures 	

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
<p>3. Operate “straight truck”</p> <p>Task Context: Operating a larger vehicle in the confines of a residential area with all the accompanying hazards makes this different from general freight driving. Once on the open road, there is little to distinguish this specialty from general driving.</p>	3.1 Apply steering techniques	<ul style="list-style-type: none"> Select appropriate steering technique Follow set rules and procedures 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Make decisions (I6) Work methodically (J3) <p><i>Essential Skills:</i> Thinking Skills: Decision Making (2), Critical Thinking (2)</p>
	3.2 Apply braking techniques	<ul style="list-style-type: none"> Select appropriate braking technique Follow set rules and procedures 	
	3.3 Apply progressive shifting techniques	<ul style="list-style-type: none"> Select appropriate shifting technique Follow set rules and procedures 	

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Make decisions (I6) ▪ Work methodically (J3) <p><i>Essential Skills: :</i></p> <p>Reading (3); Thinking Skills: Critical Thinking (2), Decision Making (3); Working with Others (2)</p>
<p>4. Execute vehicle manoeuvres</p> <p>Task Context: Operating a tractor-trailer combination in the confines of a residential or commercial area with all the accompanying hazards makes this different from general freight driving. In a residential or commercial area, there may not be proper loading docks or parking areas for trucks, and signallers may not be available.</p>	<p>4.1 Execute coupling / uncoupling manoeuvres</p> <p>4.2 Execute backing manoeuvres</p> <p>4.3 Execute docking manoeuvres</p> <p>4.4 Execute parking manoeuvres</p> <p>4.5 Perform hazard check and clear area</p>	<ul style="list-style-type: none"> ▪ Follow set rules and procedures ▪ Follow flagman / guide signals ▪ Execute straight backing procedures ▪ Execute serpentine backing procedures ▪ Follow flagman / guide signals ▪ Execute straight backing / docking procedures ▪ Execute alley docking / backing procedures ▪ Follow flagman / guide signals ▪ Execute blind jackknife backing /parking procedures ▪ Execute right jackknife backing / parking procedures ▪ Execute parallel parking procedures ▪ Follow flagman / guide signals ▪ Follow clearance requirements 	

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
5. Adapt driving to operating requirements and conditions	5.1 Adapt driving to cargo, equipment and operating requirements	<ul style="list-style-type: none"> ▪ Consider cargo features ▪ Consider equipment limitations ▪ Assess risk (flammables, security) ▪ Optimize fuel efficiency 	<ul style="list-style-type: none"> ▪ Make decisions (I6) ▪ Demonstrate thoroughness and attention to detail (J2) ▪ Manage fatigue and stress (I8) <p><i>Essential Skills: :</i> Thinking Skills: Critical Thinking (3), Decision Making (3)</p>
	5.2 Adapt driving and road management techniques to adverse conditions	<ul style="list-style-type: none"> ▪ Assess operating conditions continuously ▪ Assess alertness and fatigue continuously ▪ Operate vehicle safely at night ▪ Operate vehicle safely in reduced visibility conditions ▪ Operate vehicle safely in reduced traction conditions 	
6. Operate specialized equipment	6.1 Operate power tailgates	<ul style="list-style-type: none"> ▪ Follow manufacturer's specifications 	<ul style="list-style-type: none"> ▪ Work methodically (J3) ▪ Demonstrate situational awareness (J9) <p><i>Essential Skills: :</i> Reading (3); Thinking Skills: Critical Thinking (3), Decision Making (2); Document Use (2)</p>
	6.2 Operate forklift	<ul style="list-style-type: none"> ▪ Follow manufacturer's / carrier's specifications ▪ Comply with training certification requirement 	
	6.3 Operate pallet jack	<ul style="list-style-type: none"> ▪ Follow manufacturer's / carrier's specifications ▪ Comply with training certification requirement 	
	6.4 Operate dollies, carts, carriage straps, etc	<ul style="list-style-type: none"> ▪ Follow manufacturer's / carrier's specifications 	
	Task Context: Movers may be called upon to use a number of different pieces of equipment in the course of their duties, including equipment for moving pallets and containers in a warehouse context.		

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
7. Manage emergency / unexpected situations	7.1 Apply steering and braking techniques in emergency situations	<ul style="list-style-type: none"> ▪ Select appropriate steering / braking technique ▪ Follow set procedure 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Make decisions (I6) ▪ Manage stress (I8) ▪ Work methodically (I3) <p><i>Essential Skills: :</i> Thinking Skills: Decision Making (2), Critical Thinking (3), Problem Solving (3)</p>
	7.2 Provide first aid	<ul style="list-style-type: none"> ▪ Follow set procedure 	
	7.3 Seek assistance	<ul style="list-style-type: none"> ▪ Follow company procedures for incidents and collisions 	

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A Professional Mover/Van Foreman must be able to:

B. PLAN TRIPS

General Context: The Professional Mover/Van Foreman is often required to perform multiple pick-ups and deliveries in a given area, and trip and load planning is essential to ensuring that goods are delivered on time and within budget. In many respects, the process for this specialty resembles that of the LTL carrier, with the exception of pick-up/drop-off at residential/commercial areas rather than shipping terminals.

TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES
1. Confirm cargo and logistics	1.1 Confirm pickup and delivery of shipments	<ul style="list-style-type: none"> Follow set procedure 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Demonstrate thoroughness and attention to detail (J2) Solve problems (I5) <p><i>Essential Skills:</i> Reading (3); Oral Communication (2); Document Use (3)</p>
	1.2 Confirm load details with shipper and consignee	<ul style="list-style-type: none"> Follow set procedure 	
	1.3 Verify available hours of service	<ul style="list-style-type: none"> Follow set procedure 	
2. Plan/revise routes	2.1 Plan basic route	<ul style="list-style-type: none"> Use trip planning tools Determine loading patterns for various cargo types Ensure route plan complies with dangerous goods requirements Ensure route plan complies with weights and dimensions requirements Monitor weather conditions 	<ul style="list-style-type: none"> Demonstrate thoroughness and attention to detail (J2) Make decisions (I6) <p><i>Essential Skills:</i> Numeracy: Schedule/Budget/Accounting (3); Document Use (3); Thinking Skills: Critical Thinking (2), Decision Making (2), Finding Information (3)</p>
	2.2 Plan fuel stops	<ul style="list-style-type: none"> Estimate fuel consumptions Comply with company policy 	
	2.3 Plan parking and rest stops	<ul style="list-style-type: none"> Identify safe parking and rest areas Comply with company policy 	

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
3. Finalize trip plan	3.1 Communicate with collaborators and other concerned parties	<ul style="list-style-type: none"> ■ Communicate with dispatchers and other company personnel ■ Communicate with shippers and receivers for loading and unloading 	<ul style="list-style-type: none"> ■ Speak in a clear and concise manner (I2) ■ Demonstrate thoroughness and attention to detail (J2)
	3.2 Estimate over-the-road expenses	<ul style="list-style-type: none"> ■ Estimate expenses relative to securing required permits and licenses ■ Estimate other trip expenses 	<p><i>Essential Skills:</i></p> <p>Document Use (3); Thinking Skills: Finding Information (3), Critical Thinking (3); Numeracy: Money Math (2); Oral Communication (2)</p>
4. Secure/obtain required documents and equipment	4.1 Obtain valid documents for registration, licensing and insurance	<ul style="list-style-type: none"> ■ Follow set procedure ■ Ensure documents are on board 	<ul style="list-style-type: none"> ■ Demonstrate thoroughness and attention to detail (J2) <p><i>Essential Skills:</i></p> <p>Thinking Skills: Finding Information (3); Oral Communication (2); Document Use (3); Reading (3)</p>
	4.2 Obtain special licenses and permits	<ul style="list-style-type: none"> ■ Follow set procedure ■ Ensure documents are on board 	
	4.3 Obtain dangerous goods documents and other documents to be provided by customers	<ul style="list-style-type: none"> ■ Follow set procedure ■ Ensure document are on board ■ Ensure that documents provided by customers move with load 	
	4.3 Secure personal gear, safety and required special equipment	<ul style="list-style-type: none"> ■ Comply with company policy ■ Identify required special equipment ■ Ensure personal gear, safety and required special equipment are on board 	
	4.4 Verify validity of personal documents	<ul style="list-style-type: none"> ■ Carry personal documents 	

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C. HANDLE CARGO

General Context: The Professional Mover/Van Foreman is required to load and transport household and other goods from one location to another. Loading the cargo in order to ensure it takes up minimum space in the van, while also ensuring it is properly protected from forces which may act on it during transport is an important skill set.

TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
1. Plan cargo loading Task Context: The mover/van foreman must assess the customer's load and plan the "tiers" in order to maximize the capacity of the van AND protect the cargo from movement during transit. In addition, the issues associated with loading cargo in residential/commercial areas without docking facilities must be taken into account.	1.1 Receive bill of lading / shipping instructions	<ul style="list-style-type: none"> ▪ Communicate with shippers and receivers for loading and unloading (see H3) 	<ul style="list-style-type: none"> ▪ Work methodically (J3) ▪ Demonstrate thoroughness and attention to detail (J2)
	1.2 Determine loading patterns for various cargo types	<ul style="list-style-type: none"> ▪ Comply with cargo loading and securement regulations ▪ Comply with dangerous goods regulations ▪ Comply with industry safety practices ▪ Ensure cargo "tiers" will maximize cargo space and protect cargo 	<i>Essential Skills:</i> Document Use (2); Thinking Skills: Decision Making (2), Critical Thinking (2)
	1.3 Plan loading for specialized/non-standard situations	<ul style="list-style-type: none"> ▪ Comply with industry/company practices for loading in residential areas 	

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
2. Inventory cargo	2.1 Brief customer	<ul style="list-style-type: none"> Ensure customer informed of process and protocols 	<ul style="list-style-type: none"> Work methodically (J3) Demonstrate thoroughness and attention to detail (J2) Demonstrate people skills (I4) <p><i>Essential Skills:</i> Oral Communication (2); Thinking Skills: Decision Making (2), Critical Thinking (2); Document Use (3)</p>
	2.2 Inspect cargo items	<ul style="list-style-type: none"> Explain inventory condition ratings to customer Attention to detail VERY important Follow company procedures 	
	2.3 Document item condition	<ul style="list-style-type: none"> Follow company procedures 	
	2.4 Prepare inventory of cargo items	<ul style="list-style-type: none"> Use company standard forms and procedures 	
	2.5 Mentally adjust load plan based on inventory	<ul style="list-style-type: none"> Plan for “tiers” of similar volume items with heaviest items on bottom Effectiveness here will increase efficiency of the loading and unloading, as well as help ensure cargo is not damaged in transit 	
	2.6 Complete cargo inventory paperwork	<ul style="list-style-type: none"> Use company procedures Even more critical for cross-border moves 	
	2.7 Obtain customer signatures for inventory and condition	<ul style="list-style-type: none"> Vital to ensure accurate inventory to expedite delivery at destination 	

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			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
3. Pack cargo Task Context: The techniques for packing items into boxes and special containers to minimize the risk of damage is a critical skill for movers/van foremen	3.1 Receive paperwork for cargo	<ul style="list-style-type: none"> ▪ Verify with dispatch and/or agent ▪ Where possible, perform pre-check to ensure estimates are accurate 	<ul style="list-style-type: none"> ▪ Work methodically (I3) ▪ Demonstrate thoroughness and attention to detail (J2)
	3.2 Gather appropriate packing materials	<ul style="list-style-type: none"> ▪ Sufficient quantities, without waste 	<i>Essential Skills:</i> Document Use (2); Thinking Skills: Decision Making (2), Critical Thinking (2); Oral Communication (2)
	3.3 Set-up for cargo packing at customer location	<ul style="list-style-type: none"> ▪ Ensure runners and ramps laid out to protect property, carpets, etc ▪ Discuss process to be followed with customer 	
	3.4 Manage packing crew	<ul style="list-style-type: none"> ▪ Brief crew on procedures to follow, company protocols 	
	3.5 Document cargo items for manifest	<ul style="list-style-type: none"> ▪ Follow company procedures 	
	3.6 Prepare items for shipment	<ul style="list-style-type: none"> ▪ May involve dismantling larger objects. ▪ Ensure location of hardware is documented to facilitate retrieval for reassembly at destination 	
	3.7 Pack cargo items	<ul style="list-style-type: none"> ▪ Wrapped per company procedures and/or industry practices ▪ Placed in containers 	
	3.8 Ensure boxes and containers sealed and labelled	<ul style="list-style-type: none"> ▪ Follow company procedures 	

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
4. Load cargo Task Context: Lifting, carrying and loading furniture, appliances and household effects is a potentially hazardous activity which must be done correctly to prevent slips, falls, strains and musculo-skeletal injuries. In addition, the cargo must be loaded in a manner that maximizes the capacity of the van, while ensuring the items are not damaged in transit.	4.1 Operate specialized equipment	<ul style="list-style-type: none"> ▪ Follow set operating procedures for lifting straps, dollies, etc ▪ Apply weight distribution principles and techniques ▪ Use appropriate personal protective equipment (PPE) ▪ Use appropriate safety equipment 	<ul style="list-style-type: none"> ▪ Work methodically (J3) ▪ Demonstrate thoroughness and attention to detail (J2)
	4.2 Minimize total cargo volume for each load	<ul style="list-style-type: none"> ▪ Comply with company policy ▪ Comply with cargo loading and securement regulations ▪ Comply with dangerous goods regulations ▪ Report overages, shortages and damages 	Essential Skills: Thinking Skills: Critical Thinking(2), Decision Making (2) ; Reading (3); Document Use (3); Oral Communication (2)
	4.3 Apply proper ergonomics for cargo loading	<ul style="list-style-type: none"> ▪ Use safe lifting techniques ▪ Ensure proper physical fitness for loading cargo ▪ Follow company procedures for “two-man lift” requirements 	
	4.4 Load cargo in specialized/non-standard situations	<ul style="list-style-type: none"> ▪ Follow appropriate procedures for loading in residential and other “not loading dock” situations 	

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
5. Secure cargo Task Context: The moving industry has developed practices for wrapping and protecting items and securing them in the van that will minimize the risk of damage to goods in transit.	5.1 Ensure legal axle weights	<ul style="list-style-type: none"> ▪ Consider the nature, function and operation of cargo handling equipment ▪ Comply with provincial and state laws regarding axle weights ▪ Comply with provincial and state laws on how to move axles and load trailers in compliance with these laws 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Work methodically (J3) ▪ Demonstrate thoroughness and attention to detail (J2) <p><i>Essential Skills:</i> Thinking Skills: Decision Making (2); Reading (3)</p>
	5.2 Safeguard cargo and equipment against vandalism and theft	<ul style="list-style-type: none"> ▪ Follow set rules and procedures ▪ Apply company policy for ensuring cargo is not compromised while in transit ▪ Apply emergency response procedure 	
	5.3 Provide protective services for cargo (e.g. blankets/pads, plastic wrapping, etc.)	<ul style="list-style-type: none"> ▪ Comply with company policies and industry practice for wrapping items to prevent damage. ▪ Secure tiers with heavier items on the bottom ▪ Apply emergency response procedure 	

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
6. Unload cargo Task Context: Lifting , carrying and unloading furniture, appliances and household effects is a potentially hazardous activity which must be done correctly to prevent slips, falls, strains and musculo-skeletal injuries.	6.1 Operate specialized equipment	<ul style="list-style-type: none"> ▪ Follow set operating procedures for lifting straps, dollies, etc ▪ Follow set operating procedures ▪ Use appropriate personal protective equipment (PPE) ▪ Use appropriate safety equipment 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Work methodically (J3) ▪ Demonstrate thoroughness and attention to detail (J2) <p><i>Essential Skills:</i> Thinking Skills: Critical Thinking (2), Decision Making (2), Job Task Planning (2); Oral Communication (2); Reading (3); Document Use (3)</p>
	6.2 Finalize cargo delivery	<ul style="list-style-type: none"> ▪ Obtain signatures for offloaded cargo ▪ Report overages, shortages and damages 	
	6.3 Apply proper ergonomics for cargo unloading	<ul style="list-style-type: none"> ▪ Use safe lifting techniques ▪ Ensure proper physical fitness for unloading cargo ▪ Follow company procedures for “two-man lift” requirements 	
	6.4 Unload cargo in specialized/non-standard situations	<ul style="list-style-type: none"> ▪ Follow appropriate procedures for unloading in residential and other “not loading dock” situations 	

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

A Professional Mover/Van Foreman must be able to:

D. SERVICE CUSTOMERS

General Context: The Professional Mover/Van Foreman is required to interact directly with the end-customer, and as such is the key person for preventing and managing customer complaints. The opinion of the customer vis-à-vis the moving company is directly tied to the professionalism and comportment of the mover/van foreman. The emotions associated with individuals' personal effects can make the job more challenging.

TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
1. Ensure customer satisfaction	1.1 Identify customer's needs and expectations	<ul style="list-style-type: none"> ▪ Engage clients to determine needs ▪ Share information about client's expectations, needs with company personnel 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate professionalism and integrity (11) ▪ Practice active listening (11) ▪ Manage time (14) ▪ Work as a team member (15) <p><i>Essential Skills :</i> Oral Communication (2) ; Reading (3); Numeracy: Money Math (2) ; Document Use (3)</p>
	1.2 Handle inquiries	<ul style="list-style-type: none"> ▪ Follow carrier's policies on service to customers 	
	1.3 Pick-up and deliver shipments	<ul style="list-style-type: none"> ▪ Confirm pick-up and delivery of shipments ▪ Advise customers of unforeseen delays ▪ Follow each customer's site protocol (policies and procedures) ▪ Submit COD documents and money in a timely manner ▪ Keep customer and company business information confidential ▪ Follow carrier's policies on service to customers 	
	1.4 Maintain a professional working relationship with dispatcher and other drivers	<ul style="list-style-type: none"> ▪ Inform dispatcher of special requirements for customer ▪ Inform other drivers of the types of products to be transported and their transport requirements 	

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TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
<u>2. Handle complaints (*)</u>	2.1 Strategize	<ul style="list-style-type: none"> ▪ Develop goal for interaction ▪ Identify one's parameters (what one can and what one can't do) ▪ Prepare by identifying common problems and win-win solutions 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Practice active listening (I1) ▪ Solve problems (J5) <p><i>Essential Skills :</i> Thinking Skills: Problem Solving (2); Oral Communication (2)</p>
	2.2 Acknowledge	<ul style="list-style-type: none"> ▪ Make customers feel that they have been heard ▪ Make customers feel that they are being respected 	
	2.5 Clarify	<ul style="list-style-type: none"> ▪ Verify understanding by rephrasing ▪ Draw out information to further one's understanding of the client's concern 	
	2.4 Present resolution	<ul style="list-style-type: none"> ▪ State precisely what one is going to do ▪ Offer alternatives 	
	2.5 Check back	<ul style="list-style-type: none"> ▪ Verify if customer is satisfied and feels good about the resolution 	

(*) Terence R. Traut. *Handling Challenging Situations With A Customer-Focus Mindset*. Business Know-How.
<http://www.businessknowhow.com/manage/crmindset.htm>

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TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
<u>3. Participate in improving customer service</u>	3.1 Query customers on needs, expectations, satisfaction	<ul style="list-style-type: none"> ▪ Follow company customer service policies 	<ul style="list-style-type: none"> ▪ Practice active listening (I1) ▪ Demonstrate thoroughness and attention to detail (J2)
	3.2 Report service and safety concerns	<ul style="list-style-type: none"> ▪ Follow company customer service policies ▪ Make suggestions for improvement ▪ Follow up with customers 	<i>Essential Skills:</i> Oral Communication (2); Document Use (2); Reading (3)
<u>4. Participate in creating sales opportunities</u>	4.1 Identify opportunities	<ul style="list-style-type: none"> ▪ Verify if customer is not getting the right kind of service ▪ Verify if another company is providing a service that one's company could offer ▪ Verify if one's company could add a service feature that would be of value to the customer 	<ul style="list-style-type: none"> ▪ Practice active listening (I1) ▪ Demonstrate people skills (I4) ▪ Persuade (I7) <i>Essential Skills :</i> Oral Communication (2); Thinking Skills: Problem Solving (2), Finding Information(2)
	4.2 Transform a complaint into a business opportunity	<ul style="list-style-type: none"> ▪ Deal with the complaint (see D2) ▪ Ask the customer to identify clearly which needs are being met and which are not ▪ Explain one's company ability to meet that unsatisfied need with a different service arrangement ▪ Point out the clear benefits for the customer ▪ Deal with / note objections ▪ End the conversation on a positive note ▪ Follow up with customers 	

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

A Professional Mover/Van Foreman must be able to:

E. ENSURE VEHICLE MAINTENANCE

General Context: All commercial vehicles must be maintained in accordance with the requirements of provincial and federal legislation. The Professional Mover/Van Foreman is required to follow the same rules and regulations as any other driver in the trucking industry.

TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
1. Practice preventative maintenance	1.1 Schedule preventative maintenance	<ul style="list-style-type: none"> ▪ Ensure that brake adjustments are performed as regulated ▪ Comply with company policy ▪ Comply with manufacturer’s specifications 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate thoroughness and attention to detail (J2) ▪ Exercise initiative and resourcefulness (J7) <p><i>Essential Skills:</i> Document Use (3); Oral Communication (2); Thinking Skills: Decision Making (2), Critical Thinking (2), Problem Solving (2); Reading (3)</p>
	1.2 Perform preventative / enroute maintenance	<ul style="list-style-type: none"> ▪ Conduct visual inspections of tractor, trailer and cargo ▪ Monitor vehicle performance and mechanical fitness ▪ Maintain fluid levels ▪ Perform necessary repairs to safely reach a maintenance facility ▪ Log (see F1) inspection details ▪ Submit maintenance request 	

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
2. Perform pre-trip inspection	2.1 Perform pre-trip inspection on tractor	<ul style="list-style-type: none"> ▪ Read previous day's inspection forms and confirm that all identified problems have been corrected ▪ Check for leaks on the ground and dripping fluids on underside of engine and transmission ▪ Inspect hoses for condition and leaks ▪ Check fluid levels (oil, coolant, steering, etc.) and add as required ▪ Check drive belts for wear and adjustment ▪ Verify oil pressure, temperature, charging system ▪ Clean mirrors and windshield ▪ Check emergency equipment ▪ Check steering play ▪ Check windshield wiper and washer functionality ▪ Test dash indicators ▪ Check horn ▪ Test heater, defroster and air conditioner ▪ Test parking brake ▪ Check air brakes ▪ Check safety belt ▪ Check external lights and reflective equipment 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate thoroughness and attention to detail (J2) ▪ Work methodically (J3) ▪ Make decisions (J6) <p><i>Essential Skills:</i> Document Use (3); Oral Communication (2); Thinking Skills: Decision Making (2), Critical Thinking (2)</p>

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
<u>2. Perform pre-trip inspection (cont.)</u>	2.1 Perform pre-trip inspection on tractor (cont.)	<ul style="list-style-type: none"> ▪ Check steering box ▪ Check suspension components ▪ Check brake assemblies ▪ Check wheel rims, hubs and tires ▪ Check doors ▪ Check fuel tank(s), cap(s) and rubber ring ▪ Check battery(s) and battery connections ▪ Check drive shaft and U-joints ▪ Check exhaust system ▪ Check frame for cracks, broken or unauthorized welds, holes or other damages ▪ Check splash guards or mud flaps ▪ Check air / electric lines for trailer ▪ Check catwalk ▪ Check fifth wheel ▪ Log (see F1) / report (see F3) all unsafe or out of limits conditions ▪ Decline to operate unsafe equipment 	<ul style="list-style-type: none"> ▪ Demonstrate thoroughness and attention to detail (J2) ▪ Work methodically (J3) ▪ Make decisions (J6) <p><i>Essential Skills:</i> Document Use (3); Oral Communication (2); Thinking Skills: Decision Making (2), Critical Thinking (2)</p>

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
2. Perform pre-trip inspection (cont.)	2.2 Perform pre-trip inspection on trailer	<ul style="list-style-type: none"> ▪ Check that trailer air connectors, glad hands and trailer electrical plug are in place ▪ Check bulk head / front area ▪ Check landing gear ▪ Check doors ▪ Check frame, cross members, box and floor ▪ Check the sliding tandem unit ▪ Check remainder of trailer ▪ Log (see F1) / report (see F3) all unsafe or out of limits conditions ▪ Decline to operate unsafe equipment 	<ul style="list-style-type: none"> ▪ Demonstrate thoroughness and attention to detail (J2) ▪ Work methodically (J3) ▪ Make decisions (J6) <p><i>Essential Skills:</i> Document Use (3); Oral Communication (2); Thinking Skills: Decision Making (2), Critical Thinking (2)</p>
3. Perform post-trip inspection and tasks	3.1 Perform post-trip inspection on truck tractor and on trailer	<ul style="list-style-type: none"> ▪ Follow set procedure 	<ul style="list-style-type: none"> ▪ Demonstrate thoroughness and attention to detail (J2) ▪ Write in a clear and concise manner (I3)
Task Context: Movers/van foremen must ensure that the inside of the van is thoroughly cleaned after each load. The same holds true for pads, blankets, dollies and other equipment.	3.2 Schedule preventative maintenance	<ul style="list-style-type: none"> ▪ Follow set procedure 	<i>Essential Skills :</i> Document Use (2); Thinking Skills: Critical Thinking (2), Decision Making (2); Reading (3)
	3.3 Ensure interior and exterior maintenance of vehicle	<ul style="list-style-type: none"> ▪ Comply with company policy ▪ Ensure interior of van is spotless 	
	3.4 Prepare equipment for next load	<ul style="list-style-type: none"> ▪ Follow set procedure ▪ Ensure pads/blankets are clean and properly folded ▪ Ensure cargo handling equipment is clean 	

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TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
4. Maintain accessory equipment	4.1 Maintain pneumatic equipment	<ul style="list-style-type: none"> Follow set rules and procedures for ensuring maintenance of “air ride” trailers 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Demonstrate thoroughness and attention to detail (J2) Work methodically (J3) <p><i>Essential Skills:</i> Document Use (2); Thinking Skills: Critical Thinking (2); Reading (3)</p>

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

A Professional Mover/Van Foreman must be able to:

F. PERFORM ADMINISTRATIVE DUTIES

General Context: In general, administrative duties are similar across the trucking industry. However, the requirements for documenting inventories of goods and bills of lading is quite complex for the Professional Mover/Van Foreman. Every carrier has different requirements, and often these requirements are also different for the same carrier but on different sides of the Canada/US border.

TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
1. Maintain daily log	1.1 Pre and post-trip inspections : log all unsafe or out of limits conditions	<ul style="list-style-type: none"> ▪ Apply company procedure 	<ul style="list-style-type: none"> ▪ Demonstrate thoroughness and attention to details (J2) <i>Essential Skills:</i> Document Use (3); Writing (2)
	1.2 Maintain trip data	<ul style="list-style-type: none"> ▪ Apply company procedure 	
	1.3 Maintain fuel data	<ul style="list-style-type: none"> ▪ Apply company procedure 	
2. Administer bills of lading	2.1 Verify accuracy of bills of lading	<ul style="list-style-type: none"> ▪ Apply company procedure 	<ul style="list-style-type: none"> ▪ Demonstrate thoroughness and attention to detail (J2) <i>Essential Skills :</i> Document Use (3)
	2.2 Record changes to bills of lading	<ul style="list-style-type: none"> ▪ Apply company procedure 	
	2.3 Complete bills of lading	<ul style="list-style-type: none"> ▪ Apply company procedure 	
	<p>Task Context: This is one of the most important specific duties of the mover/van foreman. Recording the details of loads and in particular the condition of individual items in the load is essential to managing claims and reducing liability for lost or damaged goods.</p>		

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TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
3. Prepare / submit inspection reports	3.1 Complete pre-trip inspection report	<ul style="list-style-type: none"> ▪ Apply company procedure ▪ Report equipment defects 	<ul style="list-style-type: none"> ▪ Write in a clear and concise manner (13) ▪ Speak in a clear and concise manner (12) ▪ Demonstrate thoroughness and attention to detail (J2) <p><i>Essential Skills:</i> Document Use (2); Writing (2); Thinking Skills: Critical Thinking (2)</p>
	3.2 Complete enroute inspection report	<ul style="list-style-type: none"> ▪ Apply company procedure ▪ Report equipment defects 	
	3.3 Complete post-trip inspection report	<ul style="list-style-type: none"> ▪ Enter carrier and truck / trailer information and date and time of inspection ▪ List and clearly explain in writing all observed defects needing correction ▪ Indicate whether the condition of the vehicle is satisfactory for safe operation ▪ Sign form ▪ Hand in form to designated person 	

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TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
4. Prepare / submit documents and requests	4.1 Complete expense reports	<ul style="list-style-type: none"> ▪ Apply company procedure 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Write in a clear and concise manner (I3) ▪ Speak in a clear and concise manner (I2) ▪ Demonstrate thoroughness and attention to detail (J2) <p><i>Essential Skills:</i> Numeracy: Money Math (2); Document Use (3); Writing (3)</p>
	4.2 Prepare incident and collision reports	<ul style="list-style-type: none"> ▪ Apply company procedure 	
	4.3 Submit maintenance requests	<ul style="list-style-type: none"> ▪ Apply company procedure 	
	4.4 Complete customs documentation	<ul style="list-style-type: none"> ▪ Apply company procedure 	
	4.5 Submit COD documents and money	<ul style="list-style-type: none"> ▪ Apply company procedure 	

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

A Professional Mover/Van Foreman must be able to:

G. COMPLY WITH LAWS, REGULATIONS, POLICIES TO STANDARDS

General Context: The laws and regulations applicable to the moving sector are the same as those applicable to the rest of the industry, with the exception of dangerous goods regulations (movers do not transport dangerous goods) and food safety regulations (movers are not involved in transporting food items for consumption by the general public).

TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
1. Comply with hours of service requirements	1.1 Identify/analyse regulated requirements	<ul style="list-style-type: none"> ▪ Consult with knowledgeable parties 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate situational awareness (I9) ▪ Demonstrate thoroughness and attention to detail (J2) <p><i>Essential Skills:</i> Reading (4); Document Use (3); Numeracy: Measurement and Calculation Math (1)</p>
	1.2 Ensure/promote compliance	<ul style="list-style-type: none"> ▪ Execute tasks according to regulated requirements ▪ Inform colleagues and collaborators of regulated requirements 	
	1.3 Monitor compliance	<ul style="list-style-type: none"> ▪ Identify/resolve non compliance situations ▪ Report non compliance situations ▪ Respond to emergency situations 	
	1.4 Stay current	<ul style="list-style-type: none"> ▪ Obtain current version of applicable regulations 	

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TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
2. Comply with highway safety codes and related regulations	2.1 Identify/analyze regulated requirements	<ul style="list-style-type: none"> ▪ Consult with knowledgeable parties 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate situational awareness (J9) ▪ Demonstrate thoroughness and attention to detail (J2) <p><i>Essential Skills:</i> Reading (4); Document Use (3); Writing (3)</p>
	2.2 Ensure/promote compliance	<ul style="list-style-type: none"> ▪ Execute driving manoeuvres and procedures according to codes and regulated requirements ▪ Inform colleagues and collaborators of regulated requirements 	
	2.3 Monitor compliance	<ul style="list-style-type: none"> ▪ Identify / resolve non compliance situations ▪ Report non compliance situations ▪ Respond to emergency situations 	
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TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
3. Comply with occupational health and safety requirements	3.1 Identify regulated requirements	<ul style="list-style-type: none"> ▪ Consult with knowledgeable parties 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate situational awareness (J9) ▪ Demonstrate thoroughness and attention to detail (J2) <p><i>Essential Skills:</i> Reading (4); Thinking Skills: Critical Thinking (2)</p>
	3.2 Ensure/promote compliance	<ul style="list-style-type: none"> ▪ Execute tasks according to regulated requirements ▪ Inform colleagues and collaborators of regulated requirements 	
	3.3 Monitor compliance	<ul style="list-style-type: none"> ▪ Identify / resolve non compliance situations ▪ Report non compliance situations ▪ Respond to emergency situations 	
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TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
4. Comply with carriage of goods requirements	4.1 Identify regulated requirements	<ul style="list-style-type: none"> Consult with knowledgeable parties 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Demonstrate situational awareness (J9) Demonstrate thoroughness and attention to detail (J2) <p><i>Essential Skills:</i> Reading (4); Thinking Skills: Critical Thinking (2)</p>
	4.2 Ensure/promote compliance	<ul style="list-style-type: none"> Execute tasks according to regulated requirements Inform colleagues and collaborators of regulated requirements 	
	4.3 Monitor compliance	<ul style="list-style-type: none"> Identify/resolve non compliance situations Report non compliance situations Respond to emergency situations 	
	4.4 Stay current	<ul style="list-style-type: none"> Obtain current version of applicable regulations 	

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TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
5. Comply with governing drug and alcohol regulations and policies	5.1 Identify regulated requirements	<ul style="list-style-type: none"> ▪ Consult with knowledgeable parties 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate situational awareness (I9) ▪ Demonstrate thoroughness and attention to detail (J2) <p><i>Essential Skills:</i></p> <ul style="list-style-type: none"> Reading (4); Document Use (3)
	5.2 Ensure / promote compliance	<ul style="list-style-type: none"> ▪ Execute tasks according to regulated requirements ▪ Inform colleagues and collaborators of regulated requirements 	
	5.3 Monitor compliance	<ul style="list-style-type: none"> ▪ Identify / resolve non compliance situations ▪ Report non compliance situations ▪ Respond to emergency situations 	
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TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
6. Comply with weights and dimensions requirements	6.1 Identify regulated requirements	<ul style="list-style-type: none"> Consult with knowledgeable parties 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Demonstrate situational awareness (I9) Demonstrate thoroughness and attention to detail (J2) <p><i>Essential Skills:</i></p> <ul style="list-style-type: none"> Reading (4); Document Use (2)
	6.2 Ensure/promote compliance	<ul style="list-style-type: none"> Execute tasks according to regulated requirements Inform colleagues and collaborators of regulated requirements 	
	6.3 Monitor compliance	<ul style="list-style-type: none"> Identify/resolve non compliance situations Report non compliance situations Respond to emergency situations 	
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TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
7. Comply with labour code requirements	7.1 Identify regulated requirements	<ul style="list-style-type: none"> ▪ Consult with knowledgeable parties 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate situational awareness (I9) ▪ Demonstrate thoroughness and attention to detail (J2) <p><i>Essential Skills :</i></p> <ul style="list-style-type: none"> Reading (4); Document Use (3)
	7.2 Ensure/promote compliance	<ul style="list-style-type: none"> ▪ Execute tasks according to regulated requirements ▪ Inform colleagues and collaborators of regulated requirements 	
	7.3 Monitor compliance	<ul style="list-style-type: none"> ▪ Identify/resolve non compliance situations ▪ Report non compliance situations ▪ Respond to emergency situations 	
	7.4 Stay current	<ul style="list-style-type: none"> ▪ Obtain current version of applicable regulations 	

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

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G. COMPLY WITH LAWS, REGULATIONS, POLICIES TO STANDARDS

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TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
<u>8. Comply with human rights requirements</u>	8.1 Identify regulated requirements	<ul style="list-style-type: none"> ▪ Consult with knowledgeable parties 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate situational awareness (I9) ▪ Demonstrate thoroughness and attention to detail (J2) <p><i>Essential Skills :</i></p> <ul style="list-style-type: none"> Reading (4); Document Use (3); Oral Communication (2)
	8.2 Ensure/promote compliance	<ul style="list-style-type: none"> ▪ Execute tasks according to regulated requirements ▪ Inform colleagues and collaborators of regulated requirements 	
	8.3 Monitor compliance	<ul style="list-style-type: none"> ▪ Identify/resolve non compliance situations ▪ Report non compliance situations ▪ Respond to emergency situations 	
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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
<u>9. Comply with environmental requirements</u>	9.1 Identify regulated requirements	<ul style="list-style-type: none"> ▪ Consult with knowledgeable parties 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate situational awareness (I9) ▪ Demonstrate thoroughness and attention to detail (J2) <p><i>Essential Skills :</i></p> <ul style="list-style-type: none"> Reading (4); Document Use (3)
	9.2 Ensure/promote compliance	<ul style="list-style-type: none"> ▪ Execute tasks according to regulated requirements ▪ Inform colleagues and collaborators of regulated requirements 	
	9.3 Monitor compliance	<ul style="list-style-type: none"> ▪ Identify/resolve non compliance situations ▪ Report non compliance situations ▪ Respond to emergency situations 	
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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
10. Comply with customs and immigration requirements	10.1 Identify regulated requirements	<ul style="list-style-type: none"> ▪ Consult with knowledgeable parties 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate situational awareness (I9) ▪ Demonstrate thoroughness and attention to detail (J2) <p><i>Essential Skills:</i></p> <ul style="list-style-type: none"> Reading (4); Document Use (3)
	10.2 Ensure/promote compliance	<ul style="list-style-type: none"> ▪ Execute tasks according to regulated requirements ▪ Inform colleagues and collaborators of regulated requirements 	
	10.3 Monitor compliance	<ul style="list-style-type: none"> ▪ Identify/resolve non compliance situations ▪ Report non compliance situations ▪ Respond to emergency situations 	
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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
11. Comply with tax requirements	11.1 Identify regulated requirements	<ul style="list-style-type: none"> Consult with knowledgeable parties 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Demonstrate situational awareness (J9) Demonstrate thoroughness and attention to detail (J2) <p><i>Essential Skills:</i></p> <ul style="list-style-type: none"> Reading (4); Document Use (3)
	11.2 Ensure/promote compliance	<ul style="list-style-type: none"> Execute tasks according to regulated requirements Inform colleagues and collaborators of regulated requirements 	
	11.3 Monitor compliance	<ul style="list-style-type: none"> Identify/resolve non compliance situations Report non compliance situations Respond to emergency situations 	
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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
12. Comply with company contracts and agreements	12.1 Identify regulated requirements	<ul style="list-style-type: none"> Consult with knowledgeable parties 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Demonstrate situational awareness (I9) Demonstrate thoroughness and attention to detail (I2) <p><i>Essential Skills:</i> Reading (3)</p>
	12.2 Ensure/promote compliance	<ul style="list-style-type: none"> Execute tasks according to regulated requirements Inform colleagues and collaborators of regulated requirements 	
	12.3 Monitor compliance	<ul style="list-style-type: none"> Identify/resolve non compliance situations Report non compliance situations Respond to emergency situations 	
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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
13. Comply with companies policies, procedures and standards	13.1 Identify regulated requirements	<ul style="list-style-type: none"> Consult with knowledgeable parties 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> Demonstrate situational awareness (I9) Demonstrate thoroughness and attention to detail (J2) <p><i>Essential Skills:</i></p> <ul style="list-style-type: none"> Reading (3); Document Use (3)
	13.2 Ensure/promote compliance	<ul style="list-style-type: none"> Execute tasks according to regulated requirements Inform colleagues and collaborators of regulated requirements 	
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H. PERFORM BUSINESS ADMINISTRATION DUTIES

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NOTE: Tasks that are performed ONLY by owner/operators are marked with an asterisk *

TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
1. Develop business plan *	1.1 Set long-term and short-term objective	<ul style="list-style-type: none"> ▪ Ensure link with organization’s mission and vision ▪ Comply with the SMART principle (i.e. Specific, Measurable, Achievable, Relevant, Time-based) 	<ul style="list-style-type: none"> ▪ Demonstrate thoroughness and attention to detail (J2) ▪ Make decisions (I6)
	1.2 Identify business opportunities in accordance with organizational vision	<ul style="list-style-type: none"> ▪ Research business opportunities ▪ Assess viability of business opportunities (potential revenue vs. estimated costs) 	<i>Essential Skills:</i> Thinking Skills: Job Task Planning and Organizing (3), Critical Thinking (2), Decision Making (2); Numeracy: Scheduling or Budgeting and Accounting Math (3), Data Analysis Math (3); Reading (3); Writing (3); Document Use (3)
	1.3 Prioritize business opportunities	<ul style="list-style-type: none"> ▪ Set criteria ▪ Assess project opportunities based on criteria ▪ Select project opportunities 	
	1.4 Prepare human resources plan	<ul style="list-style-type: none"> ▪ Identify required skills, knowledge and experience ▪ Review capacity and capability of current workforce ▪ Develop plan(s) to meet organization’s long-term and short-term requirements 	

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
1. Develop business plan (cont.)	1.5 Develop marketing and public relations plan	<ul style="list-style-type: none"> ▪ Define marketing guidelines (e.g. determine image to promote) ▪ Identify audience ▪ Identify marketing focus ▪ Allocate resources 	<ul style="list-style-type: none"> ▪ Demonstrate thoroughness and attention to detail (J2) ▪ Make decisions (J6)
	1.6 Set financial objectives	<ul style="list-style-type: none"> ▪ Determine financial needs to achieve short-term objectives ▪ Determine financial needs to achieve long-term objectives 	<i>Essential Skills:</i> Thinking Skills: Job Task Planning and Organizing (3), Critical Thinking (2), Decision Making (2); Numeracy: Scheduling or Budgeting and Accounting Math (3), Data Analysis Math (3); Reading (3); Writing (3); Document Use (3)
	1.7 Establish operating budget	<ul style="list-style-type: none"> ▪ Develop budget scenarios ▪ Create a budget 	
	1.8 Prepare a capital and facility needs plan and budget	<ul style="list-style-type: none"> ▪ Identify capital and facility needs ▪ Assess current capital and facility assets ▪ List / assess options ▪ Select one or a combination of options ▪ Establish a capital budget 	

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
2. Utilize professional services (e.g. accountants, lawyers and other professionals) *	2.1 Identify needs	<ul style="list-style-type: none"> ▪ Determine required expertise (e.g. bookkeeper, accountant, lawyer, insurance broker, etc.) ▪ Specify required services 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Negotiate (I6) ▪ Make decisions (J6) <p><i>Essential Skills:</i></p> <p>Oral communication (3); Reading (3); Thinking Skills: Critical Thinking (2), Decision Making (3); Writing (3)</p>
	2.2 Source service providers	<ul style="list-style-type: none"> ▪ Browse printed and electronic information sources (e.g. trucking industry trade magazines) ▪ Contact professional / industry associations ▪ Utilize own network of contacts 	
	2.3 Select service provider(s)	<ul style="list-style-type: none"> ▪ Define selection criteria (e.g. professional integrity, reliability, reasonable and affordable fee, etc.) ▪ Write Request for Quotations (RFQ) or Request for Proposals (RFP) ▪ Compare proposals on the basis of set criteria ▪ Check references 	
	2.4 Negotiate contract terms	<ul style="list-style-type: none"> ▪ Create formal contract / agreement ▪ Review / discuss content (mandate, length of contract, fees and other conditions) ▪ Finalise and sign contract / agreement 	

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
3. Find a carrier partner *	<p>3.1 Assess carriers’ viability by obtaining credit references</p> <p>3.2 Assess carriers’ safety record</p> <p>3.3 Assess carriers’ ability to provide support and assistance to owner-operators</p>	<ul style="list-style-type: none"> ▪ Ask a fleet’s major supplier ▪ Informally ask one of carrier’s present owner-operators ▪ Obtain a credit rating ▪ Seek assistance from one’s bank manager/accountant <ul style="list-style-type: none"> ▪ Ask recruiter to show a copy of the carrier’s safety record ▪ Do one’s own research before interview ▪ Consult government sources <p>Assess carriers’ ability to :</p> <ul style="list-style-type: none"> ▪ Provide business management assistance ▪ Provide information / training on how to determine operating costs ▪ Purchase assistance (group volume discounts) for consumable items ▪ Provide administrative support for licensing and umbrella coverage for insurance ▪ Demonstrate openness to ideas and suggestions from owner-operators ▪ Demonstrate a genuine interest in the success of its owner-operator fleet 	<ul style="list-style-type: none"> ▪ Demonstrate thoroughness and attention to detail (J2) ▪ Make decisions (J6) <p><i>Essential Skills:</i></p> <p>Thinking Skills: Critical Thinking (3), Decision Making (2), Finding Information (3); Reading (3); Oral Communication (3); Numeracy: Scheduling or Budgeting and Accounting Math (3), Data Analysis (3)</p>

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
<u>3. Find a carrier partner (cont.)*</u>	3.4 Assess “mutual fit”	<ul style="list-style-type: none"> ▪ Verify whether operating lanes and gateways meet one’s geographical needs ▪ Verify whether one’s equipment meets the carrier’s requirements ▪ Verify whether one’s personal experience meets the carrier’s requirements 	<p><i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i></p> <ul style="list-style-type: none"> ▪ Demonstrate thoroughness and attention to detail (J2) ▪ Make decisions (J6) <p><i>Essential Skills:</i> Thinking Skills: Critical Thinking (3), Decision Making (2), Finding Information (3); Reading (3); Oral Communication (3); Numeracy: Scheduling or Budgeting and Accounting Math (3), Data Analysis (3)</p>
	3.5 Assess carriers’ policies and operating procedures	Analyse carriers’: <ul style="list-style-type: none"> ▪ Schedule of operating expenditures; base plate (registration fees), insurance costs, permits, etc. ▪ Carrier policy and procedures manual ▪ Holdback policy and deduction schedule ▪ Tractor paint requirements ▪ Fuel surcharge policies ▪ Information on insurance policies; deductible information, costs, etc. 	

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
<u>3. Find a carrier partner (cont.)*</u>	3.6 Assess carriers’ performance records	<ul style="list-style-type: none"> ▪ Obtain copies of other owner-operator pay statements with the names removed ▪ Analyse monthly average number of miles per truck and average length of a trip ▪ Scrutinize the rate/revenue package on the owner-operator statements for accurate mileages, paid loading/unloading/delay time, etc. ▪ Watch for deductions from the statement that weren’t explained by the recruiter. ▪ Watch the payload weights to ensure the carrier isn’t consistently running overweight ▪ Verify why have previous owner-operators left the company? 	<ul style="list-style-type: none"> ▪ Demonstrate thoroughness and attention to detail (J2) ▪ Make decisions (J6) <p><i>Essential Skills:</i></p> <p>Thinking Skills: Critical Thinking (3), Decision Making (2), Finding Information (3); Reading (3); Oral Communication (3); Numeracy: Scheduling or Budgeting and Accounting Math (3), Data Analysis (3)</p>

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
<u>3. Find a carrier partner (cont.)*</u>	3.7 Select a carrier	<p>Key questions:</p> <ul style="list-style-type: none"> ▪ Are you comfortable with the geographic realities of the carrier’s operation: operating lanes, destinations, gateways, etc.? ▪ Are you comfortable with the working environment: policies and procedures, etc.? ▪ Is the carrier’s client base sufficiently diverse to support you year-round? ▪ Can you earn enough money to support your family and your business? ▪ Does the carrier operate in a diligent and professional manner? ▪ Will you be happy with this carrier one year from now? Five years from now? ▪ Would you recommend this carrier to a friend? 	<ul style="list-style-type: none"> ▪ Demonstrate thoroughness and attention to detail (J2) ▪ Make decisions (J6) <p><i>Essential Skills:</i></p> <p>Thinking Skills: Critical Thinking (3), Decision Making (2), Finding Information (3); Reading (3); Oral Communication (3); Numeracy: Scheduling or Budgeting and Accounting Math (3), Data Analysis (3)</p>
	3.8 Negotiate a contractual agreement	<ul style="list-style-type: none"> ▪ Ensure legal review of contract ▪ Have lawyer rewrite clauses that might be damaging to one’s business ▪ Present and negotiate amendments ▪ Have a clause forcing a regular review of the rates and operating conditions 	

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		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
4. Spec vehicles Task Context: This task may be performed by senior company drivers as well as owner operators.	4.1 Select a truck or trailer	<ul style="list-style-type: none"> ▪ Gather information (trade magazines ; government information circulars, manufacturers brochures) ▪ Talk to owners / operators (ask what they like / dislike ; ask about any problem – ex. : fuel consumption or payload problems ; make notes) ▪ Talk to dealers (tell what you need ; review each spec in terms of price and performance ; ask dealers for estimates on several possible component combinations in terms of price and performance to compare operating costs) ▪ Shop around for best deals 	<ul style="list-style-type: none"> ▪ Demonstrate thoroughness and attention to detail (J2) ▪ Make decisions (J6) <p><i>Essential Skills:</i> Thinking Skills: Finding Information (3), Critical Thinking (2), Decision Making (3); Oral Communication (3); Document Use (2); Reading (3); Numeracy: Scheduling or Budgeting and Accounting Math (3)</p>
	4.2 Decide on buying new or used truck	<p>Factors to consider:</p> <ul style="list-style-type: none"> ▪ Market conditions ▪ Used trucks availability ▪ New trucks price and financing options vs used truck packages ▪ Prevailing interest rates ▪ Anticipated workload ▪ Own ability to deal with mechanical problems ▪ Adequate supply of parts and access to service facilities ▪ Carrier pay period and cash flow ▪ Cost of operation ▪ Peace of mind 	

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			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
5. Select vehicle financing option *	5.1 Assess the costs and implications of the financing package	<ul style="list-style-type: none"> ▪ Compare the advantages and disadvantages of cash financing ▪ Compare the advantages and disadvantages of bank financing ▪ Compare the advantages and disadvantages of independent financing ▪ Have accountant or bookkeeper review terms of deal and do a cost projection 	<ul style="list-style-type: none"> ▪ Demonstrate thoroughness and attention to detail (J2) ▪ Make decisions (J6) <p><i>Essential Skills:</i> Numeracy: Scheduling or Budgeting and Accounting Math (3); Thinking Skills: Decision Making) (3)</p>
	5.2 Decide whether or not one is financially qualified to buy a truck	<ul style="list-style-type: none"> ▪ Self-assess one’s financial capability based on risk acceptance criteria used by financial institutions ▪ Consider additional conditions/guarantees required by financial institutions when failing to meet certain risk criteria 	
	5.3 Decide whether a lease or a purchase is the better option	<ul style="list-style-type: none"> ▪ Compare the respective advantages and disadvantages of operating and capital leases ▪ Compare the advantages and disadvantages of purchasing and leasing ▪ Seek expert third party’s advice (e.g. one’s accountant or bookkeeper) and cost projections 	

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			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
6. Manage finances			
Task Context: This task refers to the finances of the business.			
	6.1 Establish and maintain records of revenue and costs	<ul style="list-style-type: none"> ▪ Use accounting software and tools of the trade: financial statements, cash flow, net worth, profit and loss, balance sheets ▪ Adopt/adapt best practices 	<ul style="list-style-type: none"> ▪ Demonstrate thoroughness and attention to detail (J2) ▪ Make decisions (J6)
	6.2 Prepare budget	<ul style="list-style-type: none"> ▪ Estimate fixed costs and variable costs ▪ Estimate profits 	<i>Essential Skills:</i> Numeracy: Money Math (3), Scheduling or Budgeting and Accounting Math (3); Document Use (3)
	6.3 Administer budget	<ul style="list-style-type: none"> ▪ Control variable costs ▪ Control maintenance costs ▪ Evaluate trip revenue and its impact on profits/net income ▪ Determine/make adjustments 	
	6.4 Fulfill fiscal obligations	<ul style="list-style-type: none"> ▪ Manage fuel tax ▪ Minimize income tax payable ▪ Comply with tax requirements 	
	6.5 Manage insurance and claims	<ul style="list-style-type: none"> ▪ Follow procedure set by insurance company 	

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A Professional Mover/Van Foreman must be able to:

H. PERFORM BUSINESS ADMINISTRATION DUTIES

General Context: The Professional Mover/Van Foreman becomes involved in higher-level business administration functions. These duties go beyond the ordinary administration and “paperwork” duties that all drivers must perform; they are in the realm of the owner/operator, but more experienced company drivers may also be asked to participate.

NOTE: Tasks that are performed ONLY by owner/operators are marked with an asterisk * as well as being highlighted in the Task Context statement.

TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
7. Manage information Task Context: This task may be performed by both senior company drivers and owner/operators	7.1 Construct a record-keeping system to record and manage data from trip records 7.2 Compile reports 7.3 Analyse data	<ul style="list-style-type: none"> ▪ Hire/consult expert ▪ Research/comply with industry best practice ▪ Track operational and business performance ▪ Compile monthly and annual reports that can be adapted to an income and expense sheet ▪ Establish cost per mile ▪ Use cost to define the revenue demands ▪ Reconcile carrier and bank statements ▪ Predict future business performance ▪ Prepare one’s records for presentation to the accountant 	<ul style="list-style-type: none"> ▪ Work methodically (I3) <p><i>Essential Skills:</i> Numeracy: Scheduling or Budgeting and Accounting Math (3), Data Analysis Math (3); Document Use (3); Oral Communication (3); Thinking Skills: Decision Making (2), Critical Thinking (2); Reading (3)</p>

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

A Professional Mover/Van Foreman must be able to:

H. PERFORM BUSINESS ADMINISTRATION DUTIES

General Context: The Professional Mover/Van Foreman becomes involved in higher-level business administration functions. These duties go beyond the ordinary administration and “paperwork” duties that all drivers must perform; they are in the realm of the owner/operator, but more experienced company drivers may also be asked to participate.

NOTE: Tasks that are performed ONLY by owner/operators are marked with an asterisk *

TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
8. Manage employees *	8.1 Recruit and select driver(s)	<ul style="list-style-type: none"> ▪ Assess cost/benefit analysis of hiring a driver ▪ Determine profile ▪ Assess candidates ▪ Select ▪ Hire 	<ul style="list-style-type: none"> ▪ Work methodically (J3) ▪ Make decisions (J6) ▪ Demonstrate people skills (I4)
	8.2 Administer HR laws, regulations, policies and procedures	<ul style="list-style-type: none"> ▪ Comply with federal, provincial, municipal laws and regulations and company policies and procedures ▪ Comply with articles of collective agreement ▪ Manage grievances 	<p><i>Essential Skills:</i> Reading (4); Document Use (3); Writing (3); Oral Communication (3); Numeracy: Money Math (3), Scheduling or Budgeting and Accounting Math (3); Thinking Skills: Decision Making (3), Critical Thinking (2), Problem Solving (2); Working with Others (3)</p>
	8.3 Organize work/schedules	<ul style="list-style-type: none"> ▪ Assign work/schedules ▪ Develop and implement operational procedures 	
	8.4 Coach and supervise staff	<ul style="list-style-type: none"> ▪ Orient and train new employees ▪ Communicate constructive feedback 	
	8.5 Remunerate employees	<ul style="list-style-type: none"> ▪ Administer benefits and insurance package ▪ Pay employees 	

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

A Professional Mover/Van Foreman must be able to:

H. PERFORM BUSINESS ADMINISTRATION DUTIES

General Context: The Professional Mover/Van Foreman becomes involved in higher-level business administration functions. These duties go beyond the ordinary administration and “paperwork” duties that all drivers must perform; they are in the realm of the owner/operator, but more experienced company drivers may also be asked to participate.

NOTE: Tasks that are performed ONLY by owner/operators are marked with an asterisk * as well as being highlighted in the Task Context statement.

TASKS	SUBTASKS	PERFORMANCE INDICATORS	
		IMPORTANT ACTIONS/STANDARDS	GENERAL COMPETENCIES & ESSENTIAL SKILLS
			<i>Most critical interpersonal and/or personal skills associated with the competency as a whole:</i>
9. Manage casual labour Task Context: This task is almost exclusive to the moving business, and the task falls on ALL drivers who may be required to hire and manage temporary/casual workers to assist in loading and unloading.	9.1 Verify work schedules	<ul style="list-style-type: none"> ▪ Call ahead to arrange reliable labour before showing up in the area ▪ Determine profile/qualifications of the labour desired 	<ul style="list-style-type: none"> ▪ Work methodically (J3) ▪ Make decisions (J6) ▪ Demonstrate people skills (I4) <p><i>Essential Skills :</i></p> <p>Thinking Skills: Job Task Planning (3), Critical Thinking (2), Decision Making (2); Numeracy: Money Math (3), Schedule/Budget/Accounting (2); Oral Communication (2); Working with Others(3)</p>
	9.2 Recruit casual help	<ul style="list-style-type: none"> ▪ Contact agency or personal contacts ▪ Assess candidates ▪ Select ▪ Hire 	
	9.3 Pick up help at designated locations	<ul style="list-style-type: none"> ▪ Final assessment of candidates ▪ Select ▪ Hire 	
	9.4 Brief workers on job requirements	<ul style="list-style-type: none"> ▪ Assign work / schedules ▪ Ensure company standards understood 	
	9.5 Provide instruction to new or inexperienced workers	<ul style="list-style-type: none"> ▪ Orient and train new employees ▪ Follow up new hires to ensure safety, quality and productivity 	
	9.6 Supervise work	<ul style="list-style-type: none"> ▪ Ensure work performed to standard ▪ Communicate constructive feedback 	
	9.7 Manage hours, breaks	<ul style="list-style-type: none"> ▪ Follow company procedures 	
	9.8 Arrange payment for work performed	<ul style="list-style-type: none"> ▪ Follow company procedures 	

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

And to accomplish the previously described professional competencies, A PROFESSIONAL MOVER/VAN FOREMAN must be able to:

I. DEMONSTRATE INTERPERSONAL AND COMMUNICATION SKILLS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
1. Practise active listening	1.1 Verify one's understanding	<ul style="list-style-type: none">Summarize someone else's opinionRephraseUse question techniques to validate one's understanding
	1.2 Demonstrate empathy	<ul style="list-style-type: none">Detect what others feel by decoding verbal and non verbal cluesDemonstrate understanding and sensitivity to what others feel by use of non verbal cues and verbal communication
2. Speak in a clear and concise manner	2.1 Use appropriate vocabulary and terminology	<ul style="list-style-type: none">Use industry terminology and jargonApply etiquette in using communication devices
	2.2 Communicate information with a concern to facilitate understanding	<ul style="list-style-type: none">Adapt language to recipient
3. Write in a clear and concise manner	3.1 Use appropriate vocabulary and terminology	<ul style="list-style-type: none">Use industry terminology and jargon
	3.2 Communicate information with a concern to facilitate understanding	<ul style="list-style-type: none">Adapt language to recipient
	3.3 Comply with grammar rules	

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

And to accomplish the previously described professional competencies, A PROFESSIONAL MOVER/VAN FOREMAN DRIVER must be able to:

I. DEMONSTRATE INTERPERSONAL AND COMMUNICATION SKILLS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
4. Demonstrate people skills	4.1 Establish good relations with all kinds of people	<ul style="list-style-type: none">▪ Make people feel at ease▪ Respect people's needs and interests▪ Initiate contact▪ Accept people's limitations▪ Demonstrate sense of humour
	4.2 Deal with different personality types	<ul style="list-style-type: none">▪ Display tact and diplomacy using appropriate tone and words
	4.3 Demonstrate authenticity with others	<ul style="list-style-type: none">▪ Be straightforward
5. Work as a team member	5.1 Promote collaboration/cooperation and share one's experience and expertise	<ul style="list-style-type: none">▪ Share information▪ Share ideas
	5.2 Earn colleagues' trust and support	<ul style="list-style-type: none">▪ Fulfill commitments to colleagues▪ Accept others' ideas▪ Praise contributions of fellow colleagues▪ Be straightforward with colleagues at all times
	5.3 Suggest ideas and adopt behaviours to optimize teamwork	<ul style="list-style-type: none">▪ Accept others' ideas▪ Demonstrate concern for interpersonal relations among team workers▪ Demonstrate empathy (I1)

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

And to accomplish the previously described professional competencies, A PROFESSIONAL MOVER/VAN FOREMAN DRIVER must be able to:

I. DEMONSTRATE INTERPERSONAL AND COMMUNICATION SKILLS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
6. Negotiate	6.1 Create a positive climate	<ul style="list-style-type: none"> ▪ Find appropriate time and place ▪ Practise active listening (I1)
	6.2 Persuade	<ul style="list-style-type: none"> ▪ Present offer with emphasis on its benefits for the client (or other party)
	6.3 Find a satisfactory arrangement	<ul style="list-style-type: none"> ▪ Try to understand client's (other party's) position ▪ Conclude on a positive note
7. Persuade	7.1 Anticipate recipient mindset and reactions	
	7.2 Establish a positive climate	
	7.3 Promote one's offer / position by underlining its merits and its benefits	
	7.4 Practice active listening (see I1)	
	7.5 Respond to doubts and objections	
8. Exercise leadership	8.1 Demonstrate a capacity to influence	<ul style="list-style-type: none"> ▪ Express / promote ideas ▪ Take a clear stand on issues ▪ Make oneself understood and respected
	8.2 Orient individual and team efforts	<ul style="list-style-type: none"> ▪ Define / suggest / recall objectives ▪ Follow-up on tasks / deliverables ▪ Adjust / modify objectives and / or conditions
9. Select medium of communication	9.1 Determine selection criteria	<ul style="list-style-type: none"> ▪ Consider object of communication (message, decision, documentation, report) ▪ Consider importance and sensitivity of information to communicate (urgent, confidential, ...) ▪ Consider targeted recipient(s)
	9.2 Assess available media	<ul style="list-style-type: none"> ▪ Apply selected criteria ▪ Decide on most appropriate medium of communication

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

And to accomplish the previously described professional competencies, A PROFESSIONAL MOVER/VAN FOREMAN DRIVER must be able to:

J. DEMONSTRATE PERSONAL SKILLS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
1. Demonstrate professionalism and integrity <hr/>	1.1 Accomplish one's duties and tasks according to expected standards 1.2 Demonstrate dedication and commitment	<ul style="list-style-type: none"> ▪ Honour one's commitments ▪ Establish / maintain relationships based on trust ▪ Maintain confidentiality ▪ Prevent / notice errors and take corrective actions ▪ Take responsibility for one's errors / mistakes ▪ Give priority to one's professional obligations, if required
2. Demonstrate thoroughness and attention to detail <hr/>	2.1 Perform tasks to the necessary standards of accuracy and quality 2.2 Identify and address details that ensure a smooth operation	(Generally not required, sub-skills being relatively self-explanatory)
3. Work methodically <hr/>	3.1 Plan and organise task / assignment in an orderly and systematic manner 3.2 Perform each task in compliance with set and / or state-of-the-art process and procedure	(Generally not required, sub-skills being relatively self-explanatory)
4. Manage time <hr/>	4.1 Assess time realistically 4.2 Focus on priorities 4.3 Meet deadlines	<ul style="list-style-type: none"> ▪ Consider all the required steps / actions to perform a particular task / assignment ▪ Consider other assignments / commitments ▪ Keep a To-Do list ▪ Position the most urgent / critical tasks at the top of the list

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

And to accomplish the previously described professional competencies, A PROFESSIONAL MOVER/VAN FOREMAN DRIVER must be able to:

J. DEMONSTRATE PERSONAL SKILLS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
5. Solve problems	5.1 Identify the problem	<ul style="list-style-type: none"> ▪ Integrate information from different sources ▪ Distinguish causes and symptoms
	5.2 Identify possible solutions	<ul style="list-style-type: none"> ▪ Consult and research
	5.3 Select solution	<ul style="list-style-type: none"> ▪ Determine criteria ▪ Evaluate / compare possible solutions ▪ Assess risk
	5.4 Implement solution	<ul style="list-style-type: none"> ▪ Design an implementation strategy and action plan ▪ Execute strategy and action plan
6. Make decisions	6.1 Make timely decisions	<ul style="list-style-type: none"> ▪ Readily address issues and problems under one’s responsibility ▪ Quickly react to urgent matters / situations ▪ Take time to analyse the problem / situation
	6.2 Make appropriate decisions	<ul style="list-style-type: none"> ▪ Rely on one’s judgement or experience ▪ Consult individuals trusted for their wisdom and practical experience ▪ Assess impact / consequences of one’s decisions ▪ Assess risks

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

And to accomplish the previously described professional competencies, A PROFESSIONAL MOVER/VAN FOREMAN DRIVER must be able to:

J. DEMONSTRATE PERSONAL SKILLS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
<u>7. Exercise initiative and resourcefulness</u>	7.1 Act rather than react 7.2 Develop solutions / consider options which go beyond the traditional or conventional approaches	(Generally not required, sub-skills being relatively self-explanatory)
<u>8. Manage fatigue and stress</u>	8.1 Prevent fatigue and stress 8.2 Recognize symptoms of fatigue and stress 8.3 Promptly react to symptoms of fatigue and stress	<ul style="list-style-type: none">▪ Eat a well-balanced diet▪ Find / create comfortable environment to rest and sleep▪ Exercise regularly▪ Reduce excess weight▪ Improve sleep▪ Apply time management techniques to gain control over one’s life▪ Relax more by practicing activities one enjoys▪ Reduce caffeine▪ Quit smoking▪ Avoid alcohol

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

And to accomplish the previously described professional competencies, A PROFESSIONAL MOVER/VAN FOREMAN DRIVER must be able to:

J. DEMONSTRATE PERSONAL SKILLS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
9. Demonstrate situational awareness	9.1 Recognize and make others aware of deviations from set procedures 9.2 Provide information in advance 9.3 Identify problems in a timely manner 9.4 React to / address situations efficiently and in a timely manner 9.5 Keep abreast of the task to be executed 9.6 Continually assess and reassess what is going on	(Generally not required, sub-skills being relatively self-explanatory)
10. Adapt to change	10.1 Adapt one’s personal and professional habits 10.2 Adapt one’s interpersonal behaviour pattern 10.3 Modify / adapt one’s requirements and expectations, if needed	(Generally not required, sub-skills being relatively self-explanatory)

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

And to accomplish the previously described professional competencies, A PROFESSIONAL MOVER/VAN FOREMAN DRIVER must be able to:

J. DEMONSTRATE PERSONAL SKILLS

SKILLS	SUBSKILLS	SUB-SUBSKILLS
11. Pursue continuous learning activities	11.1 Keep abreast of trends and development 11.2 Use changes occurring in the workplace as opportunities for professional development and growth 11.3 Define / update a professional development plan	<ul style="list-style-type: none"> ▪ Establish / maintain professional networks ▪ Attend workshops ▪ Upgrade skills through additional information
12. Balance family and work commitments	12.1 Set priorities 12.2 Maintain focus on set priorities 12.3 Develop / maintain a positive attitude	<ul style="list-style-type: none"> ▪ Take personal values into account ▪ Consider both family and professional obligations and commitments ▪ Consider time constraints ▪ Negotiate arrangements with all concerned parties ▪ Monitor balance between work and family time ▪ Adjust plan to contingencies ▪ Develop a sense of humour ▪ Manage stress (see J8) ▪ Recognize one's own limits

ESSENTIAL SKILLS PROFILE

Executive Summary: Essential Skills Profile - Professional Mover/Van Foreman

While the Occupational Analysis outlines the technical skill requirements for the occupation of Professional Mover/Van Foreman, the Essential Skills Profile outlines the foundation skills (e.g., numeracy, writing) that enable job incumbents to perform job-related technical skills.

The most important Essential Skills for Professional Mover/Van Foreman Drivers are:

- Document Use
- Problem Solving
- Job Task Planning and Organizing

To effectively perform the tasks/skills outlined in the Occupational Analysis, Professional Mover/Van Foreman Drivers require:

- proficient **Reading Text** skill to locate and interpret information written in memos, manuals, industry magazines, collective agreements, legislation, regulations and codes, etc.;
- high-level **Document Use** skill to interpret road maps, tables, Bills of Lading and schematic drawings;
- proficient **Writing** skill to complete routine forms;
- proficient **Numeracy** skill to use various math applications relating to money, scheduling or budgeting and accounting, data analysis and measurement and calculation;
- proficient **Oral Communication** skill to interact professionally with co-workers, customers, colleagues and workers they supervise;
- strong **Problem-Solving** skill to respond to unforeseen circumstances and to troubleshoot problems relating to people and equipment;
- high-level **Decision Making** skill, especially with respect to safety and customer service;
- sound judgment in **Critical Thinking** to assess, judge and evaluate situations and conditions for safety and efficiency
- high-level **Job Task Planning and Organizing** skill for trip planning and other tasks in which planning is linked to efficiency;
- a good **Memory** as it contributes to efficiency;
- proficiency in **Finding Information** from various sources, such as people and documents;
- proficiency in **Working with Others** (i.e., team work) to achieve common goals;
- basic **Computer Use** to use computer-controlled equipment and various software.
- strong **Continuous Learning** skill to stay abreast of new information (e.g., policies, procedures, regulations) and to maintain necessary accreditation.

The Essential Skills Profile is based on a job-profiling methodology developed by HRDC. The Essential Skills Profile for Professional Mover/Van Foreman Driver is based on HRDC's job-profiling methodology at the time of publication. For more information on Essential Skills visit HRDC's Web site (http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/esrp.shtml). Download the Reader's Guide to Essential Skills Profiles for a detailed explanation of the job-profiling methodology.

DETAILED ESSENTIAL SKILLS PROFILE - PROFESSIONAL MOVER/VAN FOREMAN DRIVERS

The most important Essential Skills for Professional Mover/Van Foreman Driver are:

- Document Use
- Problem Solving
- Job Task Planning and Organizing

A. READING TEXT

The Reading Text Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical text reading tasks of Professional Mover/Van Foreman Drivers are at Complexity Levels 1 to 3. Their most complex text reading tasks are at Complexity Levels 3 and 4.

Examples

Professional Mover/Van Foreman Drivers:

- read handwritten notes and comments written in logbooks and on forms from co-workers, customers and supervisors. For example, they read comments about mechanical irregularities in vehicle inspection forms. They read brief instructions about deliveries in trip manifests and work orders. They read notes from co-workers about traffic delays and poor road conditions. (Level 1)
- may read directions in Material Safety Data Sheets for first aid handling procedures of dangerous goods and other products. (Level 2)
- read brief reports. For example, they read transport route risk assessment reports to learn about hazards and delays on trip routes and to follow instructions to avoid unsafe conditions and procedures to complete tasks. (Level 2)
- read promotional materials such as brochures, pamphlets and product catalogues from suppliers to learn about products and make informed purchasing decisions. (Level 2)
- read trade publications such as Truck News and Today's Trucking to stay abreast of industry trends, regulations and to learn about new transportation products, equipment, supplies and regulations. (Level 2)
- read licenses and operating permits to identify the terms and conditions granted to the holder. For example, they read to learn about requirements such as those for placement of signals and lights and to understand restrictions such as allowable overhang and load limits. (Level 3)
- read policies and procedures. For example, they read procedures for loading and unloading oversized freight and equipment so they can complete tasks safely. They read their organizations' procedures for environmental, health and safety to apply them to specific situations such as accidents, injuries, and hazard identification and containment. (Level 3)
- read a wide variety of manuals and guides to ensure safe and efficient operation of equipment completion of tasks. For example, heavy haul drivers may read cargo securement handbooks and operating manuals for equipment to complete unloading tasks. (Level 3)
- read transportation codes, regulations, city by-laws, other federal, provincial and municipal legislation, and updates to ensure they follow specified procedures so that driving practices and trip routes are compliant. For example, Professional Mover/Van Foreman drivers read provincial Traffic Acts and municipal by-laws to ensure their load heights and overhangs are compliant with restrictions. (Level 4)
- may read letters of understanding and contracts. For example, self employed drivers read carriers contracts critically to verify that the information is correct, complete, follows required procedures and matches previous discussions. (Level 4)

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

READING PROFILE

Type of Text	Purpose for Reading			
	To scan for specific information / To locate information.	To skim for overall meaning, to get the “gist”.	To read the full text to understand or to learn.	To read the full text to critique or to evaluate.
Forms	✓	✓		
Labels				
Notes, Letters, Memos	✓	✓	✓	
Manuals, Specifications, Regulations	✓	✓	✓	
Reports, Books, Journals	✓	✓	✓	

Other Information - Language

The use of language in an occupation impacts the Essential Skills of Reading Text, Writing and Oral Communication. This section provides information on language as it relates to Reading Text only. It provides a description of industry practice as opposed to prescribing an occupational language standard.

Most carriers who operate trucks extra-provincially require their Professional Mover/Van Foreman Drivers to read English text at the levels of complexity outlined in this Essential Skills Profile. Some carriers require their Professional Mover/Van Foreman Drivers to read text in both English and French to directly service customers in their preferred language.

B. DOCUMENT USE

The Document Use Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical document reading tasks of Professional Mover/Van Foreman Drivers are at Complexity Levels 1 to 3. Their most complex document reading tasks are at Complexity Levels 3.

Examples

Professional Mover/Van Foreman Drivers:

- scan placards, labels and signs for a variety of data. For example, they scan road signs to locate highway information such as distances, locations and directions. They read labels on safety equipment such as flares and fire extinguishers to locate expiration dates and to observe hazard symbols and warning and caution phrases. (Level 1)
- locate data and other relevant information about routes such as construction zones, hazardous areas for parking and manoeuvring in sketches from other drivers. (Level 1)
- locate and retrieve data from various tables, schedules and other table-like text. For example, they locate departure and arrival times on ferry schedules. They may locate product codes, names, quantities and delivery times on inventory sheets. They locate highway routes on schedules such as those for weight restrictions. They scan axle weight charts to locate axle combinations and allowable weights by province and state. (Level 2)
- locate data and other information in forms. For example, they scan bill of lading to locate details about cargo such as type and description of products, quantities, class, weights and classification numbers and other special instructions for loading, securing and unloading. (Level 2)
- enter data and information in tables. For example, they enter dates, distances, fuel use and fuel efficiency in fuel consumption logs. They enter brief descriptions and quantities of items on inventory lists. (Level 2)
- may interpret schematic drawings. For example, they scan schematics for electrical system to locate and replace broken fuses. (Level 3)
- locate data and other information on road maps. For example, they locate routes, distances and other features such as types of roads, toll bridges and ferries on maps. (Level 3)
- complete forms. For example, they complete licence and permit application forms. They complete forms to report events such as accidents, incidents, site assessments and near misses. They complete daily pre and post trip inspection reports. They complete driver's daily logs. They complete route risk assessment forms. (Level 3)

Document Use Profile

Professional Mover/Van Foreman Drivers:

- read signs, labels or lists
- complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or texts of a paragraph or more
- read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or texts of a paragraph or more
- read tables, schedules or other table-like text
- enter information on tables, schedules or other table-like text
- obtain specific information from graphs or charts
- interpret scale drawings
- take measurements from scale drawings
- read schematic drawings
- make sketches
- obtain information from sketches, pictures or icons

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

C. WRITING

The Writing Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical writing tasks of Professional Mover/Van Foreman Drivers are at Complexity Levels 1 and 2. Their most complex writing tasks are at Complexity Level 3 and 4.

Examples

Professional Mover/Van Foreman Drivers:

- write comments in notebooks and logbooks to record information about events and discussions that occurred throughout the day. For example, they write details in notebooks about delays, equipment malfunctions and outstanding tasks to complete. They record key discussion points with dispatchers about changes to routes, additional services and special instructions for loading and unloading cargo. They record details about routes such as narrow roads, low overpasses and unusual restrictions in trip logs. (Level 1)

- write brief descriptions and explanations in forms. For example, they describe safety concerns in risk assessment reports. They write details about equipment malfunctions and wear in tractor and trailer inspection reports. (Level 2)

- write descriptions and explanations of forms. For example, when completing accident and incident reporting forms, they write narrative accounts of incidents such as collisions, physical accidents, damages to property and cargo and breaches of safety procedures. They comment on potential causes, steps taken afterwards and their interactions with individuals involved and witnesses. (Level 3)

- may prepare contracts. For example, self-employed Professional Mover/Van Foreman Drivers may draft contracts to specify details such as mandate, length of contract, fees and other conditions. (level 4)

Length	Purpose for Writing						
	To organize/ to remember	To keep a record/to document	To inform/ to request information	To persuade/ to justify a request	To present an analysis or comparison	To present an evaluation or critique	To entertain
Texts requiring less than one paragraph of new text	✓	✓	✓				
Texts rarely requiring more than one paragraph	✓	✓	✓				
Longer texts							

Other Information - Language

The use of language in an occupation impacts the Essential Skills of Reading Text, Writing and Oral Communication. This section provides information on language as it relates to writing only. It provides a description of industry practice as opposed to prescribing an occupational language standard.

Some carriers require their Professional Mover/Van Foreman Drivers to write text in both English and French to directly service customers in their preferred language.

D. NUMERACY

Numerical Calculation

The Numerical Calculation Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The numeracy tasks of Professional Mover/Van Foreman Drivers involve:

Money Math at Complexity Levels 1 to 3

Scheduling or Budgeting and Accounting Math at Complexity Levels 3

Measurement and Calculation Math at Complexity Levels 1 to 3

Data Analysis Math at Complexity Levels 1 to 2

Examples

Professional Mover/Van Foreman Drivers:

- may collect money for 'Cash on Delivery' cargo. For example, they receive payment by cash, credit card or cheque and make change if necessary for delivery of household and office furniture. (Money Math, Level 1)
- calculate expense claim amounts. They calculate reimbursements amounts for meals, highway tolls, accommodations and other related costs. (Money Math, Level 2)
- calculate pay. For example, they calculate their pay using specified rates per kilometre and other incentives. (Money Math, Level 3)
- may calculate unit prices, total prices and net prices to identify lowest costs for goods and services. For example, they may calculate total travel costs for various routes considering items such as fuel, accommodations and permits to determine which route is the most cost effective. They calculate the total costs of trucks, tractors and equipment considering initial prices, interest and after service charges. (Scheduling, or Budgeting and Accounting, Level 3)
- measure physical properties using common measuring tools. For example, they measure height and width of cargo to ensure compliance with regulations. They use tire gauges to measure the wear on treads. They measure the distances between axles and weight load on axles. (Measurement and Calculation, Level 1)
- may determine placement of cargo. For example, professional drivers use measurements and calculations to determine where and in what order to place and pack cargo. They consider length, width, height and weight of individual items and packaged products. (Measurement and Calculation, Level 2)
- compare counts and readings to standards and specifications. For example, they compare temperatures and pressure readings to specifications in order to verify that systems are operating correctly. They compare fuel consumption to specifications. (Data Analysis, Level 1)
- may analyze production, performance and sales data to identify trends. For example, self-employed professional drivers analyze safety and performance data for carriers to make decisions about entering into partnerships. (Data Analysis, Level 2)

Numerical Estimation

The Numerical Estimation Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The numeracy tasks of Professional Mover/Van Foreman Drivers involve numerical estimation at Complexity Level 1 and 2.

Examples

Professional Mover/Van Foreman Drivers:

- estimate the time needed to complete tasks. For example, they estimate the time to load and unload cargo. They depend on their experiences with similar tasks and environmental conditions to estimate times. (Level 1)
- estimate the size and weight of cartons and skids to determine if they will fit in the trailer and not exceed load limits. (Level 2)
- estimate transit times. They consider factor such as driving conditions, times of day, routes, cargo, permit restrictions, personal well being and transit times for similar routes. (Level 2)

MATH SKILLS PROFILE

a. Mathematical Foundations Used

Number Concepts	Professional Mover/Van Foreman Drivers :
Whole Numbers	read and write, count, round off, add or subtract, multiply or divide whole numbers. For example, recording and adding the number of hours driven; recording cargo quantity such as number of items loaded; calculating distances; calculating gross weights.
Integers	read and write, add or subtract integers. For example, reading and recording temperatures;
Rational Numbers – Fractions	read and write, add or subtract fractions. For example, recording and calculating time intervals in fractions of hours; reading and writing fractions of inches on measuring instruments.
Rational Numbers – Decimals	read and write, round off, add or subtract decimals, multiply or divide decimals. For example, reading and writing measurements in millimetres and centimetres; adding the cost of repairs and trips in dollars and cents; calculating weight loads.
Rational Numbers – Percent	read and write percents, calculate the percent one number is of another, calculate a percent of a number. For example, estimating the percentage of wear on tire treads; calculating the actual weight of a load as a percentage of the total allowable load for trailers.
Equivalent Rational Numbers	convert between fractions and decimals or percentages. For example, converting depths and distances from fractions of feet and inches to decimal equivalents; converting time from fractions of hours to decimal hours.
Patterns and Relations	
Equations and Formulae	solve problems by constructing and solving equations with one unknown, use formulae by inserting quantities for variables and solving. For example, calculating the volume of cargo; calculating gross weight being carried on individual and combinations of axles.
Use of Rate, Ratio and Proportion	use a rate showing comparison between two quantities with different units, use a ratio showing comparison between two quantities with the same units, and use a proportion showing comparison between two ratios or rates in order to solve problems. For example, calculating average distances, speeds and fuel consumption; using proportional calculations to determine distances on road maps.
Shape and Spatial Sense	
Measurement Conversions	perform measurement conversions. For example, converting kilograms to pounds, litres to gallons and inches to metres.
Areas, Perimeters, Volumes	calculate volumes. For example, calculating the volume of loads such as the quantity of lumber on several pallets.
See Document Use for information on: - recognizing common angles.	
Statistics and Probability	
See Document Use for information on: - using tables, schedules or other table-like text. - using graphical presentations.	

b. How Calculations Are Performed

Professional Mover/Van Foreman Drivers make calculations:

- in their head
- using a pen and paper
- using a calculator
- using a computer

c. Measurement Instruments Used

Professional Mover/Van Foreman Drivers measure:

- time – using clock or watch.
- weight or mass – using commercial weigh scale.
- distance or dimension – using odometers, measuring tapes and gauges.
- liquid volume – using graduated cylinders or fuel gauge.
- temperature – using thermometers and temperature gauges.
- pressure – using oil pressure and air brake gauges.

They use:

- both the metric and imperial measurement systems

E. ORAL COMMUNICATION

The Oral Communication Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical oral communication tasks of Professional Mover/Van Foreman Drivers are at Complexity Levels 1 and 2. The most complex oral communication tasks of Professional Mover/Van Foreman Drivers are at Complexity Level 3.

Examples

Professional Mover/Van Foreman Drivers:

- discuss work with co-workers and colleagues. For example, they receive updates from dispatchers about road conditions, delivery schedules and other work related matters. They coordinate tasks with moving crews as they load, pack and unload cargo. They discuss driving schedules, with co-drivers. They exchange ideas and suggestions for handling a range of situations and events. They discuss equipment failures and repair requirements with mechanics. They may discuss changes to office procedures and documents with office staff. (Level 2)
- discuss ongoing work with co-workers. For example, they discuss how freight items will be packed, loaded and unloaded. They discuss roadways and structures such as low hanging wires which may affect their ability to drive through certain areas. They may discuss the packing of items, the order of loading and the unloading of cargo in order to coordinate activities and assign tasks. (Level 2)
- may discuss products, prices, delivery dates and other matters with customers. For example, they check with customers to verify delivery dates and receive instructions for unloading cargo. They may explain charges on bills and inform customers about damages to property and discuss options for repair and repayment. (Level 2)
- may interact with terminal or depot managers and other supervisors. For example, they discuss loading and unloading procedures and upcoming business with terminal managers. They may discuss trip routes, receive special instructions and coordinate moves with supervisors. (Level 2)
- communicate with supervisors and dispatchers to receive orders and discuss problems. For example, they discuss reasons for delays with dispatchers and negotiate new delivery schedules. They discuss problems such as damage to property during loading and unloading of cargo. (Level 2)
- may lead job briefing sessions to review work assignments and safety procedures. For example, they review job tasks such as packing and loading household items. They give them step-by-step instructions for assigned tasks and discuss safety concerns, hazards and special instructions. (Level 3)
- may discuss a range of matters with officials from government departments. For example, they discuss load restrictions and other compliance issues with staff at weigh scales. They discuss permits and receive instructions about alternative routes from staff at permit offices. (Level 3)

Modes of Communication Used

Professional Mover/Van Foreman Drivers communicate:

- in person.
- using the telephone.
- using a two-way radio or other such means.
- using specialized communication signals.

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Environmental Factors Impacting Communication

When speaking with others (e.g., dispatchers) by phone or radio, background noise may make impede communication. Noise from heavy equipment, such as forklifts and cranes, may hinder communication with others at loading docks.

Other Information - Language

The use of language in an occupation impacts the Essential Skills of Reading Text, Writing and Oral Communication. This section provides information on language as it relates to Oral Communication only. It provides a description of industry practice as opposed to prescribing an occupational language standard.

While English is acknowledged as the North American language of the trucking industry, there are carrier-specific approaches to this reality. A carrier's policies and practices with respect to language requirements for Professional Mover/Van Foreman Drivers in their employ are strongly linked to customer service and whether provincial and international borders are being crossed.

Most carriers who operate trucks extra-provincially require their Professional Mover/Van Foreman Drivers to speak in English at the levels of complexity outlined in this Essential Skills Profile. Some carriers require their Professional Mover/Van Foreman Drivers to speak in both English and French to directly service customers in their preferred language.

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Type	Purpose for Oral Communication											
	To Greet	To take messages	To provide/receive information explanation, direction	To seek, obtain information	To co-ordinate work with that of others	To reassure, comfort	To discuss (exchange information, opinions)	To persuade	To facilitate, animate	To instruct, instill understanding, knowledge	To negotiate resolve conflict	To Entertain
Listening (little or no interaction)				√								
Speaking (little or no interaction)			√									
Interact with co-workers			√	√	√	√	√			√	√	
Interact with those you supervise or direct			√					√		√	√	
Interact with supervisor/ manager			√	√	√		√				√	
Interact with customers/ clients/ public			√	√	√		√	√		√	√	
Interact with suppliers, servicers			√	√			√				√	
Participate in group discussion				√	√							
Present information to a small group												
Present information to a large group												

F. THINKING SKILLS

Thinking Skills differentiates between six different types of cognitive functions. However, these functions are interconnected and include:

1. **Problem Solving**
2. **Decision Making**
3. **Critical Thinking**
4. **Job Task Planning and Organizing**
5. **Significant Use of Memory**
6. **Finding Information**

1. Problem Solving

The Problem Solving Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical problem solving tasks of Professional Mover/Van Foreman Drivers are at Complexity Levels 1 to 3. Their most complex problem solving tasks are at Complexity Level 3.

Examples

Professional Mover/Van Foreman Drivers:

- encounter construction, heavy traffic, bad weather or closed streets on routes causing delays. They find alternate routes around affected areas by speaking to other drivers, dispatchers and officials and by listening to the radio. In the event of extended delays they may contact dispatchers to make alternate delivery arrangements. (Level 1)
- find they have wrong or expired documents such as route permits and documents for customs which can cause delays and fines. For example, they discover that they have not been cleared through customs even though the proper documentation was faxed in advance. They coordinate with dispatchers, supervisors and customs brokers to facilitate the paperwork as quickly as possible. (Level 2)
- encounter unexpected situations and conditions. For example, they encounter narrow driveways and overhanging wires that prevent them from entering properties. They determine where to turn around and to locate alternative locations and methods for loading cargo. (Level 2)
- suspect that there is a discrepancy between orders and the load. They double check all of the relevant documentation to verify that a discrepancy does in fact exist and coordinate with their supervisors or dispatcher to receive approval to pack and load additional cargo. (Level 2)
- encounter customers who complain about costs, delays, quality of work, damage to property and workers' conduct. They listen to the complaints, review work orders and contracts. They negotiate solutions to satisfy customers or inform supervisors for follow-up. They may agree to cover costs for repairs and will usually provide constructive feedback to workers about their technical skills and workplace behaviours. Their ability to maintain professional attitudes while attempting to defuse tensions is important to maintaining customers relations. (Level 3)
- are the first to arrive at accident scenes with people in need of immediate emergency assistance. They may be required to physically remove injured people from pending dangers that may cause further harm and provide first aid until emergency officials arrive. (Level 3)

CANADIAN TRUCKING HUMAN RESOURCES COUNCIL

2. Decision Making

The Decision Making Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical decision making tasks of Professional Mover/Van Foreman Drivers are at Complexity Levels 1 to 3. Their most complex decision making tasks are at Complexity Level 3.

Examples

Professional Mover/Van Foreman Drivers:

- choose routes. They consider factors such as distances, restrictions for dimension and weights, travel costs such as those for tolls, permits and accommodation, the type of roadway, time of day travelling, construction and other road conditions. They may be required to seek approval from dispatchers and supervisors before revising routes. (Level 2)
- choose what maintenance tasks to have completed. They consider the amount of wear on equipment and parts, safety requirements, route distances, the type of freight and cargo, ease of access to parts once loaded and access to mechanics once on route. They may seek supervisors' approval for maintenance activities. (Level 2)
- choose the placement and order in which to load cargo. When loading cargo they consider the quantity, type, size, weight and shape of cargo. (Level 2)
- may choose steering and breaking techniques considering the steepness of hills, road conditions and type, size and amount of freight being carried and road conditions. (Level 2)
- may choose to accept driving jobs. They consider the potential revenue and expenses and risks of returning with empty loads which decreases profits. In addition, they consider the scope of the job and experiences with customers. (Level 2),
- decide whether to continue driving while on route. They consider driving conditions, restrictions on permits, their driving experiences and alertness. (Level 3)

3. Critical Thinking

The Critical Thinking Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical decision making tasks of Professional Mover/Van Foreman Drivers are at Complexity Levels 1 to 3. Their most complex decision making tasks are at Complexity Level 3.

Examples

Professional Mover/Van Foreman Drivers:

- assess the safety and appropriateness of load positions and securement. They consider the dimensions and weight distribution. They review transport regulations, permit restrictions and unloading schedules. (Level 2)
- judge the severity of worksite hazards and driving conditions. For example, they assess the risks of injury to individuals and damage to property and equipment while loading, securing and unloading cargo. They complete visual inspections to assess the potential risks presented by such things as low hanging wires, slippery surfaces, damaged and worn equipment and shifting of cargo during transit. When assessing driving conditions they consider risk factors such as visibility, traffic volume, ice and snow, their experience and alertness and type of cargo. They also assess comments and warnings from other drivers and dispatchers and announcements from radio stations and weather offices. (Level 2)
- may judge the abilities of co-workers and crews and suitability of carrier companies and subcontractors. For example, when assessing crews and co-workers they consider the nature of the assignments and the experience of individuals. They may evaluate resumes, assess the results of interviews and feedback from co-workers and colleagues. They observe individuals while working to assess individuals driving and other related skills. Ensuring that the drivers or crews are suited to assignments is critical for maintaining safety and efficiencies, while minimizing risks for damages. (Level 2)
- judge the suitability of routes. They consider costs, travel times and potential driving complications and delays. They examine maps, permits, road schedules, transportation regulations. They speak to dispatchers and other drivers and review websites for information about road construction and features such as low bridges, sharp and limited turns and other potential obstructions and complications. (Level 3)

4. Job Task Planning and Organizing

The Job Task Planning and Organizing Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Professional Mover/Van Foreman Drivers plan and organize their job tasks at Complexity Level 3.

Description

Job task planning and organizing is very important in the day-to-day work of Professional Mover/Van Foreman Drivers. While dispatchers often assign priorities for loads, deadlines and routes, drivers are responsible for ensuring they have required documents and that routes are appropriate for their tractor/trailers, cargo and associated restrictions. They are often required to revise routes when complications and obstructions occur. As part of their daily activities they plan tasks such as fuel and rest stops, delivery schedules and routes.

While the task of driving itself is repetitive, Professional Mover/Van Foreman Drivers must stay alert and prepared in responding to new information and unforeseen circumstances (e.g., emergencies, adverse weather conditions and obstructions such as low bridges and wires). The work of Professional Mover/Van Foreman Drivers requires some coordination with the work plan of others, for example, when cargo is being loaded and unloaded.

5. Significant Use of Memory

Examples

Professional Mover/Van Foreman Drivers:

- recall verbal instructions (e.g., do not arrive at the customer's loading dock before 6:00 p.m. and the order to load cargo).
- remember routes through large cities, including details such as low underpasses and narrow turns.

6. Finding Information

The Finding Information Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Professional Mover/Van Foreman Drivers' tasks that involve finding information are at Complexity Levels 1 and 3.

Examples

Professional Mover/Van Foreman Drivers:

- find information about current road conditions and weather forecasts. They listen announcements on radio stations and weather channels, receive updates from dispatchers and other drivers. (Level 1)
- find information about routes, including restrictions and details such as bridge heights and widths, scheduled construction and potential hazards and obstructions. They consult with dispatchers and other drivers and search maps, databases, road condition tables and construction schedules. (Level 2)
- find information about changes to ground transport rules and regulations by consulting co-workers and searching government websites, memoranda and notices. (Level 3)

G. WORKING WITH OTHERS

The Working with Others Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Professional Mover/Van Foreman Drivers work with others at Complexity Level 3.

Description

Professional Mover/Van Foreman Drivers work independently to complete tasks such as driving. They coordinate and integrate job tasks with colleagues and co-workers, which include dispatchers and moving crews. For example, they work with moving crews to pack, load and unload household, office and other goods. They work with dispatchers to plan routes and adjust delivery schedules.

While en route, some Professional Mover/Van Foreman Drivers may remain connected through telecommunications and computer technology.

Participation in Supervisory or Leadership Activities

Professional Mover/Van Foreman Drivers:

- participate in formal discussions about work processes or product improvement.
- have opportunities to make suggestions on improving work processes.
- monitor the work performance of others.
- inform other workers or demonstrate to them how tasks are performed.
- orient new employees.
- make hiring recommendations.

H. COMPUTER USE

The Computer Use Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The computer use tasks of Professional Mover/Van Foreman Drivers are at Complexity Levels 2 and 3.

Computer Use Profile

Professional Mover/Van Foreman Drivers:

- may use word processing. For example, self-employed Professional Mover/Van Foreman drivers use word processing programs to write, edit and format documents such as inspection reports, letters and contracts. They may supplement text with imported logos, letterheads and photographs. (Level 3)
- may use bookkeeping, billing and accounting software. For example, they may prepare invoices, federal income tax and GST returns. (Level 2)
- use communications software. For example, they send and receive email and attachments to clients, co-workers and colleagues. They may also receive information about regulations and links to government websites. (Level 2)
- use the Internet. For example, they may access websites to review acts, regulations and procedure, to download forms and to organize services such as repairs and hotel reservations. (Level 2)
- use other computer and software applications. For example, they use function keys and codes in loading and unloading systems to generate bills and printouts of load information. They use route optimization software such as PC Miler to review different road maps and identify distances and times in trip. Some drivers may use them to plan and customize travel itineraries. (Level 2)

I. CONTINUOUS LEARNING

Professional Mover/Van Foreman Drivers perform continuous learning tasks at complexity level 3.

Professional Mover/Van Foreman Drivers are expected to stay abreast of industry trends and changes to government rules and regulations. Continuous learning typically relates to: driving skills; compliance/safety; company policies and procedures; new technology; and accreditation. They learn through completion of their daily tasks and interactions with dispatchers, supervisors and other drivers and by reading trade publications, e-magazines and government legislation, memoranda and notices. Their organizations may provide training and training materials on changes to policies and procedures such as the implementation of specialized routing software. In order to maintain required accreditation (e.g., Transportation of Dangerous Goods) drivers need to re-certify at designated intervals, brushing up as needed. Self employed drivers have a unique need to build and maintain business skills.

New drivers enhance their driving skills by: talking with supervisors and other drivers; attending safety meetings; and, participating in classroom training. Driving as a team with a second driver serving as a coach or mentor is often an option available. Experienced drivers also are involved in professional development to keep up with new equipment technology. Many carriers make driver training videos and resources available. Industry magazines (e.g., Truck News, Today's Trucking) are an important source of information and are widely read by drivers.

How the Learning Occurs

Learning may be acquired:

- as part of regular work activity
- from co-workers
- through training offered in the workplace
- through reading or other forms of self-study:
 - at work
 - on worker's own time
 - using materials available through work
 - using materials obtained on worker's own initiative
- through off-site training:
 - during working hours at no cost to the worker
 - partially subsidized
 - with costs paid by the worker

J. OTHER INFORMATION

Other Information summarizes additional information collected during interviews with job incumbents and focus groups with occupational experts.

1. Physical Aspects

Professional Mover/Van Foreman Drivers sit to drive, read and complete documents. They walk, bend and climb to inspect tractors and trailers and to load, secure, transport, unload and deliver cargo. They use hand-eye coordination and upper limb coordination to drive trucks and to operate equipment. Multiple limb coordination is required for climbing onboard tractors, trailers and equipment. They use heavy strength to move equipment and goods.

2. Attitudes

Professional Mover/Van Foreman Drivers must be calm, able to work alone and able to manage time, stress and fatigue. Balancing family and work priorities is seen as helpful to deal with loneliness on the road.

3. Future Trends Affecting Essential Skills

In the future, Professional Mover/Van Foreman Drivers will need enhanced essential skills to manage advancements in computer technology, changes to legislation and stricter environmental and safety standards. Carrier companies' adoption of computers to manage routing, cargo and communications will require advanced computer skills and continuous learning. Changes to regulations and stricter transportation, safety and environmental standards will increase the requirement for reading, writing and document use skills.

Canadian Trucking Human Resources Council

203-720 Belfast Rd., Ottawa ON K1G 0Z5

T: (613) 244-4800 F: (613) 244-4535

www.cthrc.com



**Canadian Trucking
Human Resources Council**