

	HSE COMPETENCY MANAGEMENT PROGRAM ALL-HSE-PGM-670	Retention Code: CG01 - CA
		Revised: August 2016
Owner: <i>HSE Performance Assurance</i>	Approved By: <i>Manager, Regulatory & HSE Performance Assurance</i>	Review Frequency: <i>Five years or less</i>
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1.0 Purpose

The purpose of this program is to direct the development, management and quality assurance of HSE core competencies that are required and governed by the ConocoPhillips Canada (CPC) HSE Management System and applied to multiple roles within CPC Business Units or Functional Departments. The intention is to ensure consistency in the development, definition, assessment and assurance of HSE competencies across the organization and be in alignment with the global ConocoPhillips Competency Framework.

1.1. Scope

This program applies to all competencies governed by the CPC HSE Management System and managed by HSE Operations. The focus is on managing the HSE Competency Library, defining assessment criteria and corresponding learning and development activities that Business Units and Functional Departments will incorporate into their competency management systems.

2.0 Program-Specific Roles and Responsibilities

2.1. HSE Steering Committee

- Approve the design and objectives of the HSE Competency Management Program.
- Sponsor and champion competence development for HSE.
- Ensure tools, resources and training are available to implement and sustain the HSE Competency Management Program.

2.2. HSE Performance Assurance

- Develop, implement and ensure reliability of CPC's HSE Competency Management Program and its components.
- Ensure alignment with the global ConocoPhillips Competency Framework.
- Develop and maintain HSE Competency Profiles, training requirements and assessment criteria.
- Approve and develop internal HSE training programs.
- Engage subject matter experts in the validation of competencies and development of HSE training as required.
- Validate internal and external training providers to ensure training requirements are met.
- Maintain list of approved CPC training providers.
- Work with Business Units and Functional Departments to optimize the application and integration of HSE competencies.
- Monitor and leverage best practices in competency management.

2.3. Business Unit and Functional Department Supervisor

The identified supervisor for the Business Unit/Functional Department must ensure the following requirements are completed:

- Ensure every team member is competent to perform assigned duties in a manner that is safe and protects the environment.
- Work with Competency Teams where available to assign competencies to workers as appropriate using HSE Competency Profiles.
- Ensure competency gap assessments of direct reports are completed where required.
- Provide time and training for direct reports to complete competency gap assessments and individual development planning.
- Assign subject matter experts (SMEs) to develop and/or help ensure reliability of competency content, tools and processes.
- Use the Management of Change (Organization and Personnel) Procedure to validate HSE training and competencies when workers change roles or responsibilities.
- Analyze gap assessment data and provide reports to guide collective gap assessment and gap closure plans.
- Review collective gap assessment data and prioritize competencies for gap closure.
- Ensure learning and development opportunities leveraged to close priority competency gaps.
- Support and monitor transfer of learning to close competency/performance gaps.

2.4. Employees and Full Time Equivalent Contractors

- Identify and access the competency profile for assigned role(s).
- Complete the competency gap assessment within stated timelines, where required.
- Demonstrate competencies as assigned.
- Apply learning from development activities to develop and maintain competency on the job.
- Prepare for and complete on-site assessments.
- Maintain training records and certificates, and provide copies of external training completion records to CPC as directed by the CPC Contract owner.

2.5. Business Unit Coaches or Technical Mentors

- Work with HSE Performance Assurance on the development of coaching tools to address gaps in competencies.

2.6. Assessors

- Determine candidates' readiness for assessment.
- Schedule and administer assessments.

- Prepare for the assessment (e.g. review the standards of assessment, prepare materials, etc.).
- Brief candidates on the assessment process and what they need to bring with them, if anything.
- Assess the candidate based on the defined performance/conditions/criteria.
- Provide prompt, accurate and constructive feedback to candidates and their supervisors.
- Document and communicate assessment decisions using the Competency Assessment Checklists (see section 3.3 Competency Assessments).

3.0 Program

The HSE Competency Management Program has been developed to align with the global ConocoPhillips Competency Framework.

3.1. Competency Profiles

HSE competencies will be:

- Identified and developed by HSE Performance Assurance with input from subject matter experts.
- Defined using unique behavioral indicators/performance criteria in four levels that align with the global Competency Framework.

Scale	Level 0: Not Aware	Level 1: Aware	Level 2: Basic Application	Level 3: Proficient	Level 4: Expert
Competency Framework Proficiency Scale	Little or no understanding of the competency. Unaware or unable to apply the skill	Has knowledge of theory and displays conceptual understanding. Actively participates in discussions regarding the competency. Performs routine tasks with significant supervision. Learns to do things.	Performs fundamental and routine tasks. Requires occasional supervision. Increases functional expertise and ability. Builds networks.	Integrates work with other disciplines. Frequently mentors or coaches others. Assesses and compares alternatives and opportunities.	Advanced experience in the particular skill, and in many different settings. Applies creative solutions to complex problems. Defines and drives critical business opportunities and needs. Represents the organization internally and externally on critical issues.
HSE Competency Proficiency Scale	As above	As above	As above but <u>omitting</u> last statement "Build networks".	<u>Adding:</u> Work without supervision on complex tasks. Able to coach and mentor others.	As above
	Additional Themes or 'Threads'		Apply working knowledge.	Apply breadth and depth of knowledge.	Build organizational capability. Leverage and/or influence external best practices.
		Reference relevant procedures and regulations.	Apply procedures and regulations consistently.	Evaluate/suggest improvements to procedures.	Set standards and approves procedures.
			Contribute to lessons learned.	Lead lessons learned.	Innovate and lead significant change initiatives.

- Defined only for the levels that may be required at ConocoPhillips.
- Documented using the HSE Competency Profile Template.
- Written in a standardized format, following the HSE Competency Writing Guidelines.
- Approved by VP, HSE Operations.
- Reviewed and validated every 5 years or when changes in legislation, process or learnings impact a competency.
- Made available to the organization on the HSE website.
- Translated into an HSE Competency Training Matrix, mapping each competency to fit-for-purpose competency-based learning solutions that are identified and validated to meet defined assessment criteria for each competency and level of proficiency.
- Aligned with the 70/20/10 model of learning and development, i.e. where individuals obtain:
 - 70% of their learning from job-related experiences.
 - 20% from interactions with others.
 - 10% from formal learning or “training” events.
- Used to inform workers of the formal training required. Only approved training providers as listed on the HSE website are permitted to be used.

3.2. Role Alignment

- Business Unit and Functional Department supervisor must ensure every team member is competent to perform assigned duties in a manner that is safe and protects the environment.
- Work with Competency Teams, where available, to assign competencies to workers/roles as appropriate using HSE Competency Profiles.

3.3. Competency Assessments

- Assessments may be conducted by external or internal assessors, supervisors, or as a self-assessment depending on both role and competency requirements.
- In all cases, the assessor must be considered a subject matter expert in the specific competency field being assessed.
- The assessor must understand the concepts and principles of competency based assessment and therefore receive training accordingly to ensure that quality is maintained.
- Assessments must be completed against the Assessment Criteria in the HSE Competency Profile and documented on the HSE Competency Assessment Form.
- The content and method for the assessment must be:
 - Fit-for-purpose – appropriate type, content, process, level of detail and rigor for evaluating the competency and performance standards.
 - Authentic – replicating or simulating the work context/tasks as closely as possible.

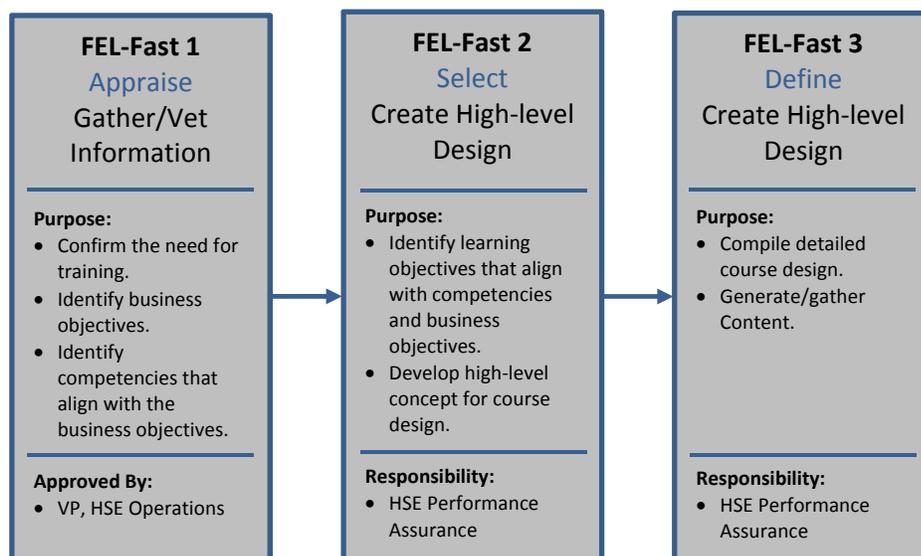
- Valid and sufficient – based clearly on the competency and meeting all of the performance criteria.
- Clearly described and documented.
- Standardized –given in the same way, under the same conditions, by each assessor.
- Efficient and cost-effective – appropriate in terms of time commitment, and resources required.
- Developed and/or validated by SMEs.
- Piloted and evaluated to ensure it evaluates the competency well.

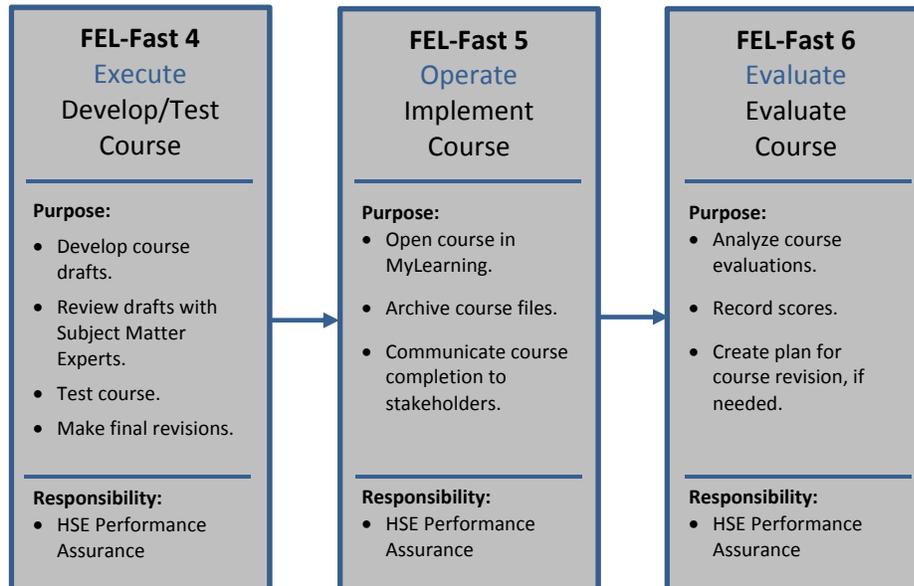
3.4. Training Provider Evaluations

- HSE Performance Assurance must evaluate training vendors in accordance with the HSE Training Provider Evaluation Procedure.
- Results of evaluations must be recorded on the Training Provider Information Form.
- Workers must take formal training from approved training providers as listed on the HSE website.
- Training provided must meet the training and competency requirements listed in the HSE Competency Profiles.
- HSE Performance Assurance may request that workers taking training complete the ConocoPhillips Course Evaluation Form as part of the process for validating training providers.

3.5. Developing HSE Training

- Development of internal HSE training must follow the corporate Project Management Process for Course Development (FEL-FAST).





- Proposals for new HSE training must be submitted to HSE Performance Assurance for review and approval.

4.0 References

- HSE Competency Profile Template (ALL-HSE-FRM-2158)
- HSE Competency Writing Guidelines (ALL-HSE-GUI-676)
- HSE Competency Assessment Form (ALL-HSE-FRM-2157)
- HSE Training Provider Evaluation Procedure (ALL-HSE-PRC-675)
- Training Provider Evaluation Form (ALL-HSE-FRM-2161)
- ConocoPhillips Course Evaluation Form (ALL-HSE-FRM-2159)
- Project Management Process for Course Development (FEL-FAST) (ALL-HSE-FRM-2160)

5.0 Document Retention

Records must be retained in accordance with ConocoPhillips' Document Retention Schedule.

Record	Owner	Classification	Retention
HSE Competency Profiles			

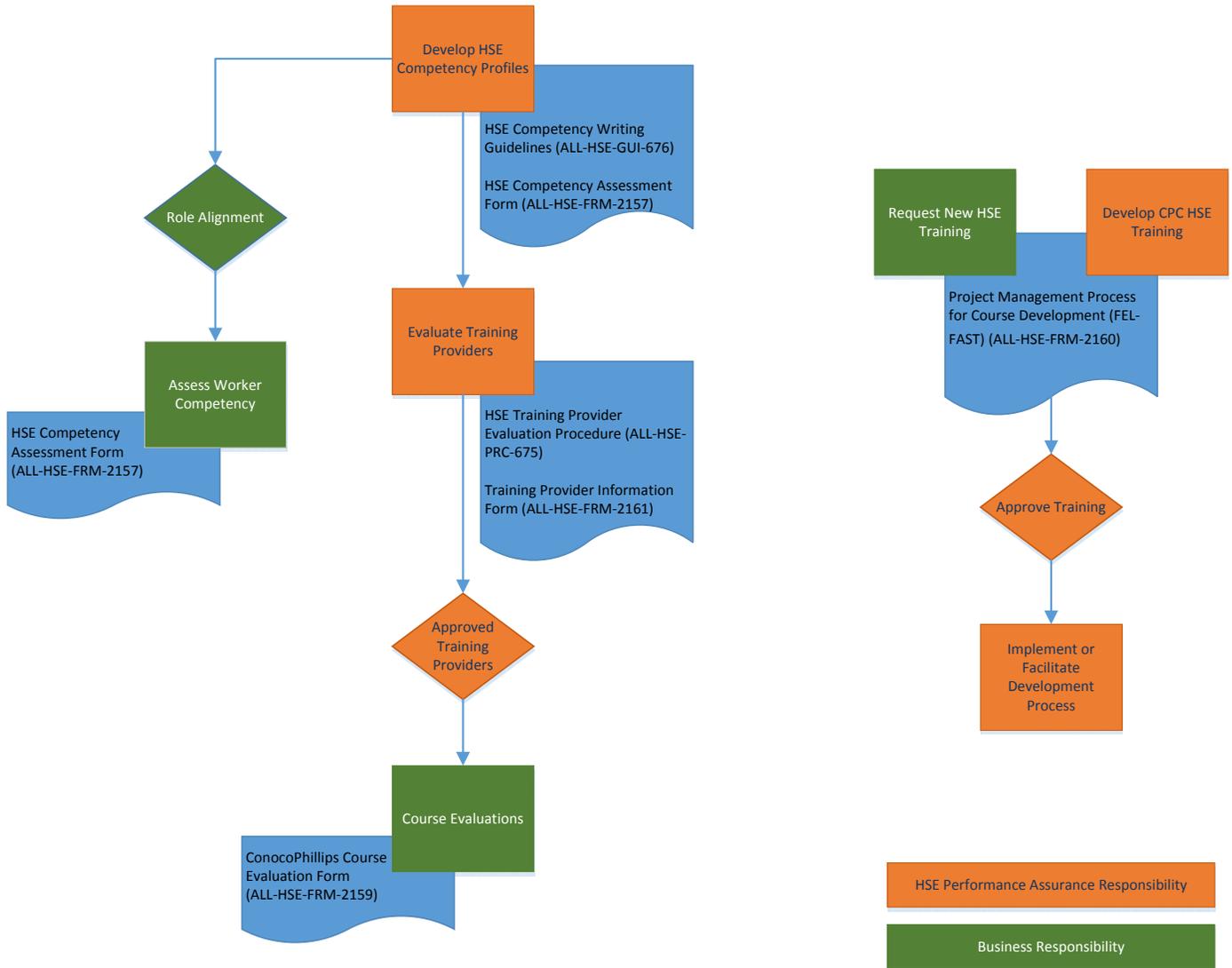
Appendix A – Acronyms

SME	Subject matter expert

Appendix B – Definitions

Assessment	The process of evaluating an individual’s performance against an agreed standard to determine whether or not the individual has evidentially demonstrated competency.
Competency	The ability to undertake responsibilities and to routinely perform activities to a recognized standard in a defined area. Competency = Knowledge + Skill + Behavior
Competent	Adequately qualified, suitably trained and with sufficient experience to safely perform work without supervision or with only a minimal degree of supervision.
Subject Matter Expert (SME)	Person with direct knowledge of what is done in the job, what knowledge, skills, abilities and other characteristics (KSAOs) are required, and the general background of persons who are able to do the job successfully.
Training	The actions that provide the knowledge or skill to an individual to support competency development.

Appendix C – HSE Competency Management Flowchart



Appendix D – Revision Record

Page#	August 23, 2016	Previous Information	Change Assessment
All	New document		