

Creating a Skills Matrix

Skills Matrix

| Name: Section/Group: | | Process or Operation Name | | | | | | | | | | | REMARKS | | |
|--------------------------|---|---------------------------------|---|---|---|---|---|---|---|---|---|---|--------------|---|--|
| Date: | Ideal Number | | | | | | | | | | | | CAPABILITIES | Workforce Needs <small>Performance Needs (Work Manner)</small> | |
| NUMBER | NAME | | | | | | | | | | | | | | |
| 1. | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | |
| 2. | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | |
| 3. | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | |
| 4. | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | |
| 5. | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | |
| 6. | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | |
| 7. | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | |
| 8. | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | |
| 9. | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | |
| 10. | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | |
| RESULT OF TRAINING | Beginning of Year | | | | | | | | | | | | | | |
| | Middle of Year | | | | | | | | | | | | | | |
| | End of Year | | | | | | | | | | | | | | |
| Remarks | Job Needs <small>(Production Change)</small> | | | | | | | | | | | ● = 100% Performance ● = 75% Performance ⊕ = 50% Performance ⊕ = In Training | | | |

The skills matrix helps you to recognize a gap between the desired skill levels and the actual skill levels. The first step is to clarify the CURRENT condition and also the DESIRED skill levels. Planning Time Tables provide a way to focus and organize your long-term training needs. Time tables will help you determine three key pieces of information:

- who** should be trained,
- in **what job(s)** and
- by **what date.**

Using this approach, training can be done by plan, and not by accident.

Team leaders and team trainers can use this tool to identify:

- Which jobs have a skill shortage
- Skills absent in the team
- Individual training needs
- Internal job experts

Skills Matrix

Step 1

| Name: Rori Coleman | | | | | | | | | | | | Date of Creation: _____ | |
|--------------------|------|---|---|---|---|---|---|---|---|---|----|-------------------------|----|
| Department: _____ | | | | | | | | | | | | Date of Revision: _____ | |
| Job Title: _____ | | | | | | | | | | | | Revision Number: _____ | |
| NUMBER | NAME | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1. | | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | |
| 2. | | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | |
| 3. | | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | |
| 4. | | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | |
| 5. | | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | |
| 6. | | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | |
| 7. | | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | |
| 8. | | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | |
| 9. | | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | |
| 10. | | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | ⦿ | |
| PERIOD OF TRAINING | | | | | | | | | | | | KEY | |
| Middle of Year | | | | | | | | | | | | ● = 75% Performance | |
| End of Year | | | | | | | | | | | | ⦿ = 50% Performance | |
| Remarks | | | | | | | | | | | | ⦿ = In Training | |

1. Fill in the name of the person creating the Time Table, the name of the department or work area and the date of creation.

2. Record team member names in the rows on the left side of the form.
 - If there are more people in a work area than spaces I recommend separating the larger group into sub-groups around the job skills (that will be step three)

Skills Matrix

Step 3

| Name: Ron Coleman Section/Group: Frame Department Date: 1/31/2017 | | Process or Operation Name | Forming | Grinding | Punching | Seam Weld | Edge Prep | Tacking | Spot Weld | Flange Weld | Paint | Primer | REMARKS | | |
|--|---------------------------|---------------------------|----------------|----------|----------|-----------|-----------|---------|-----------|-------------|-------|--------|--------------|--|--|
| NUMBER | NAME | Ideal Number | | | | | | | | | | | CAPABILITIES | Workforce Needs <small>(Performance Needs Manner)</small> | |
| | | | List Job Names | | | | | | | | | | | | |
| 1. | Ron Coleman (Supervisor) | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 2. | John Day (Team Leader) | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 3. | Jeff Sewald (Team Leader) | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 4. | Mark Jensen | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 5. | Pat Knuts | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 6. | Michael Jensen | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 7. | John Jensen | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 8. | James Jensen | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 9. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 10. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 11. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 12. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 13. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 14. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 15. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 16. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 17. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 18. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 19. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 20. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 21. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 22. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 23. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 24. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 25. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 26. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 27. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 28. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 29. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 30. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 31. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 32. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 33. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 34. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 35. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 36. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 37. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 38. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 39. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 40. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 41. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 42. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 43. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 44. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 45. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 46. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 47. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 48. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 49. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 50. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 51. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 52. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 53. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 54. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 55. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 56. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 57. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 58. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 59. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 60. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 61. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 62. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 63. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 64. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 65. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 66. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 67. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 68. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 69. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 70. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 71. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 72. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 73. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 74. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 75. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 76. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 77. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 78. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 79. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 80. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 81. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 82. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 83. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 84. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 85. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 86. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 87. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 88. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 89. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 90. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 91. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 92. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 93. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 94. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 95. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 96. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 97. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 98. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | | | | | | |

| Name: Bob Coleman Section/Group: Frame Department Date: 1/31/2017 | | Operator Name | Forming | Grinding | Punching | Scraping | Edge Work | Tapping | Spot Welding | Flange Work | Painting | Priming | REMARKS | |
|--|----------------------------------|------------------|--------------|----------|----------|----------|-----------|---------|--------------|-------------|----------|---------|----------------------------------|-----|
| NUMBER | | NAME | CAPABILITIES | | | | | | | | | | Workforce Needs (Work Manner) | |
| 1. | Bob Coleman (Supervisor) | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | |
| 2. | John DeGroot (Team Leader) | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | |
| 3. | John DeGroot (Team Leader) | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | |
| 4. | Bradley Alvey | | ⊕ | ⊕ | ⊕ | ● | ● | ● | ● | ● | ● | ● | | |
| 5. | Tina Brooks | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | |
| 6. | Clark Campbell | | ⊕ | ⊕ | ⊕ | ● | ● | ● | ● | ● | ● | ● | | |
| 7. | Willie Coleman | | ● | ⊕ | ⊕ | ● | ● | ● | ● | ● | ● | ● | | |
| 8. | Dennis Daniel | | ⊕ | ● | ⊕ | ● | ● | ● | ● | ● | ● | ● | | |
| 9. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| 10. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | |
| PERCENTAGE OF TRAINING | Beginning of Year | | | | | | | | | | | | ● = 100% Performance | |
| | Middle of Year | | | | | | | | | | | | ⊕ = 75% Performance | |
| | End of Year | | | | | | | | | | | | ● = 50% Performance | |
| Remarks | Job Needs (Production Change) | | | | | | | | | | | | ⊕ = In Training | KEY |

Step 4
Assess Skill Levels

4. Using the following key, indicate the current capabilities of each individual.

- 25% -TRAINEE
- 50% Performance
- 75% Performance
- 100% Performance

REFER TO THE NEXT SLIDE FOR EXPLANATIONS OF EACH OF THESE CAPABILITIES.

Developmental Progression:

| | | |
|--|----------------------|-------------------------------|
| Novice | Competent | Expert |
| "notes" standard form structure rigid rules | "songs" blank | "compose" no rules |

Skill Levels of Workers



25%

Requires a lot of support. Productivity— Low. Unable to perform task without continuous supervision. **DO NOT LEAVE ALONE ON THE JOB!**



50%

Requires direction but can perform most tasks without constant supervision or direction. Performs minor adjustments and troubleshooting. Needs moderate supervision.



75%

Performs all tasks without direction. Can perform major adjustments, tooling changes, etc. Productivity— 100%. Needs little supervision. Needs time to gain knowledge.



100%

Is skilled in every aspect of machine set-up, tooling change, problem solving, coaching and directing. Needs no supervision and is capable of training others if they have completed JI Training.

Each supervisor must make the decision regarding the skill level. The skill levels are meant to be a guide to indicate the need for further training as well as an indication of who can do what job to what level in the event that someone needs to fill in on a job. There are a few key points- the main thing is the mitigation of risk!

- Someone with 25% experience in a trainee – in some roles they never should be left alone if safety is an issues
- 50% Means the student can perform well enough to be left alone. They may be a little slow. The main thing between 50% and 75% is just TIME. They KNOW the job but they have not had enough practice to be completely proficient.
- 75% is fully skilled but they need more time to acquire the Job Knowledge. Some things can not be learned until they occur and it is just a matter of time. This person can work unsupervised with no problems.
- 100% means they know as much as anyone and they have experienced all KNOWN conditions and know how to handle problems that occur.

This visual indication let's the supervisor know where the training deficiency is as well as what the options are for moving people around as needed.

Step 5

Ideal number: the ideal number of people capable of doing the job at 75% performance or better

| Name: Ron Coleman Section/Group: Frame Department Date: 1/31/2017 | | Process Operation Name | Chop Saw (2) | HPP | Glue | Frame | Prep/h | Speck | Busella | Gibber F | Edge | Primer | Parts | REMARKS | |
|---|----------|------------------------|--------------|-----|------|-------|--------|-------|---------|----------|------|--------|-------|--------------|-------------------------------|
| NUMBER | NAME | Ideal Number | | | | | | | | | | | | CAPABILITIES | Workforce Needs (Work Manner) |
| 1 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 2 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 3 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 4 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 5 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 6 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 7 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 8 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 9 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 10 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 11 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 12 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 13 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 14 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 15 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 16 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 17 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 18 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 19 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 20 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 21 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 22 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 23 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 24 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 25 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 26 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 27 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 28 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 29 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 30 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 31 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 32 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 33 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 34 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 35 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 36 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 37 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 38 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 39 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 40 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 41 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 42 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 43 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 44 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 45 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 46 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 47 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 48 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 49 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 50 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 51 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 52 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 53 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 54 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 55 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 56 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 57 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 58 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 59 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 60 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 61 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 62 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 63 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 64 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 65 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 66 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 67 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 68 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 69 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 70 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 71 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 72 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 73 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 74 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 75 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 76 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 77 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 78 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 79 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 80 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 81 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 82 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 83 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 84 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 85 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 86 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 87 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 88 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 89 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 90 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 91 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 92 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 93 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 94 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 95 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 96 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 97 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 98 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 99 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |
| 100 | Operator | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | | | |

- Determine **ideal number**: the ideal number of people capable of doing the job or jobs satisfactorily (minimum 50%, ideally 75%)
 - The ideal number is the number of people that NEED to be trained in each job as a MINIMUM to meet the needs.
 - The ideal number is determined based on several factors such as:
 - ✓ Future demand increases
 - ✓ Potential absenteeism (vacations too)
 - ✓ Difficulty of job- length of learning curve
 - ✓ High turnover rates (potential to lose knowledge base)
 - ✓ Number of operators necessary for each task (
 - ✓ Variability of demand (highs and lows)
 - The supervisor must determine the ideal number. In reality the ideal number is to have everyone trained in all jobs! Setting a number that is too low so that the training levels “look good” is only hurting the leader in the long run (and overestimating skill levels is as well).
 - The point of the Ideal Number is to determine whether there are serious gaps in skill levels for each task that puts the process at risk. If the work can’t get done due to low skill levels that is the risk!

| Name: Ron Coleman Section/Group: Frame Department Date: 1/31/2017 | | Process or Operation Name | Chop Saw (2) | HPP | Glue and Dowel | Frame Clamp (2) | Prep/Inspect | Special | Busellato | Gibson Panel Saw | Edgebander | Primer | Parts | REMARKS | | | |
|---|-------------------------------|---------------------------|--------------|-----|----------------|---------------------------------|--------------|---------|-----------|------------------|------------|--------|----------------------|--------------------|-----|--|-----------------|
| NUMBER | NAME | Ideal Number | | | | | | | | | | | | CAPABILITIES | | | Workforce Needs |
| | | | Jan | Jun | Dec | Performance Needs (Work Manner) | | | | | | | | | | | |
| 1. | Ron Coleman (Supervisor) | 4 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 100 | 100 | | |
| 2. | William Day (Team Leader) | 6 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 80 | 80 | | |
| 3. | Jeff Gredde (Team Leader) | 6 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 80 | 80 | | |
| 4. | Bradley Alvey | 4 | ⊕ | ⊕ | ⊕ | ⊕ | ● | ● | ● | ● | ● | ⊕ | ⊕ | 2 | 4 | | |
| 5. | Tina Brooks | 6 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ⊕ | ⊕ | 6 | 7 | | |
| 6. | Clark Campbell | 6 | ⊕ | ⊕ | ⊕ | ● | ● | ● | ● | ● | ⊕ | ● | ⊕ | 3 | 4 | | |
| 7. | Willie Coleman | 6 | ● | ⊕ | ⊕ | ● | ⊕ | ⊕ | ● | ● | ● | ⊕ | ⊕ | 1 | 4 | | |
| 8. | Dennis Daniel | 6 | ⊕ | ● | ⊕ | ⊕ | ● | ● | ● | ● | ● | ● | ⊕ | 1 | 2 | | |
| 9. | | 6 | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | | |
| 10. | | 6 | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | | |
| RESULT OF TRAINING | Beginning of Year | | 3 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 5 | 3 | ● = 100% Performance | | | | |
| | Middle of Year | | 5 | 4 | 4 | 2 | 4 | 4 | 3 | 4 | 6 | 4 | ● = 75% Performance | | | | |
| | End of Year | | | | | | | | | | | | | ○ = 0% Performance | | | |
| Remarks | Job Needs (Production Change) | | | | | | | | | | | | | | | | KEY |

Add Total Capabilities

Step 6

6. Evaluate the current capabilities and add the total capabilities and record them at the bottom of the operation name columns, as well as at the end of the team member name rows.

These columns and rows give you a record of the training results. The rows across are an INDIVIDUAL result for each person (individual skill development), and the column are a JOB category result (job coverage). The job category result is the first priority because the first objective is to make sure there are enough people trained in each job task. If the Ideal Numbers are satisfied you can begin to focus on individual development. Generally however in order to achieve the Ideal Number you will be training people that have fewer job skills and will develop the individual capabilities.

Workforce needs:

- New employees
- Promotions/transfers
- Vacations
- Temporary employees
- Job rotations
- Temporary assignments

Step 7

| Name Section Frame Date: | NUMBER | NAME | 4 | 6 | 6 | 6 | 6 | 6 | 6 | 4 | 4 | REMARKS | | | |
|-----------------------------------|--------|--|----------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------|-----------------------------------|--|
| | | | | | | | | | | | | CAPABILITIES | PERFORMANCE | Workforce Needs (Work Manager) | |
| | | | | | | | | | | | | Jan | Jun | Dec | |
| 1. | | Ron Coleman (Supervisor) | ● | ● | ● | ● | ● | ● | ● | ● | ● | | 10 | 10 | |
| 2. | | Eddie Day (Team Leader) | ● | ● | ● | ● | ● | ● | ● | ● | ● | | 3 | 4 | |
| 3. | | Paul Anderson (Team Leader) | ● | ● | ● | ● | ● | ● | ● | ● | ● | | | | |
| 4. | | Wendy King | ● | ● | ● | ● | ● | ● | ● | ● | ● | | | | |
| 5. | | Tina Brooks | ● | ● | ● | ● | ● | ● | ● | ● | ● | | 6 | 7 | |
| 6. | | Clark Campbell | ⊕ | ⊕ | ⊕ | ● | ● | ● | ● | ● | ⊕ | | 3 | 4 | |
| 7. | | Willie Coleman | ● | ⊕ | ⊕ | ● | ● | ● | ● | ● | ⊕ | | 1 | 4 | |
| 8. | | Dennis Daniel | ⊕ | ● | ⊕ | ⊕ | ● | ● | ● | ● | ● | | 1 | 2 | |
| 9. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | | |
| 10. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | | |
| RESULT OF TRAINING | | Beginning of Year | 3 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 5 | 3 | | | |
| | | Middle of Year | 5 | 4 | 4 | 2 | 4 | 4 | 3 | 4 | 6 | 4 | | | |
| | | End of Year | | | | | | | | | | | | | |
| Remarks | | Job Needs (Production Change) | Increase orders 10% for the year | | | | | | | | | | | | |

● = 100% Performance
 ● = 75% Performance
 ⊕ = 50% Performance
 ⊕ = In Training

KEY

1 min

7. Record **Manpower/Workforce** need. Ask “How are we meeting present requirements, and what will be needed in the future?” Consider:

- New employees (when they will start, ability level)
- Promotions/transfers of current team members
- Vacations
- Leaves of absence
- Temporary employees (when they will start, ability level)
- Job rotations
- Temporary assignments in other areas

8. Note **Performance** training needs. There may be situations where an employee is nearly capable on a job but needs some specific training to meet all the requirements.

- Individual adherence to quality, rate and safety standards
- Individual competency attainment

NOTE: I have stopped putting individual performance needs on the training plan because they are typically posted for all to see and people get upset about seeing their “deficiencies” listed in public. Another point is that if there is a certain deficiency it should be corrected immediately and does not need to be posted as an issue.

| Name: Ron Coleman Section/Group: Frame Department Date: 1/31/2017 | | Process or Operation Name | Shop Saw (2) | MPP | Glue and Dowe | Frame Clamp (2) | Prep/Inspect | Special | Isellato | Ribbon Panel Saw | Ridgebander | Primer | Parts | REMARKS | | |
|---|-------------------------------|---------------------------|----------------------------------|-----|---------------|-----------------|--------------|---------|----------|------------------|-------------|--------|-------|--------------|-----|-------------------|
| | | | | | | | | | | | | | | CAPABILITIES | | Workforce Needs |
| | | | | | | | | | | | | | | Start | End | Performance Needs |
| 1. | Ron Coleman (Owner/Op) | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 10 | 10 | |
| 2. | John Day (Team Leader) | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 10 | 10 | |
| 3. | John Goetz (Team Leader) | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 10 | 10 | |
| 4. | Bradley Alvey | | ⊕ | ⊕ | ⊕ | ⊕ | ● | ● | ● | ● | ● | ● | ⊕ | 2 | 4 | |
| | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | 6 | 7 | |
| | | | ⊕ | ⊕ | ⊕ | ● | ● | ● | ● | ● | ● | ● | ⊕ | 3 | 4 | |
| | | | ● | ⊕ | ⊕ | ● | ⊕ | ⊕ | ● | ● | ● | ● | ⊕ | 1 | 4 | |
| | | | ⊕ | ● | ⊕ | ⊕ | ● | ● | ● | ● | ● | ● | ⊕ | 1 | 2 | |
| | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | |
| 10. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | |
| RESULT OF TRAINING | Year | | 3 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 5 | 3 | | | | |
| | Year | | 5 | 4 | 4 | 2 | 4 | 4 | 3 | 4 | 6 | 4 | | | | |
| | End of Year | | | | | | | | | | | | | | | |
| Remarks | Job Needs (Production Change) | | Increase orders 10% for the year | | | | | | | | | | | | | |

Production needs:

- Work that piles up
- Seasonal work
- Bottlenecks
- New work
- Production changes

Step 8

● = 100% Performance
 ● = 75% Performance
 ⊕ = 50% Performance
 ⊕ = In Training

KEY

8. Record **production** needs (considering FUTURE changes that will require more skilled people).

Consider:

- Work that piles up (not enough people to handle the demand)
- Seasonal work (high demand for short period)
- Bottlenecks (lack of skill or need more operations)
- New Work
- Production changes

Skills Matrix

| Name: Ron Coleman Section/Group: Frame Department Date: 1/31/2017 | | Process or Operation Name | Chop Saw (2) | HPP | Glue and Doves | Frame Clamp (2) | Prep/Inspect | Special | Busellato | Gibon Panel Saw | Edgebander | Primer | Parts | REMARKS | | | | |
|---|-------------------------------|---------------------------|----------------------------------|-----|----------------|-----------------|--------------|---------|-----------|-----------------|------------|--------|-------|--------------|----|----|----------------------------------|--|
| NUMBER | NAME | Ideal Number | | | | | | | | | | | | CAPABILITIES | | | Workforce Needs (Work Master) | |
| | | | Jan | Jun | Dec | | | | | | | | | | | | | |
| 1. | Ron Coleman (Supervisor) | 4 | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ⊕ | ⊕ | 10 | 10 | | |
| 2. | Eddie Day (Team Leader) | 6 | ● | ● | ● | ● | ● | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | 3 | 4 | | |
| 3. | Jeff Goedde (Team Leader) | 6 | ● | ● | ● | ⊕ | ⊕ | ⊕ | ● | ● | ● | ● | ⊕ | ⊕ | | | | |
| 4. | Bradley Alvey | 6 | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ● | ● | ● | ● | ● | ⊕ | ⊕ | | | | |
| 10. | | | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | | | | |
| RESULT OF TRAINING | Year | | 3 | 3 | 3 | 1 | 3 | 3 | 2 | | 5 | 3 | | | | | | |
| | End of Year | | 5 | 4 | 4 | 2 | 4 | 4 | 3 | 4 | 6 | 4 | | | | | | |
| Remarks | Job Needs (Production Change) | | Increase orders 10% for the year | | | | | | | | | | | | | | | |

Production needs:

- Work that piles up
- Seasonal work
- Bottlenecks
- New Work
- Production changes

Step 8

Step 9

Compare :

- IDEAL CAPACITY to
- RESULT OF TRAINING

Examine :

- Workforce needs
- Capabilities
- Job needs to determine training needs.

● = 100% Performance
 ● = 75% Performance
 ⊕ = 50% Performance
 ⊕ = In Training

KEY

9. Conduct analysis between current competencies and ideal # of competencies. This will identify your current/future gaps. Then prioritize your training areas and identify solutions to close this gap.

Skills Matrix

- Plan for and record anticipated training completion dates.
- Write dates next to individual circles.

| NUMBER | NAME | Section/Group: Frame Department | Process or Operation Name Date: 1/31/2017 | Chop Saw (2) | HPP | Glue and Do | Frame Clamp | Prep/Inspect | Special | Busellato | Gibon Panel Saw | Edgebander | Primer | Parts | REMARKS | | | |
|---------------------|---------------------------|------------------------------------|--|----------------------------------|-----|-------------|-------------|--------------|---------|-----------|-----------------|------------|--------|-------|----------------------|-----|---|-----|
| | | | | | | | | | | | | | | | CAPABILITIES | | Workforce Needs Performance Needs (Work Master) | |
| | | | | | | | | | | | | | | | Jan | Jun | | Dec |
| 1. | Ron Coleman (Supervisor) | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | 10 | 10 | |
| 2. | Eddie Day (Team Leader) | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | 3 | 4 | |
| 3. | Jeff Goedde (Team Leader) | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | 3 | 5 | |
| 4. | Bradley Alvey | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | 2 | 4 | |
| 5. | Tina Brooks | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | 6 | 7 | |
| 6. | | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | | | |
| 7. | | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | | | |
| 8. | Dennis Daniel | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | 1 | 2 | |
| 9. | | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | | | |
| 10. | | | | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | | | |
| RESULTS OF TRAINING | | Beginning of Year | | | | | | | | | | | | | ● = 100% Performance | | | |
| | | Middle of Year | | | | | | | | | | | | | ● = 75% Performance | | | |
| | | End of Year | | | | | | | | | | | | | ● = 50% Performance | | | |
| Remarks | | Job Needs (Production Change) | | Increase orders 10% for the year | | | | | | | | | | | ● = In Training | | | KEY |

Step 10

10. Create individual goals for competency improvement. Who will improve/train in what area by what date