

JOB DESCRIPTION

**POSITION TITLE: Quality Control Lab Technician**

**DEPARTMENT:**  **Quality Control**

**REPORTS TO: Quality Control Lab Manager & Production Planner**

**FLSA:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DATE OF LAST REVISION: 12/17/24, previous 1/6/2020**

**SUMMARY - GENERAL PURPOSE OF JOB**

**The QC Lab** **Technician** has responsibility for the accurate assessment of Beynon finished product and materials to meet Customer Requirements and be released for shipment. This includes following QC work instructions to meet Customer and QMS requirements and working with the CPO’s to determine adjustments required in the batch to meet QC specifications. The QC Lab Technician is responsible for communicating and recording all QC data and information on the batch sheets and data entry for QA Data Analysis as well as non-conformance identification and disposition. This data helps manage Risks & Opportunities, preventing and mitigating quality and operational issues.

The QC Lab Technician is an integral member of TEAM BEYNON and reports to the QC Lab Manager on the performance of QC, NC’s and Rework.

# ESSENTIAL FUNCTIONS

Under supervision and limited decision-making

X Under limited supervision and much decision-making:

Responsible for the day to day Operations:

1. **Perform Quality Control on Materials as required or indicated.**
   * Committed to working and operating safely, following all plant and company safety policies, including wearing all required PPE.
   * Maintains Safety & high Housekeeping Standards in Lab. Understands and follow experimental protocols.
   * Follows QMS QC work instructions and ensures they are up-to-date and accurately implemented.
   * Accurately documents QC Results on Batch records and other records, including material usage to achieve results, adjustments and notes to explain results and steps taken. Ensures these records are accurate, secure, and understandable.
   * Works with CPO’s to determine best required actions from QC results to adjust batches.
   * Uses process/lab equipment in accordance with safe operation, cleaning and calibration procedures as required.
   * Able to work with toxic chemicals while following safe laboratory practices/protocols
   * Understands and executes Temporary Quality Holds and Non-Conforming Product procedures, as indicated by QC results.
   * Tests raw materials, REWORK, Nonconforming Product, Quality holds, as needed.
   * Assist with other duties as assigned
   * Available to work overtime as required during peak production (Jun 1-Oct 31). May include occasional weekends and holidays.
2. **Understand role as part of TEAM BEYNON Manufacturing**
   * Learn and understand products to enable adjustments in batches and report issues when necessary
   * Understand processing work instructions, batch sheets, equipment and process critical parameters and interaction to manufacture products.
   * Understand and manage the process of REWORK material into batches in accordance with MRV work instructions and batch requirements. Accurately account for usage of REWORK.
   * Communicate proactively with all teams as needed to ensure Customer Requirements are met and problem solve as needed.
   * Assist QC Lab Manager and R&D with developing new products and scale-ups as appropriate.
   * Perform pilot plant batches (< 5 gallons) for experimental formulations or small order requests

**SUPERVISORY RESPONSIBILITIES –**

Does this job have supervisory responsibilities? none

Are there subordinate supervisors reporting to this job? no

If YES, how many subordinate supervisors report to this job? \_\_\_\_

What are the names of the departments supervised by this job?

How many employees, in total, report to the subordinate supervisors? 0   
Are there other non-supervisory employees who report directly to this job?

If YES, how many employees are directly supervised by this job? \_\_

# OTHER DUTIES AND RESPONSIBILITIES

* Comply with all safety policies, practices and procedures. Report all unsafe activities to supervisor and Human Resources.
* Assist in the accomplishment of Company goals.
* Helps other employee to accomplish Company goals.
* Performs other duties as may be assigned by department supervisor.

**Competencies** To perform the job successfully, an individual should demonstrate the following competencies:

**Tarkett Core Competencies**

**Think Business (Sees the opportunity and connection with business strategy):**

* Clearly translates strategic objectives into tangible goals for the team
* Ensures final business outcome for any project, based on the “job to be done”
* Starts thinking beyond his/her function to integrate broader consideration
* Stays connected with the market place and latest business or sectorial trends

**Accountability (Seeks ownership and is a driving force behind the initiative):**

* Is committed to achieve consistent and predictable results
* Shares line of sight, communicated regularly on strategic objectives and goals
* Involves others and holds them accountable to meet their goals
* Creates and controls plans for different projects while effectively managing priorities
* Effectively controls implementation, systematically adjusting goals and actions for improved performance

**Risk for Results (Handles uncertainty well and is comfortable with measured risks):**

* Curious; explores unconventional approaches to better achieve goals
* Timely evaluates risks and opportunities before making a decision
* Creates an environment where the team expresses ideas freely and failure is accepted
* Mitigates identified risks and has contingency plans

**Kind to Customers (External & Internal – Will go the extra mile to make Tarkett the nicest company to do business with):**

* Builds in-depth understanding of the customer
* Stays closely in tune with the market and consumer trends
* Builds long lasting partnerships and relationships with current or prospective customers balancing own objectives with long-term customer needs
* Develops new solutions and improvements with the customers

**Empowers Collaboration (Shares responsibility and engages others to be stronger together):**

* Initiates partnerships with other departments/functions, to achieve specific business objectives
* Builds consensus, proactively managing conflicts to maintain a positive3 environment
* Shares and cascades infomrati9on, communicates on collective achievements and celebrates success
* Encourages teamwork and collaboration, based on exemplarity and trust

**Talent Developer (Respects diversity, attracts, develops own and other talents at their best and ensures continuous learning):**

* Actively investigates opportunities for growth within the organization and exposes talent early on
* Deploys training and development initiatives adapted to needs and individual motivation
* Develops coaching and mentoring relationships to enhance subordinates’ contributions
* Listens well and teats others with care, respect and dignity in all circumstances

**Thorough (Peels back the onion, understands the details as well as the big picture. Asks why, is curious to understand and explore new ways of doing things):**

* Gathers relevant information from different sources and listens to other perspectives that hers/his
* Always keeps the big picture in mind, when analyzing data and checking consistency
* Helps simplify more complex issues into clearer business terms and actions
* Understands the root cause of the problem by analyzing and asking probing questions (5 WHYs)

# EDUCATION and/ or EXPERIENCE REQUIREMENTS

Select the level of education and/or experience needed to successfully accomplish the essential duties of this job.

Level 1: No prior experience or training.  
 Level 2: Less than high school education; or up to one month related experience or training; or equivalent combination of education and experience.  
 Level 3: High school diploma or general education degree (GED); or one to three months related experience and/or training; or equivalent combination of education and experience.  
 Level 4: One year certificate from college or technical school; or three to six months related experience and/or training; or equivalent combination of education and experience

Level 5: Associate's degree (A. A.) or equivalent from two-year college or technical school; or six months to one year related experience and/or training; or equivalent combination of education and experience.

X Level 6: Bachelor's degree (B. A.) from four-year college or university; or two-three years related experience and/or training; or equivalent combination of education and experience.

Level 7: Fifth year of college or university program certificate; or two to four years related experience and/or training; or equivalent combination of education and experience.  
 Level 8: Master's degree (M. A.) or equivalent; or four to ten years related experience and/or training; or equivalent combination of education and experience.  
 Level 9: Doctoral degree (Ph. D.) or equivalent; or more than 10 years related experience and/or training; or equivalent combination of education and experience.

**Technical qualifications**

To perform this job successfully, an individual should be knowledgeable at:

Basic personal computer skills.

Basic personal computer skills including electronic mail, word processing, spreadsheet, graphs, etc.

Intermediate personal computer skills including electronic mail, routine database activity, word processing, spreadsheet, graphs, etc.

**X** Proficient personal computer skills including electronic mail, routine database activity, word processing, spreadsheet (pivot tables), graphics, etc. data entry,

**Language Ability:**

Level 1: Ability to read a limited number of two- and three-syllable words and to recognize similarities and differences between words and between series of numbers. Ability to print and speak simple sentences.  
 Level 2: Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.  
 Level 3: Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organization.  
 **X**  Level 4: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Level 5: Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.

Level 6: Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

**Math Ability:**

Level 1: Ability to add and subtract two digit numbers and to multiply and divide with 10's and 100's. Ability to perform these operations using units of American money and weight measurement, volume, and distance.  
 Level 2: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.  
 Level 3: Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.  
 Level 4: Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

**X**  Level 5: Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.

Level 6: Ability to comprehend and apply principles of advanced calculus, modern algebra, and advanced statistical theory. Ability to work with concepts such as limits, rings, quadratic and differential equations, and proofs of theorems.

**Reasoning Ability:**

Level 1: Ability to apply common sense understanding to carry out simple one- or two-step instructions. Ability to deal with standardized situations with only occasional or no variables.  
 Level 2: Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.  
 Level 3: Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.  
 Level 4: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**X**  Level 5: Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

Level 6: Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.,) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

**Certificates and Licenses:**

**Work Environment:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually:

Very quiet (examples: forest trail, isolation booth for hearing test)   
 Quiet (examples: library, private office)   
 **X**  Moderate noise (examples: business office with computers and printers, light traffic)   
 Loud (examples: metal can manufacturing department, large earth-moving equipment)   
 Very loud (examples: jack hammer work, front row at rock concert)

**Physical Demands:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Amount of Time** | | | |
|  |  | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Stand |  |  |  |  | X |
| Walk |  |  |  |  | X |
| Sit |  |  | X |  |  |
| Use hands to finger, handle, or feel |  |  |  |  | X |
| Reach with hands and arms |  |  |  | X |  |
| Climb or balance |  |  | X |  |  |
| Stoop, kneel, crouch, or crawl |  |  | X | X |  |
| Talk or hear |  |  |  |  | X |
| Taste or smell |  |  | X |  |  |

Does this job require that weight be lifted or force be exerted? If so, how much and how often?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Amount of Time** | | | |
|  |  | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Up to 10 pounds |  |  |  | X |  |
| Up to 25 pounds |  |  |  | X |  |
| Up to 50 pounds |  |  | X |  |  |
| Up to 100 pounds |  | X |  |  |  |
| More than 100 pounds |  | X |  |  |  |

Does this job have any special vision requirements?

Close vision (clear vision at 20 inches or less)   
Distance vision (clear vision at 20 feet or more)   
Color vision (ability to identify and distinguish colors)   
Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)  
Depth perception (three-dimensional vision, ability to judge distances and spatial relationships)   
Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)  
 **X**  No special vision requirements.

**WORK ENVIRONMENT**  
How much exposure to the following environmental conditions does this job require? Show the amount of time by checking the appropriate boxes below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Amount of Time** | | | |
|  |  | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Wet or humid conditions (non-weather) |  |  | X |  |  |
| Work near moving mechanical parts |  |  | X |  |  |
| Work in high, precarious places |  |  | X |  |  |
| Fumes or airborne particles |  |  | X |  |  |
| Toxic or caustic chemicals |  |  |  | X |  |
| Outdoor weather conditions |  |  | X |  |  |
| Extreme cold (non-weather) |  | X |  |  |  |
| Extreme heat (non-weather) |  |  | X |  |  |
| Risk of electrical shock |  | X |  |  |  |
| Work with explosives |  | X |  |  |  |
| Risk of radiation |  | X |  |  |  |
| Vibration |  | X |  |  |  |

# TRAVEL REQUIREMENTS

Travels, when necessary, by several modes of transportation. Maintains flexibility in schedule to accommodate needs.

**X**  Minimal overnight travel (up to 10%) by land and/or air.

Occasional overnight travel (up to 20%) by land and/or air.

Moderate overnight travel (up to 30%) by land and/or air.

Heavy overnight travel (up to 50% by land and/or air.

Extensive overnight travel (over 50%) by land and/or air.

**ADDITIONAL INFORMATION**  
Include any other information that will aid in the preparation of an accurate description of this job.

Experience in polyurethanes, quality analysis, OSHA regulations and manufacturing are highly preferred.

Strong background in processes, technical and customer support, and management skills.

Candidate should be a creative and strong problem solver, detail oriented and well organized.

ACKNOWLEDGED: Employee Date

EMPLOYEE: Printed name