Leadership for Safety Excellence

CSAM
CONSTRUCTION SAFETY ASSOCIATION OF MANITOBA

CFCSA
FCASC

Table of Contents

Acknowledgements

The Construction Safety Association of Manitoba (CSAM) extends its sincere appreciation to the fellow Canadian Federation of Construction Safety Associations (CFCSA) members who graciously provided resources, information, and expertise for the preparation of this program.

Construction Safety Association of Manitoba

The Construction Safety Association of Manitoba is a non-profit organization run by and for the building construction industry in Manitoba, with governance provided by the Winnipeg Construction Association's Board of Directors and the CSAM Advisory Committee.

Established in 1989, CSAM has earned the reputation as a leader in the safety landscape of Manitoba, as well as within the CFCSA. This reputation continues to be fueled by the association's focus on providing exceptional customer service, quality, and value for its clients.

CSAM's prime objective through this course is to provide quality advice to construction employers and employees, in order to reduce both human and financial costs in the construction industry.

Disclaimer

The information presented in this publication is intended for general use and may not apply to every circumstance. It is not a definitive guide to government regulations and does not relieve persons using this publication from their responsibilities under applicable legislation. The Construction Safety Association of Manitoba does not guarantee the accuracy of, nor assume liability for, the information presented here.

Copyright

Introduction

This Leadership for Safety Excellence course consists of four separate modules. These modules are designed to teach you about what makes up an effective and comprehensive safety and health program.

Each module deals with the elements of such a program, focusing on what a supervisor is required to do to complement that program.

This course uses audio visual aids, class participation, exercises, and informational handouts to help you understand why safety is so important in our industry.

Both the course material and handouts will serve as reference materials to use within an ongoing safety and health program.

The four modules are:

1. Supervisor's Role
2. Inspections
3. Investigations
4. Training

Module 1 - Supervisor's Role

Supervisor's Role

This module is designed to help you understand your responsibilities and the role you play as a supervisor in creating and maintaining a safe and healthy workplace. This course will explain the major features of an effective and compliant safety and health program. It will also familiarize you with the underlying factors that affect the program's quality, as well as some of the safety issues you will face as a supervisor.

Being a professional supervisor takes much more than simply understanding basic information. It requires a continual improvement process of thinking about your duties and responsibilities, using good judgement, and providing leadership in creating and maintaining a safe and healthy working environment.

Complete Exercises 1 and 2:

Exercise 1: Introductions and Experience Levels – page 7
Exercise 2: Who is Responsible? – page 8

Exercise 1 - Introductions and Experience Levels

Take a few minutes for everyone to introduce themselves. This allows everyone to know who they are working with and what kinds of experiences they bring to the group.

When your turn comes, briefly tell the group the following things:

1. **Your name, the company you work for, and your job title.**

   _____
   _____
   _____
   _____

2. **How long have you been working in your specific industry?**

   _____
   _____
   _____
   _____

3. **Have you worked in a supervisor role? If so, for how long?**

   _____
   _____
   _____
   _____

4. **Have you ever been involved in an incident? If so, would you like to share?**

   _____
   _____
   _____
   _____
   _____
   _____
   _____

Exercise 2 - Who is Responsible?

Individually, think about who you believe is responsible for safety and what their role is, both in your organization and in the industry as a whole. Give five or six examples.

What Does Safety Involve?

A workplace safety and health program is a systematic plan to identify and control hazards and respond to emergencies. The program outlines responsibilities, resources, and procedures to keep the workplace safe and healthy. Its objective is to integrate safety and health into all work practices and conditions.

An effective safety and health program is a complete system that ensures high safety standards throughout every part of a company's operations. This program will reflect a strong commitment from management and will encourage a strong commitment among employees. It will help every employee understand their responsibility for working in a safe and healthy manner and will provide the information employees need to work safely. If the safety and health program is effective, it will promote the attitude that doing a job properly means doing it safely.

As per Section 7.4(5) of the Workplace Safety and Health (WSH) Act, the legislated requirements of a safety and health program are the following:

a) A statement of the employer's policy with respect to the protection of the safety and health of workers at the workplace.
b) The identification of existing and potential dangers to workers at the workplace and the measures that will be taken to reduce, eliminate, or control those dangers, including procedures to be followed in an emergency.
c) The identification of internal and external resources — including personnel and equipment — that may be required to respond to an emergency at the workplace.
d) A statement of the responsibilities of the employer, supervisors, and workers at the workplace.
e) A schedule for the regular inspection of the workplace and of work processes and procedures at the workplace.
f) A plan for the control of any biological or chemical substance used, produced, stored, or disposed at the workplace.
g) A statement of the procedure to be followed to protect safety and health in the workplace when another employer or self-employed person is involved in work at the workplace that includes:
    i. Criteria for evaluating and selecting employers and self-employed persons to be involved in work at the workplace.
    ii. Procedures for regularly monitoring employers and self-employed persons involved in work at the workplace.
h) A plan for training workers and supervisors in safe work practices and procedures.
i) A procedure for investigating incidents, dangerous occurrences, and refusals to work under Section 43.
j) A procedure for worker participation in workplace safety and health activities, including inspections and the investigations of incidents, dangerous occurrences, and refusals to work under Section 43.
k) A procedure for reviewing and revising the workplace safety and health program every three years or more often if circumstances at the workplace change in a way that poses a risk to the safety or health of workers at the workplace.
l) Any other requirement prescribed by regulation.

It may seem that a safety and health program involves a lot of paperwork, and to a certain extent that is true. A safety and health program, like any other system, needs policies, plans, and structure. But the paperwork does not have to be complex or cumbersome.

Safety policies and procedures must be practical and economical. Experience shows, that if done carefully, the key safety elements listed on the previous page do not cost the company in the long run — they actually save money and time by reducing incidents, damage, wear and tear, lost product, and production loss.

CSAM COR®/SECOR® Certification elements include:

1. Safety and Health Policy
2. Hazard Assessment, Analysis, and Control
3. Safe Work Practices
4. Safe Job Procedures
5. Company Safety Rules
6. Personal Protective Equipment (PPE)
7. Preventative Maintenance Program
8. Training and Communication
9. Inspections
10. Investigations and Reporting
11. Emergency Preparedness
12. Statistics and Records
13. Legislation
14. Manitoba Supplement

The Safety Team

Even though you have a responsibility for safety as a supervisor, you can't do the job by yourself. Everyone in the company shares the responsibility for an effective safety and health program.

The WSH Act supports every worker's right to a safe and healthy workplace. It assigns responsibility to each person in the workplace for creating and maintaining a safe and healthy workplace, giving them the authority to do so. Everyone has a personal and shared responsibility to work together to prevent workplace injuries and illness. The main duties of the various types of people in the workplace are listed below.

Employers
Because they have the greatest degree of authority and control over the operations of the workplace, employers have the greatest degree of responsibility for workplace safety and health.

Employers' legal safety and health responsibilities include the following:

- Taking necessary precautions to ensure the safety, health, and welfare of workers, and providing and maintaining a safe workplace, equipment, tools, and systems.
- Ensuring all workers and supervisors are aware of hazards in the workplace as well as the precautions necessary for their protection.
- Providing workers with competent supervision.
- Providing the necessary training to protect workers' safety and health before they begin a new job.
- Taking necessary precautions to ensure that other people are not exposed to safety or health risks due to the activities of the workplace.
- Consulting and cooperating with the WSH committee or representative.
- Cooperating with other people on WSH matters.

Supervisors
Supervisors have the responsibility and authority to oversee a group of workers within a workplace.

Supervisors' legal safety and health responsibilities include the following:

- Taking necessary precautions to protect the safety and health of workers under their supervision.
- Ensuring that workers comply with safety and health procedures and use safety equipment, clothing, and devices.
- Advising workers of safety and health hazards in the work area.
- Cooperating with the WSH committee or representative.
- Cooperating with other people on WSH matters.

Workers
Workers are responsible for their own actions or inaction.

Workers' legal safety and health responsibilities include the following:

- Taking reasonable care to protect themselves and others who may be affected by their actions or omissions.
- Proper use of safety equipment, clothing, and devices.
- Cooperating with the WSH committee or representative.
- Cooperating with other people on WSH matters.

Your Tasks

Supervising for safety involves a variety of tasks at various stages.

Initially
Before a new job begins (either at the start of a new company project and/or when workers are starting new tasks as part of doing a project), you need to lay a foundation for safety through job planning and hazard assessments, by establishing safe work practices, safe job procedures, and on-the-job training for employees.

Periodically
You will need to hold toolbox safety meetings and distribute safety information. You will conduct regular site inspections, take part in safety audits, and conduct investigations of any incidents that occur. You will enforce safety rules and regulations among the employees, and follow-up on corrective action identified during inspections or investigations.

Continually
In a process that should be second nature, you will be monitoring the worksite for unsafe conditions and unsafe acts. You will be complying with regulations yourself, always setting a good example in making safety a top priority. You will go beyond regulations, setting a professional example by working to create a good impression while maintaining safety standards. You will do this on site by paying attention to details such as housekeeping, materials storage, and so on, and you will do this for yourself by always being neat, clean, and appropriately dressed for the worksite.

Leading by example is not the main thing in influencing others — it is the only thing!

The Foundations of a Safety Program

Every safety and health program fits within a larger context. That context includes:

- **External influences –** federal and provincial legislation that require the program to have specific program elements and detailed requirements.
- **Internal influences –** the corporate culture that gives shape and power to an individual company's safety and health program.

Legislation

There are federal, provincial, and municipal laws regarding construction safety and health. In Manitoba, the major legislation that governs workers is the WSH Act. Other provincial legislation covers specific aspects of safe operation and performance, such as electrical protection, building standards, and so on.

The WSH Act and its applicable Regulation should be easily accessible to all employees and should always be kept up to date. Every supervisor must be familiar with these documents and should refer to them any time they are planning a new task.

The WSH Act and Regulation are written in technical, legal language. It can be difficult to sort out exactly what they mean, but you must understand them clearly if you are going to observe and enforce them.

The general objectives and purposes of the WSH Act are as follows:

- To secure workers and self-employed persons from risks to their safety, health, and welfare arising out of, or in connection with, activities in their workplaces.
- To protect other persons from risks to their safety and health arising out of, or in connection to, activities in workplaces.
- The promotion and maintenance of the highest degree of physical, mental, and social well-being of workers.
- The prevention of ill health among workers caused by their working conditions.
- The protection of workers in their employment from factors promoting ill health.
- The placing and maintenance of workers in an occupational environment adapted to their physiological and psychological condition.
- The promotion of workers' rights.

The specific regulations adopted under the WSH Act governing your worksite at any given time will depend on a combination of conditions, equipment, tools, and so on that are involved in a job.

Supervisor's Responsibilities

The WSH Act supports every worker's right to a safe and healthy workplace. It assigns responsibility to people in the workplace for creating and maintaining a safe and healthy workplace, and to work together co-operatively to prevent workplace injuries and illness.

Project managers
Project managers are assigned by an owner, employer, or prime contractor to be their main representative on a worksite. In this role, project managers are responsible for ensuring that the owner, employer, or prime contractor's duties under the WSH Act are fulfilled. They must understand and enforce the internal safety and health procedures of the party who hired them, and form links with the contractors and sub-contractors working on the project.

In addition, the project manager can be seen as the main supervisor of the project and must therefore perform the safety and health duties of a supervisor as well. Project managers are given great responsibility in making sure that a project is successful — that responsibility includes ensuring the safety and health of everyone involved.

Project managers must legally fulfill certain safety and health responsibilities, including the following:

- Coordinating, organizing, and overseeing the work on the project to ensure the safety and health of workers and others who may be affected by activities on the project (when acting for the prime contractor, this includes coordinating the safety and health programs of employers working on the project).
- Effectively implementing the owner, employer, or prime contractor's safety system, or developing such a system, to ensure everyone working on the project fulfills their legal safety and health responsibilities.
- Cooperating with other people on WSH matters.
- Complying with the WSH Act and Regulation.

Project managers, as supervisors, have the responsibility and authority to oversee a group of workers within a workplace. The legal safety and health duties of supervisors include:

- Taking necessary precautions to protect the safety and health of workers under their supervision.
- Ensuring that workers follow safety and health procedures and use safety equipment, clothing, and devices.
- Advising workers of safety and health hazards in the work area.
- Cooperating with the WSH committee or representative.
- Cooperating with other people on WSH matters.
- Complying with the WSH Act and Regulation.

As a supervisor, it is your responsibility to make sure that all the safety and health laws pertaining to your worksite are obeyed. This will require you to do the following:

- Explain to your workers the legislation that affects them.
- Train your workers to perform their jobs safely.
- Enforce safety rules and regulations.
- Arrange for purchases, maintenance, repairs, and so on, needed to maintain safe conditions at the worksite.
- Shut down any operation where the conditions or the work methods create a serious risk of injury.

It is important to understand the worker's right to refuse dangerous work, as per the WSH Act. You must understand the worker's rights and responsibilities in order to respond appropriately in such a case. Responding appropriately also means you must know the employer's responsibilities in such a case, as you are the one who must carry them out.

There are serious consequences if you do not obey safety regulations — even if you did not know about them. You risk having your company fined for violations of safety regulations. More importantly, you put yourself at risk of being fined or going to jail yourself if workers under your supervision are injured because of unsafe conditions and acts.

This means that it is more than just a good idea to keep up on the laws that apply to your crew. It is not something you can plan to do "as soon as there's a little extra time" — knowing the legislation that pertains to your worksite is an essential part of your job as supervisor.

Complete Exercises 3 and 4

- Exercise 3: Legislation Review – page 16 and 17
- Exercise 4: Finding Legislation that Applies – page 18 and 19

Exercise 3 - Legislation Review

In groups of two or three, indicate where the answers to each of the following questions can be verified in either the Manitoba WSH Act ***OR*** Regulation.

Ex. - ***W210 Sec 7.4 (5) (g) (i)*** - Workplace Safety and Health Act (W210)

Ex. - ***Reg. 217/ 2006 Part 16.4 (1) (b) (ii)*** - Workplace Safety and Health Regulation (Reg. 217/ 2006)

1. **What is the minimum time for an education program (toolbox talk/tailgate meeting) when five or more workers are on a construction project?**

   _____

2. **What information needs to be posted on a construction project site sign?**

   _____

3. **When an employer uses a vehicle, boat, or aircraft, how is the number of first aid kits determined?**

   _____

4. **When is a WSH representative required on a construction project?**

   _____

5. **How long is a stop work order in effect?**

   _____

6. **How high can bricks be piled before they need to be tapered?**

   _____

7. **Who is required to supply a bulletin board in connection with safety and health matters?**

   _____

8. **Supervisors must, "advise a worker under his or her supervision of all known or reasonable risks to safety and health in the area where the workers is performing work."**

   _____

9. **Is an employer required to post safety representatives' names in a workplace?**

   _____

10. **At what level of noise exposure must an employer conduct an assessment?**

    _____

11. **Does the operator's manual for powered mobile equipment need to be available to the worker who operated the equipment or is their record of training sufficient?**

    _____

12. **If a person is convicted of an offence under the WSH Act, what is the maximum prison term?**

    _____

Exercise 4 - Finding Legislation that Applies

This exercise will help you practice finding the WSH Regulation that apply to any job you may be doing with your crew. All the information required to complete this exercise can be found in the WSH Act and Regulation booklet.

Listed below are eight common construction projects or worksite situations. Your instructor will ask you to form small groups of four or five people and will assign each group to work on several items from that list.

Using the WSH Regulation, your task is to find the various regulations that apply to the job. Think about how the job would be done and the kinds of hazards that could be involved, and then identify the regulations that would most apply to the particular hazards of the work.

1. **Your crew is building a house. As part of the construction, you will be using a variety of power tools including power saws, grinders, explosive actuated fastening tools, and — for some jobs — a small picker. The house is being constructed in a developed neighbourhood with above-ground powerlines.**

   Regulations:

   _____
   _____
   _____
   _____
   _____
   _____

2. **You have a contract to reface a five-story commercial building. You will be using sandblasting equipment, several noxious acids, and other chemicals, and will be working from scaffolds.**

   Regulations:

   _____
   _____
   _____
   _____
   _____
   _____

3. **Your crew is going onto a major industrial worksite to do a variety of types of general labour. Your company has the responsibility of ensuring that all employees are properly equipped with the full range of personal protective equipment for normal surface work.**

   Regulations:

   _____
   _____
   _____
   _____
   _____
   _____

4. **Your company is doing site preparation for a new industrial facility. You will be using a range of heavy hauler trucks, front end loaders, scrapers, Cats, wheel loaders, graders, and similar types of equipment.**

   Regulations:

   _____
   _____
   _____
   _____
   _____
   _____

5. **You have been hired to run water and sewer lines from the main services into each house in a housing development. You are responsible for all trenching (three metres), piping, and backfilling.**

   Regulations:

   _____
   _____
   _____
   _____
   _____
   _____

Summary

Every incident is preventable. You cannot control the actions of everyone in your company, but you do have an influence on the culture of the organization and the perceptions and actions of those who you are supervising. When safety and health is a high priority in the workplace, working conditions become more positive and less dangerous, with a reduction in incidents and property damage.

You can do this by making safety a concern in everything you do and by setting an example for your employees to follow. You need to ensure that all the basic elements of a safety and health program are combined into day to day work activities. You must ensure that you do the necessary planning and provide the direction and training that workers require to meet their responsibilities. If you continually build safety into your planning, your training, and your supervision, you will create an environment where people can do their best work and companies can be successful and make lasting contributions.

Safety is everybody's business, and you are an important key to making it work.

Notes

Appendix A

Job Hazard Analysis Worksheet

Job:_____

Analysis by:_____ **Reviewed by:**_____ **Approved by:**_____

Date:_____ **Date:**_____ **Date:**_____

Sequence of steps	Potential incidents or hazards	Preventative measures
Every task can be broken down into steps. The sequence of steps will eventually become the basis of the safe job procedure. Identifying every step of the task is essential to the end result. Ensure you write down everything the worker does. After each step is identified, you can go back and combine things or eliminate unnecessary detail. Limit the number of steps that you actually record. If there are too many steps to your job, you may need to look at breaking the job down into two jobs. You generally should not have any more than 15 steps in your job. ***Workers must be an integral part of this process.***	Identifying the hazards present in each of the job steps. **Safety hazards:** • Falls • Pinch points • Sharp points • Sharp edges • Moving machinery • Dropping items • Pressure systems • Fire and explosion **Health hazards:** • **Chemical** hazards (acids, solvents, fumes) • **Biological** hazards (bacteria, viruses) • **Physical agents** (heat, noise, radiation) • Risks for **musculoskeletal injury (MSI)** (awkward postures, forceful exertions, repetitive motion) • **Psycho-social** hazards (harassment, time constraints, violence)	What controls can be implemented for each of the hazards that you identified? **At the source:** • Elimination • Substitution • Redesign • Isolation • Automation **Along the path:** • Relocation • Barriers • Absorption • Dilution **At the worker's level:** • Administrative controls • Orientation, training, and supervision • Work procedures • Emergency planning • Housekeeping • Hygiene practices • PPE

Appendix A

Sample safe job procedure (SJP)

Safety strap fall protection anchor removal for newly constructed residential roofs

- **This SJP is ONLY to be used on a roof with a slope of less than 6:12 – steeper slopes MUST use a hook ladder**
- **Only competent authorized personnel may perform safety strap removal**
- **This SJP is meant for short term work no longer than 20 minutes**
- **This task will occur only when weather permits. Under no circumstances will the safety straps be removed when hazardous conditions are present (i.e.: ice, snow, mud, wind)**

This safe job procedure (SJP) is to be used only to complete the task of removing the safety strap from a completed residential roof. Competent worker must be tied off for majority of this task – only exception is when the final safety strap is removed from the peak or hip of a completed roof

Worksite:	**Written by:**	**Approved by:**	**Date created:**	**Date of last revision:**
Various Locations	MHBA Safety Committee	MHBA	November	April

Hazards present:	**Personal protective equipment (PPE) and other tools or equipment required**		**Additional training and guidance documents:**
• Unprotected fall - potential for broken bones, head injuries, and fatality. • MSI - back injury • Exposed utility blade - cuts	• Extension ladder • Lifeline • Safety harness • Lifeline, rope grab	• Safety Footwear • Hard hat • Gloves • Utility knife	• Safety orientation • Follow roofing guidelines • Fall protection training • Ladder training Manitoba WSH Regulation, W210/06: • Safe Work Procedures (2.1) • Personal Protective Equipment (6.1) • Extension Ladders (13.16 (1, 2) 13.18, 13.19) • Fall protection (14) and Fall Protection Guideline

Safe Job Procedure

1. Inspect ladder prior to use by referring to the safe work practices on manufacturers recommendations for ladder use.
2. Ensure that an extension ladder used by a worker is equipped with locks that securely hold the sections of the ladder in the extended position and does not exceed 14.6 metres in length if it consists of two sections; or 20 metres in length, if it consists of more than two sections.
3. From the ground, visually determine the approximate location of the middle safety strap and set up the extension ladder.
4. All ladders shall be set up with a 4:1 slope and must be secured from movement (may be tied off, or held in place by a second worker as per Manitoba WSH Regulation 217/06 Part 13).
5. Maintain the three-point contact rule and face the ladder when climbing up or down on the ladder.
6. Inspect and confirm that roof surfaces are clear of slipping/ tripping hazards and that there are no environmental hazards such as ice, rain, wind (not to exceed 35 km/h), mud, and snow.
7. Maintain the three-point contact rule and climb up to middle safety anchor and tie off.
8. The competent worker must climb to the peak or hip of the roof and walk to the furthest safety strap near the gable end. NEVER walk or move backwards at any time while on a roof and restrict time near any unguarded roof edge.
9. Take the sharp utility knife out of the pouch and cut the safety strap off.
10. Before proceeding to the next safety strap, put the safety strap and the utility knife into pouch.
11. Walk toward the next safety strap and continue the process of cutting (remove knife, cut, replace knife) the safety straps as you move toward the opposite end of the gable end (skipping the middle safety strap) ie: repeat steps 10 and 11 until complete.
12. Return to the middle safety strap and straddle the peak of the roof.
13. Unclip from the middle (last one) safety strap.
14. Put utility knife and safety strap into pouch.
15. Climb down the hook ladder and final extension ladder with a three-point contact.
16. Remove ladder from the worksite once the task is complete and worker is on the ground.

This safe job procedure must be reviewed and readily available on each worksite that it will be used.
I have read the safe job procedure for residential Roofing Safety Anchor Strap removal provided by the MHBA. I understand the potential hazards and will follow this procedure to ensure my safety.

We authorize: _____
(Print name)

Worker signature: _____

Supervisor signature:_____

Date: _____

Module 2 - Inspections

This module is intended to help you conduct effective site inspections. You will learn what to look for, how to interpret what you see, and how to document the conditions you find.

This will help you develop appropriate recommendations for correcting hazardous conditions. It will also help you think about how to defend those recommendations and how to resist pressures to compromise your safety standards.

What is a safety inspection?
As per Part 2.4(1) of the Workplace Safety and Health (WSH) Regulation, an employer must ensure that regular inspection of the workplace and of work processes and procedures at the workplace are conducted to identify any risk to the safety or health of any person at the workplace. If a risk is identified, the employer must correct any unsafe condition as soon as is reasonably practicable and in the interim, take immediate steps to protect the safety and health of any person who may be at risk. As a supervisor, you are the person responsible for carrying out that obligation. To do so, you need to conduct inspections on a regular basis.

A safety inspection is an observation tour of the workplace to check for compliance with established safe work practices, procedures, and safety rules. It should identify any situation that has the potential to cause personal injury or property damage, including unsafe conditions on the worksite and unsafe practices on the part of the workers. Most incidents are caused by unsafe practices which are frequently combined with unsafe conditions that have been allowed to exist uncorrected.

Inspection purposes
An inspection should achieve several purposes:

- Identify existing and potential hazards
- Identify safety code violations
- Determine underlying causes of hazards
- Monitor hazard controls
- Determine corrective action to minimize or eliminate hazards
- Reinforce and promote safe work practices

A good inspection program is essential to maintaining safety on the worksite. However, it should be seen (by you and especially by your employees) as a fact-finding exercise rather than a fault-finding exercise. It should be designed as a regular part of supervision and maintenance with proper records being kept.

Types of Inspections

There are two parts to a good inspection program:

- Ongoing (informal) inspections
- Planned (formal) inspections

Ongoing inspections

Safety problems do not wait for scheduled reviews. The supervisor must be constantly watching for unsafe acts and conditions. In fact, all employees should be conducting ongoing inspections. Ongoing inspections are essential to keep small problems from developing into major ones. Often problems can be corrected simply with a brief instruction to a worker. Other situations require additional action, which the supervisor should arrange for and follow up on (i.e. unplanned toolbox talks, corrective action, meeting with senior management, or stopping the use of some equipment).

Employees should be encouraged to notify their supervisor of any hazardous situations whenever they see them. (This is also part of their obligation under the WSH Act.) Their supervisor should take prompt corrective action in response to these concerns.

Planned inspections

Informal inspections, however, are not enough. Formal, planned inspections should be conducted on a regular basis to provide a complete record of conditions on the worksite. The frequency of inspections depends on a few factors:

- The number and size of work operations
- The number of shifts and the activity level on each shift
- The degree of hazards involved in equipment and work processes
- The history of equipment or system failures

There are several types of planned inspections:

- **Periodic inspections:** conducted at regular, scheduled intervals. The greater the incident severity potential, the more often these inspections should be conducted.
- **Intermittent inspections:** conducted at irregular intervals. It is important that you do not just inspect at planned intervals. People tend to clean up their act or their worksite if they know an inspection is coming.
- **General inspections:** conducted in places not included in periodic inspections, such as nonworking areas that are assumed to be non-hazardous. Sometimes the supposed non-hazardous area can be like the proverbial unloaded gun. Too many "unloaded" guns have killed people — we cannot afford to take things for granted.

To be effective, inspections need to be carefully planned, conducted properly, and, where found necessary, followed with appropriate corrective action or a "pat on the back" for having a good worksite.

A record of your planned inspection forms should be kept on file as documentation to show due diligence and the reasonably practicable requirements of the law. It is good practice to post a copy of your completed inspections at the worksite for all employees to see. This will help circulate information, allow workers to be aware of potential hazards, and show that management is committed to a safe workplace.

Pre-Inspection Preparation

Review previous inspection reports for recommended corrective action to follow up on. Plan your route carefully and be sure to schedule enough time to allow for a thorough examination.

Notify the individuals in charge of the areas to be inspected — they may have information relevant to the inspection, such as equipment that is down or other existing known hazards. Where appropriate, arrange for specialists such as maintenance personnel, industrial hygienists, or engineers to be available.

It cannot be emphasized enough that the purpose of an unplanned inspection is not to catch people off guard, but rather to correct unsafe acts and unsafe conditions.

Be sure to wear or be equipped with the PPE required in the area(s) you will be inspecting. If the prescribed PPE is not available, note it on the inspection report and do not enter that area.

Conducting the Inspection

Your inspection should examine all aspects of the workplace: the physical environment, the equipment and materials being used, and the actions taking place.

Be sure to look for the following:

1. Potential hazards
2. Existing hazards
3. Violations of safety regulations
4. The causes behind the problems

Give the inspection your full attention, and continually ask: Who? What? When? Where? Why? How? What if?

Principles to observe

The Canadian Centre for Occupational Health and Safety (CCOHS) has implemented guidelines and recommends the following:

- Warn workers of immediate danger to life or health.
- Shut down and lockout/tagout any machinery that will remain hazardous until it is repaired.
- Do not operate equipment yourself.
- If you do not have enough knowledge of the situation to make an accurate safety judgement, consult with someone who does.
- Look at things from every angle.
- Where appropriate, measure the levels of chemicals, noise, radiation, and/or biological agents in the atmosphere. (Note: always wear the necessary PPE.)
- Clearly describe each hazard and its location.
- Try to make your observations without disrupting normal work activities.
- Examine equipment both when it is stopped and when it is running.
- Photograph hard-to-describe situations or problems.

Key Things to Look For

During your inspection, you will be looking at the worksite as a whole to get an overall picture, as well as at individual areas to specify corrective action.

The following are suggestions for you to pay attention to:

1. **Critical equipment parts** – these include parts that would cause the most serious problems if they became unsafe. Look for problems that might be caused by stress, wear, impact, vibration, heat, corrosion, chemical reaction, misuse, etc.

2. **Evidence of structural, functional, and ventilation problems** – for example, look for jagged edges, worn areas, leakage, improper pressure, noxious fumes, unusual noise, etc.

3. **Personal protective equipment (PPE)** – this includes eye, ear, foot, head, hand, respiratory, and body protection. Regulations governing the use of PPE are covered in Part 6 of the WSH Regulation. Check to see whether the correct PPE is available (and in good condition/repair) for each worker, whether each worker is wearing the appropriate PPE as it was designed to be worn, and whether it fits properly.

4. **Deviations from safe work practices** – for example, using machinery or tools without authority; using the wrong tool for the job; removing or dismantling guards or other safety devices; repairing or adjusting equipment while it is in motion; using electrical equipment when it should be disconnected as per the lockout/tagout procedure; etc.

5. **Housekeeping** – for example, protruding nails, improper storage, blocked exits, accumulations of combustible materials, spills, items that could cause slips or trips, etc.

6. **Signs** – signs can include caution tape, barricades, warning or danger signs, alarms and other devices used to identify a known hazard or limit access to a work area.

What Could be on a Checklist

Depending on the specific site location/building you may have to inspect the following:

- **Environment** – dust, gases, fumes, sprays, lighting, noise, ventilation
- **Buildings** – windows, doors, floors, stairs, roofs, walls, elevators
- **Containers** – scrap bins, disposal receptacles, barrels, carboys, gas cylinders, solvent cans
- **Electrical** – switches, cables, extension cords, outlets, connectors, grounding, connections, breakers
- **Fire protection equipment** – extinguishers, hoses, hydrants, sprinkler alarm systems, access to equipment
- **Hand tools** – wrenches, screwdrivers, power tools, explosive actuated tools
- **Hazardous materials** – flammable, explosive, acidic, caustic, toxic
- **Materials handling** – conveyors, cranes, hoists, hoppers
- **Personal protective equipment** – hard hats, safety glasses, respirators, gas masks, gloves, safety boots, hearing protection
- **Pressurized equipment** – boilers, vats, tanks, piping, hoses, couplings, valves
- **Production equipment** – mills, shapers, cutters, borers, presses, lathes
- **Personnel support equipment** – ladders, scaffolds, platforms, staging
- **Powered equipment** – engines, electrical motors, compressor equipment
- **Storage facilities** – racks, bins, shelves, cabinets, closets, yards, floors
- **Walkways and roadways** – aisles, ramps, docks, vehicle ways
- **Protective guards** – gear covers, pulleys, belt screens, workstation guards, railings, drives, chains
- **Safety devices** – valves, emergency switches, cut offs, warning systems, limit switches, mirrors, sirens, signs
- **Controls** – start up switches, steering mechanisms, speed controls, manipulating controls
- **Lifting components** – handles, eye bolts, lifting lugs, hooks, chains, ropes, slings
- **Hygiene and first aid facilities** – drinking fountains, washrooms, safety showers, eyewash fountains, first aid supplies
- **Safety Data Sheets (SDSs)** – WHMIS requirement Part 35 of the WSH Regulation

Inspection Reporting and Follow-Up

Reporting
Reporting for ongoing inspections may be quite informal. Depending on the need, it could involve a memo to arrange for corrective action or could be as simple as writing yourself a reminder note about follow up action.

A planned inspection, however, should be followed by a formal report within 24 to 48 hours. The report is an important part of the inspection process, as it provides several things:

- A record of corrective actions required, with target dates.
- A record of long-term safety trends within the company.
- Documentation of compliance with legal requirements.
- Positive reinforcement to workers that these inspections are meaningful.

Reporting forms vary from company to company, but the reporting form should be tailored to your company and help the inspector provide a concise, factual picture of the inspection results. The purpose is to take a safety inventory, not to catch guilty people — so the report should only identify unsafe acts, not the workers seen doing them.

When you write the report, describe each hazard and its location very specifically. Then give each hazard a priority level to indicate the urgency of the corrective action required.

Hazard Priority Ranking

The first ranking estimates the severity of the problem if the potential incident were to occur:

1. **Imminent danger** – causing deaths, widespread occupational illness, or loss of facilities
2. **Serious** – severe injury, serious illness, property, and/or equipment damage
3. **Minor** – non-serious injury, illness, or damage
4. **Negligible/OK** – minor injury, requiring first aid or less
5. **Not Applicable**

The second ranking estimates the probability of the incident occurring:

A. **Probable** – likely to occur immediately or soon
B. **Reasonably probable** – likely to occur eventually
C. **Remote** – could occur at some point
D. **Extremely remote** – unlikely to occur

Each hazard is assigned both rankings, and the result is clear priorities in terms of corrective action. A hazard ranked 1A is obviously more important than one ranked 1D; 2B comes ahead of 3A; and so on. For each hazard, identify appropriate corrective action and set a specific date for its completion. Whenever possible, identify and correct the cause as well as the specific problem.

Forward the report to the people who have the responsibility and the authority to implement the corrections you are recommending. Inspection findings also should be summarized for employees during safety meetings.

Follow up and monitoring

Once your report is accepted and your recommendations are authorized, it is essential to follow up and see that the corrections are made according to schedule. Not to do so would defeat the purpose of the inspection.

The report should also be analyzed, along with previous reports, to get a larger picture of safety on the worksite. This comparison may give you insights into why incidents are occurring in certain areas or point to simple solutions you had not thought of.

Complete Exercises 1 and 2

- Exercise 1: Hazard Ranking – page 32 and 33
- Exercise 2: Inspection Review – page 34 to 37

Exercise 1 – Hazard Ranking

For each of the hazards listed on the next page, assign a priority ranking that reflects both the severity and the probability of the injury or damage that could result. Use the U.S. National Safety Council categories below and give each hazard both a number and a letter. Ex: 1A, 3B, etc.

For severity:

1. **Imminent danger** – causing deaths, widespread occupational illness, or loss of facilities
2. **Serious** – severe injury, serious illness, property, and/or equipment damage
3. **Minor** – non-serious injury, illness, or damage
4. **Negligible/OK** – minor injury, requiring first aid or less
5. **Not Applicable**

For probability:

A. **Probable** – likely to occur immediately or soon
B. **Reasonably probable** – likely to occur eventually
C. **Remote** – could occur at some point
D. **Extremely remote** – unlikely to occur

Classify each of the following hazards:

____ A fire extinguisher with an inspection tag past the expiry date

____ Ice on a sidewalk in front of a busy entry door

____ An excavation without proper barricades

____ A worker who is painting without proper respiratory protection equipment

____ A worker grinding without a proper safety guard on the grinder

____ An attendant fueling a vehicle that is running

____ Workers removing asbestos without respiratory protection

____ A WHMIS SDS Book that is missing from its assigned location

____ An X-ray site without proper barricades or warning signs

____ A worker wearing running shoes while loading pipe

____ A worker not wearing ballistic nylon leggings while operating a chainsaw

____ An operator working in a noisy area without hearing protection

____ Excessive toxic fume buildup in a welding area

____ A worker with no eye protection while operating a table saw

____ A damaged plank on a scaffold

____ A 15-foot scaffold without guardrails

____ A wooden ladder that has been painted with solid colour

____ A metal extension ladder with one foot missing

____Workers working on a swing stage without safety lines

Once completed, in a small group of three to five people, compare your rankings with the rankings other people made. Where you made different decisions, discuss the reasons for your ranking, and think about what guidelines you used to make your decisions. Take notes regarding guidelines that could be useful to keep in mind. (Someone from your group should be prepared to report your group's decisions to the rest of the class.)

Exercise 2 - Inspection Review

1. **What is the main purpose of conducting an inspection?**
   a) To eliminate the possibility of being sued
   b) To identify unsafe acts and conditions
   c) To comply with WSH Improvement Orders
   d) For insurance purposes

2. **A safety inspection is:**
   a) An observational tour of the worksite to ensure compliance with legislation
   b) A requirement of the Workers Compensation Board of Manitoba
   c) Required to be performed monthly to avoid administrative penalties
   d) Required on sites with more than 20 workers

3. **Posting copies of completed inspection reports at the worksite complies with:**
   a) The right to inform the public of hazards
   b) The Workers Compensation Act
   c) An employee's legal right to know
   d) The prime contractor's responsibility to ensure a safe worksite

4. **Formal safety inspections should be conducted?**
   a) Monthly
   b) Weekly
   c) According to your company's inspection policy
   d) For 30 minutes every two weeks

5. **An example of an unsafe act is:**
   a) Dust in the air
   b) Ice on the sidewalk
   c) Oil on the floor
   d) Walking under a suspended load

6. **What is the best form of a control measure?**
    a) Lubricating noisy equipment
    b) Elimination
    c) Earmuffs
    d) Calling in sick

7. **Formal inspections are conducted**:
    a) Informally, with no documentation required
    b) Before the startup of major jobs
    c) At irregular intervals
    d) At regularly scheduled intervals

8. **Ongoing (informal) inspections are the responsibility of _____.**
    a) The safety committee or representative on the jobsite
    b) The supervisor
    c) All workers on the site
    d) A, B, and C

9. **Recent changes to WSH legislation require the _____ to be involved in company inspections.**
    a) Owner/management
    b) Safety committee/representative
    c) Prime contractor
    d) Maintenance department

10. **Everyone who is responsible to conduct inspections should**:
    a) Be qualified/trained
    b) Develop a safe work practice
    c) Inform the prime contractor
    d) Wear a respirator

11. **Reviewing previous inspection reports allows you to?**
    a) Lay blame
    b) Follow up on corrective action
    c) Identify SDS requirements
    d) Work safely

12. **What should you do during an inspection if required PPE is not available?**
    a) Carry on as quickly as possible
    b) Contact WSH Branch
    c) Do not enter the area
    d) Advise management to allow exemptions for inspection purposes

13. **What is the number one root cause of unsafe conditions on a worksite?**
    a) Incompetent supervisor or workers
    b) Exposure to controlled products
    c) Poor housekeeping
    d) No lockout/tagout procedures in place

14. **To ensure all areas, critical tools, and equipment are inspected a company should**:
    a) Develop safe work practices and procedures
    b) Bring in an “expert”
    c) Develop a checklist
    d) Paint all tools and equipment fluorescent pink

15. **Hazards should be ranked according to**:
    a) Industry standards
    b) WSH guidelines
    c) Severity and probability
    d) Severity and cause

16. **Inspection reports should**:
    a) Identify the act, not the person
    b) Be kept on file for three years
    c) Be used to administer disciplinary action
    d) Be sent to WSH Branch once completed

17. **When selling your recommendation to management**:
    a) Never include anticipated costs
    b) Be prepared to compromise
    c) Use WSH legislation as a basis for your recommendations
    d) Ensure you have the support of all employees

18. **During an inspection, all tasks posing severe danger should be immediately**:
    a) Reported to WSH Branch
    b) Stopped
    c) Documented and discussed at safety meetings
    d) Communicated to all sub-trades

19. **In ranking hazards, probability represents**:
    a) The odds of having a compensation claim
    b) A number between one and five
    c) How potentially serious the incident could be
    d) Likelihood of the hazard to cause an incident

20. **The major benefits of using an inspection checklist is**:
    a) To serve as documentation
    b) To ensure nothing is missed
    c) To satisfy your WSH requirements
    d) Both A and B

Summary

A safety inspection is an “inventory check” on your company’s safety program. It is a way of determining how many hazards and potential hazards are present on the worksite and in job procedures being used. Because those hazards could interfere with work activities, causing disruptions, breakdowns, and shutdowns, this inventory is an essential part of monitoring the overall status and progress of the project on an ongoing basis.

Regular and properly documented inspections also provide important long-term information, identifying positive and negative trends that otherwise may go unnoticed. Comparisons across time can reveal persistent problems with unsuspected causes. For example, one inspection could show that certain hazards are creating other hazards and should be given a higher priority. Comparisons can show whether safety standards are improving or declining over time.

Inspections provide a measure of your success in ensuring safety on your site. You need to take that measurement on an informal, ongoing basis, as well as on a planned and formal basis because you are legally and morally obligated to ensure safety in the workplace. The results can help you determine what needs to be done in terms of training, enforcement, and supervision.

With proper recommendations for corrective action and follow up of those corrective actions, inspections can be the key to maintaining the highest possible safety standards. And high standards are the key to getting the job done effectively, efficiently, and safely.

Notes

Appendix B

Sample inspection checklist

Location:	**Date:**
Supervisor: **Signature: _____**	**Worker safety rep:** **Signature: _____**

Items to Review: ☑ OK ☒ Need action (list the specific hazard and mark in the chart below)

People	***Equipment***	***Materials***	***Environment***
❑ Unsafe acts	❑ Ladders	❑ Housekeeping	❑ Noise
❑ Unsafe work procedure	❑ Scaffolds	❑ Controlled products	❑ Ventilation
❑ Improper tool use	❑ Power tools	❑ SDS sheets	❑ Lighting
❑ Improper equipment use	❑ Adequate supply of PPE	❑ Storage/stacking	❑ Temperature
❑ Not using PPE	❑ Fire extinguisher	❑ Rough edges	❑ Ice/snow
❑ Not following safety rules	❑ First aid supplies	❑ Heavy material	❑ Slip/trip hazards
❑ Operator authorization	❑ Electrical	❑ Safety bulletin board	❑ Sanitation

SEVERITY	**PROBABILITY**
1 **Immediate danger** (death or disaster)	**A** **Probable** (immediately or soon)
2 **Serious** (major injury or damage)	**B** **Reasonably probable** (eventually)
3 **Minor** (non-serious injury or damage)	**C** **Remote** (could at some point)
4 **Negligible** (first aid or less)	**D** **Extremely remote** (not likely)
5 **Not applicable**	

Item #	Identified hazard	Hazard ranking	Control	Action by	Completed
1					
2					
3					
4					
5					
6					
7					
8					

Appendix B

Safety H.I.T. List

CSAM
CONSTRUCTION SAFETY ASSOCIATION OF MANITOBA

SAFETY H.I.T. LIST

☐ HAZARD ASSESSMENT ☐ INSPECTION ☐ TOOLBOX TALK

Company Name: _____ Location: _____

Supervisor: _____ Safety Rep: _____

PRE-START CHECKLIST	COMPLETED BY:	DATE:
☐ Construction Site Signage	☐ Sub-Contractor Orientation	☐ Public Protection
☐ Contact Numbers	☐ Workplace Safety Act & Regulation	☐ Other: _____
☐ WHMIS/SDS	☐ Communication Device	☐ Other: _____
☐ Fire Extinguisher	☐ First Aid Supply/Eyewash	☐ Other: _____
☐ Washroom Facility	☐ Excavation Permit/Utility Clearance	☐ Other: _____

NOTE: If any items are missing, contact the Owner/Prime Contractor prior to startup.

HAZARD/INSPECTION CHECKLIST	COMPLETED BY:	DATE:
OK Fix Emergency Response	OK Fix PPE	OK Fix Tools & Equipment
OK Fix First Aid Kit	OK Fix Fire Extinguisher	OK Fix Housekeeping
OK Fix Ladder Walkways	OK Fix Signage	OK Fix Guardrail
OK Fix Lockout/Tagout	OK Fix WHMIS/SDS	OK Fix Utilities (Marked)
OK Fix Electrical Panel	OK Fix Access/Egress	OK Fix Heights/Fall Protection
OK Fix Other: _____	OK Fix Other: _____	OK Fix Other: _____

Below, identify the hazards, rank the hazards, and identify the plans to eliminate or control the hazards.
1 - Immediate/Severe Danger, 2 - Serious Injury, 3 - Minor, 4 - Negligible, 5 - Not applicable
A - Highly Probable, B - Reasonably Probable, C - Remote, D - Extremely Remote

IDENTIFIED HAZARDS	RANK	CONTROL(S)	ACTION BY	DATE COMPLETED

TOOLBOX TALK	TOPICS DISCUSSED	WORKER'S COMMENTS	CORRECTIVE ACTION TAKEN

ATTENDANCE				

Module 3 – Investigations

Despite your best efforts with supervision, training, and inspection, unexpected problems are still going to occur on your worksite. Your safety program can dramatically reduce your company's losses due to injuries or property damage, but it will not eliminate them entirely, since it may be impossible to remove all workplace hazards. Therefore, you need to know what to do when such losses do occur.

This module will help you understand when to investigate and what steps to follow in doing them. This material includes guidelines for what kinds of information to gather, how to interview people effectively, and what kinds of conclusions to present in your final report.

When Should You Conduct an Investigation?

The material in this section refers to incidents, not only to the unexpected events that result in damage and/or injury, but also to the unexpected events that could have resulted in damage or injury if circumstances had been slightly different (dangerous occurrence/near miss).

As per Part 2.9(1) of the Workplace Safety and Health (WSH) Regulation, an employer must ensure that each of the following is investigated as soon as reasonably practicable after it occurs:

a) A serious incident
b) An accident or other dangerous occurrence
    i. That injures a person, and results in the person requiring medical treatment, or
    ii. That had the potential to cause a serious incident.

In an incident investigation, it is not the injury or the damage that you are investigating, as serious as that might be. What you really are doing is looking for the underlying causes that allowed the incident to happen. The injury or damage is the symptom, not the problem — and it is the problem that needs to be investigated.

A serious incident calls for a more in-depth investigation. You will want to spend more time and energy investigating the situations that have the highest potential for injury or property damage if they were to happen again.

However, do not downplay the importance of incidents that seem to be less serious, especially if they happen more than once. A minor incident signals a safety problem as much as a serious incident does. If you do not look beyond the incident to see why it happened, you can be sure the problem leading up to it will not disappear. It is just a matter of time until a tragedy occurs.

The Company's Obligations

The WSH Act states specific responsibilities for the reporting and investigation of serious incidents on a worksite. If an injury or incident listed below occurs at a worksite, the prime contractor — or if there is no prime contractor, the contractor or the employer responsible for the worksite — must notify the WSH Branch as soon as possible. The company's investigation policy should already outline who has the notification responsibility.

The WSH Regulation defines serious incidents in Part 2.6:

a) An incident in which a worker is killed.
b) An incident in which a worker suffers from one or more of the following:
    i. An injury resulting from electrical contact.
    ii. Unconsciousness as the result of a concussion.
    iii. A fracture of their skull, spine, pelvis, arm, leg, hand, or foot.
    iv. An amputation of an arm, leg, hand, foot, finger, or toe.
    v. Third degree burns.
    vi. Permanent or temporary loss of sight.
    vii. A cut or laceration that requires medical treatment at a hospital as defined in the Health Services Insurance Act.
    viii. Asphyxiation or poisoning.
c) An incident that involves one or more of the following:
    i. The collapse of structural failure of a building, structure, crane, hoist, lift, temporary support system, or excavation.
    ii. An explosion, fire, or flood.
    iii. An uncontrolled spill or escape of hazardous substance.
    iv. The failure of an atmosphere-supplying respirator.

The WSH Act also requires that the employer responsible for the worksite must carry out an investigation of the above injuries and incidents.

In addition, the employer is required to investigate any other serious injury or any other incident that has the potential for serious injury. Since these "other" serious injuries and incidents are not defined in the WSH Act, it is important that the company clearly identifies them in their investigation policy.

Legal Responsibilities

As per Part 2.7(1) of the WSH Regulation, when a serious incident occurs at a workplace, an employer must immediately and by the fastest means of communication available, notify the WSH Branch of the incident and provide the following information:

a) The name and address of each person involved in the incident.
b) The name and the address of the employer, and if any person involved in the incident is employed by another employer, the name and the address of that employer.
c) The name and the address of each person who witnessed the incident.
d) The date, time, and location of the incident.
e) The apparent cause of the incident and the circumstances that gave rise to it.

Except as directed by a WSH officer, keep the scene of the incident undisturbed other than to attend to an injured person, prevent further injuries, or control imminent danger hazards created by the incident.

Investigate the circumstances surrounding the serious injury or incident.

Write a report of your investigation and have a copy of the report available for inspection by a WSH officer. This report must be retained for a period of five years after the serious incident is made or comes into the possession of the employer.

When authorities having jurisdiction are notified, make sure you note the following on your report:

- Who was notified (name of organization).
- What person you contacted (name and position).
- When they were notified (time and date).
- Where the incident took place (location).
- Why they were notified (in general terms, describe the reason for notification).

Fatal incidents

If a fatal incident occurs, you as a supervisor in the role of investigator should remind management that the jurisdictional police must be notified of the incident immediately (also if criminal actions are involved). Make sure that the scene is not disturbed and make arrangements to preserve evidence. In addition, fatal incident investigations contain more detail than a report form will allow. A fatal incident report should be done in open form, which is a narrative chronological report, using the incident investigation form questions as a guide.

Critical incident stress management (CISM)

The company's safety and health program should include provisions for prompt stress management counselling for workers and supervisors affected by a serious incident. It is critical for trained professionals and industry peers to debrief employees after a serious incident to help them process and identify associated stresses. This process should ideally be available to your organization and worksite employees within 24 to 72 hours after the incident. Peer training in basic and advanced stress management procedures is available through the International Critical Stress Management Foundation and provincial mental health departments. Contracting assistance through Employee Assistance Providers may be another option for your organization.

Imminent danger investigation

The WSH Act requires a worker to notify their employer of the existence of imminent danger at the worksite and to refuse to carry out work or an operation which they believe will cause imminent danger to their or another worker's safety or health (the right to refuse). When notified, the employer, who is often represented by the site supervisor, must investigate and take action to eliminate the imminent danger. Notifying an employer of imminent danger usually means that no personal injury or property damage has occurred yet, but that in this instance, injury or damage will likely occur if corrective action is not taken immediately. The investigation conducted by the supervisor can be documented on the company's incident or near miss investigation report. A copy of the report with the documented corrective action must be given to the worker who notified the employer of the imminent danger.

Workers Compensation Act requirements

Keep in mind that while you will be dealing primarily with the WSH Act, you may have other obligations and responsibilities covered under the Workers Compensation Act. This is usually the case whenever a worker suffers personal injury on the worksite or is entitled to medical aid as a result of an incident.

If the incident is likely to disable the worker for more than the day of the incident, you must do the following:

- Report the incident to the Workers Compensation Board (WCB) within five business days.
- Notify WCB, within 24 hours, when you learn that the worker has returned to work or is able to do so.

The Workers Compensation Act contains additional details about what you are required to do, provide, or make available regarding incident investigations. You should read through the Workers Compensation Act and be familiar with what is expected of you in case of an incident on your site.

Note: The way WCB procedures are handled could vary greatly from company to company.

Return to Work policy

A timely and safe return to work can help injured workers and their workplaces recover more quickly. Workplace injuries and illnesses are costly — to the worker, the employer, and to society. Return to Work (RTW) programs can help injured workers to safely perform meaningful and productive work during their recovery process. RTW programs can include modified work, temporary alternate work, or a gradual return to work.

Investigations Purposes

The purpose of an investigation is to uncover the direct and indirect causes of the incident to prevent a re-occurrence in the future. The WSH Act has legal requirements for reporting and investigation of incidents.

Investigations also help measure the effectiveness of the company's safety program. The examination of actual events can reveal hazards not discovered through inspections, and comparisons across time can reveal trends that might otherwise be missed.

Every investigation should produce the following results:

- Accurate, unbiased descriptions of exactly what happened.
- A determination of the immediate cause, and the underlying or contributing causes.
- An analysis of associated costs (where required).
- Corrective action that reduces the probability of a similar experience.
- A positive effect on employee morale.

Investigation Steps

When an incident occurs, your first step as supervisor should be to take control of the situation. You need to ensure the following:

- No further injury or damage occurs (by identifying and controlling imminent danger hazards).
- Injured persons are properly cared for.
- The scene of the incident is secured to ensure physical evidence is not disturbed before you and/or a WSH officer can examine it.
- Interviews are conducted.
- Background information is checked.
- The cause has been determined.
- Corrective action recommendations are made.
- Costs are determined.
- The investigation report is written.
- Follow-up is completed.

The Investigation

1. **Getting the overview**
   Basic information about who was involved in the incident and the general conditions at the time of the occurrence will help the investigator decide on the scope of the investigation and who may be required to provide further information. The overview of the occurrence often uncovers the unsafe act or condition which directly contributed to the incident. Continuing the investigation procedure will allow the investigation team to uncover indirect and root causes of the occurrence.

2. **Gathering physical evidence**
   Make notes of what you observe and take photographs and/or draw diagrams. Look for the following:
   - Positions of injured workers.
   - Condition of equipment and materials.
   - Where objects are in relation to each other.
   - The angle something came from or the force behind an object.
   - Safety devices that were in use, and their positions.
   - Housekeeping in the area.
   - Noise and lighting levels, etc.

   Once the details of the scene have been carefully recorded, broken equipment or samples of materials may be moved for later analysis by experts.

   Note: before removing anything, ensure that the involved authorities having jurisdiction (police, fire, WSH Branch) are made aware of this move.

3. **Interviewing witnesses**
   The interviewing process may be your biggest challenge in investigating. It can be hard to get all the information you need, or to sort out what really happened from the conflicting descriptions you get. A certain amount of distortion is natural for a variety of reasons:
   - Different people have different perceptions.
   - Information may be overlooked because the witnesses are under emotional stress.
   - People may “cover for” themselves or each other in an attempt to avoid further trouble.

   Exactly which questions you should ask will depend on the circumstances of the incident. You will know what they are, if you keep an open mind and follow up on whatever seems relevant as you proceed. However, there are six basic questions you should include in any interview:
   - **Who** was injured?
   - **What** were the materials, machines, equipment, or conditions involved?
   - **When** did it happen?
   - **Where** did it happen?
   - **Why** did it occur?
   - **How** did the incident happen?

By putting together what different people tell you, you will have a much clearer picture of what happened, as well as how and why it came about.

Witnesses' memories are likely to be clearest soon after the incident, but shift changes or other factors may prevent you from interviewing right away. In that case, interview as soon as possible the next day.

The following techniques can help your interviews be more effective:

- Conduct the interview at the scene, if possible, or in a comfortable place such as a private office.
- Interview one person at a time, privately.
- Keep the interview positive and try to put the person at ease.
- Ask open-ended questions, not leading questions.
- Do not talk down to the person or rush them to answer quickly.
- Paraphrase what people tell you to make sure you understand.
- Watch for clues from the person's body language.
- Record a statement for each witness, have them sign it, and give them a copy as soon as possible:
    - Make notes of their key points.
    - Read those points back to the individual.
    - Make corrections as indicated.
    - Have the individual sign it.
    - Give the individual a copy.
- Thank the person and ask them to come back to you if they think of anything else.

4. Check background information

Relevant information may come from analysis of conditions at the time of the incident, or from prior records such as maintenance reports; past incident reports, training records; safety meeting minutes; and safe work practices and job procedures. This information may help you identify causes behind the incident you are investigating and may indicate whether it is part of a trend.

5. Determine causes

Most people tend to focus on the immediate or direct cause of an incident, but to prevent a repetition of what happened, you must also identify the contributing or indirect causes — the underlying factors that set up the circumstances that led to this kind of result.

It may be tempting to pin the incident on something a worker did or did not do, and let it go at that. But there is rarely, if ever, a single cause behind an incident — even the simplest situations come from a combination of factors.

6. Recommend corrective actions

To be effective, corrective action must be applied to indirect causes as well as to direct causes and should be very specific. Avoid using vague statements such as "be careful" or "use caution," and instead phrase specifically what must be done and how it is to be done.

Each corrective action should be assigned a target date for completion and should have a person assigned the responsibility to correct. The corrections may be implemented in stages, depending on hazard priority, training requirements, budget, and so on.

You also may face pressures to relax your safety standards. There is a common — but incorrect — school of thought that suggests, "these incidents are just a cost of doing business."

Following through on your recommendations can also seem less and less important as time passes without a similar incident. When things are going relatively smoothly, the balance of concerns is likely to shift from safety to productivity. Always remember: the savings achieved by cutting safety corners don't last in the long run. Even if there isn't another incident, we know from research that corner-cutting is habit-forming. The result is increased costs in wear and tear and in other apparently unrelated areas.

That shift in priority is understandable, but it is a danger you need to guard against. As a supervisor, your job is to see that work gets done on time, which means without the delays of incidents. To meet that goal, you need to be constantly aware of safety issues and do everything reasonably possible to maintain high safety standards throughout your site. Investigations are a part of that effort — and an important part, if they lead to sound improvements that are maintained long-term.

7. Determine costs

Where you are required to do so, you should determine both the insured costs and the uninsured, hidden costs of the incident. These estimates will be important in helping management determine which corrective recommendations will be implemented and in what order.

Insured costs are costs that are covered by insurance programs. For example: WCB, special medical costs, and so on (in some cases equipment damages apply as well).

Uninsured costs are direct and indirect losses arising from the incident. The U.S. National Safety Council suggests ten such costs to consider:

- Damage to material/equipment or replacement cost.
- Wages paid for time lost by injured worker(s), other than workers' compensation payments.
- Wages paid for time lost by non-injured workers (e.g. those who stopped working to assist with the incident or the investigation, those who could not work without the damaged equipment, or workers who are involved in stress management programs).
- Overtime work necessitated by the incident.
- Wages paid for overtime of the supervisor investigating the incident.
- Incident-related time spent by higher supervision and clerical staff.
- Decreased output when the injured worker returns to work (e.g. the worker returns on a modified work program).
- Reduced productivity during a replacement worker's learning period.
- Uninsured medical costs borne by the company.
- Miscellaneous, such as public liability claims, equipment rental costs, loss of profit on contracts cancelled, loss of bonuses, etc.

The costs reflect the financial burden of the company who experienced the incident. The indirect cost to injured workers in a disruption of lifestyle or individual effects of an injury and the costs to the reputation of the client are also significant.

8. Write the investigation report

The report is a comprehensive summary of information related to the incident. Many different reporting forms are available (see samples in Appendix C). You should have one that is tailored to your company's needs, but it should include space for at least the following information:

- Personal data on the person(s) involved (name, address, birth date).
- Date and time of when the incident occurred, and when it was reported to authorities.
- All agencies that have been notified, including the time, date, and name of the person spoken to.
- Supervisor in charge at the time.
- Location and description of the incident (both overall and specific).
- Nature of injuries, if any, along with first aid and/or medical aid received.
- All related causes.
- Reports by others (where applicable: police, other companies, newspapers, weather office, etc.).
- Corrective action recommended.
- Date of report.
- Names and signatures of:
    - Person on the team filing the report.
    - Supervisor of the person filing the report.
    - People who reviewed the report (e.g. company supervisors, safety committee, injured workers, etc.).
    - Those who perform subsequent follow up of corrective action.
- A diagram and/or photo of the scene should be attached, along with all witness statements. (Date and time taken and by whom should be noted on each sketch and photo.)

In addition to this form, you should write a chronological sequence of events on a separate sheet. Using surnames of the people involved, try to give an overall picture of the occurrence and summary of the facts. The completed report should be distributed to designated supervisors, and relevant findings should be shared with employees at safety meetings.

9. Follow-up

Once the report is complete and the recommendations for corrective action have been approved, it is essential to follow up to see that those corrective actions take place as scheduled. Particularly if the correction will involve action at several different stages, it is important not to rely on memory or to assume that other personnel will take care of the action assigned to them.

At the same time, check to make sure that the specified action is working effectively to correct the problem. For example, if you have done ladder safety training and better-quality ladders have been purchased, but your workers are still experiencing rung failures, then you need to identify these continuing causes and institute necessary corrective actions.

Involve other people in the follow-up when appropriate. Follow-up information should be documented along with the original report.

Complete Exercises 1 and 2

- Exercise 1: Incident Investigation Case Studies – pages 53 to 58
- Exercise 2: Selling Recommendations – page 59

Exercise 1 - Incident Investigation Case Studies

In groups of two or three, determine what the incident was, the direct cause of the incident, the indirect causes of the incident, and what corrective actions should be put in place to prevent similar incidents from reoccurring.

Case study 1

A lift truck operator received extensive acid burns to his face and hands when a 50 litre boxed carboy of sulphuric acid rolled from the four-wheel truck he was pushing and burst on impact when it hit the floor. The injured man reported that the carboy was dislodged when the right-hand front wheel of the truck fell into a small pothole caused by previous acid spills on the wooden floor of the corridor. The lead hand had instructed all workers not to use the above-mentioned corridor, but the injured man disregarded his orders because it was a shorter route.

What was the incident:

_____
_____
_____

Direct cause:

_____
_____
_____

Indirect causes:

_____
_____
_____

Corrective actions:

_____
_____
_____

Case study 2

During an inspection of a new vessel, which was on site for eight weeks, it was determined that it was too dirty to put back into service during the final phase of a major expansion due to weld slag and poor housekeeping from installation. The prime contractor required the vessel to be vacuumed and cleaned of contaminates. A tank-cleaning contractor assigned a worker to do the job. The worker built a small section of scaffold and proceeded to clear out the vessel. During this process, a worker came by to assist and asked if this was confined-space entry work due to the fact that three connections had not been de-energized, double-blocked, and bled to atmosphere prior to the job being undertaken. The answer given was, no product had been in the vessel, so it was not a confined space.

After a second inspection, the worker was asked to re-do the vacuuming. The worker pulled the vacuum cleaner into the manway and a few minutes later, while working, an explosion occurred. Both workers were blown off the scaffold. The worker vacuuming was burnt about the face, tops of ears, and suffered a concussion. The other worker extinguished the fire.

What was the incident:

_____
_____
_____

Direct cause:

_____
_____
_____

Indirect causes:

_____
_____
_____

Corrective actions:

_____
_____
_____

Case study 3

A worker received serious head and arm injuries when struck by pieces of wood from a crate of plumbing materials weighing 3,000 kilograms. The crate was being hoisted to the 10th floor (which was under construction) when the tower crane operator noticed the boom of another crane moving toward his load. The tower crane immediately stopped the ascent of the crate, but — "the sudden stop caused the two-centimetre-diameter sisal fiber sling to break and the crate fell 20 metres to the ground, scattering parts and debris over a 40 metre radius."

The injured worker was within five metres of the point of impact where he was manning the tagline attached to the load. Measurements done during the investigation showed that the angle between the sling arms and the vertical would have been 75 degrees.

What was the incident:

_____
_____
_____

Direct cause:

_____
_____
_____

Indirect causes:

_____
_____
_____

Corrective actions:

_____
_____
_____

Case study 4

Two workers at a bulk petroleum facility collapsed while cleaning the walls and base of an underground tank.

The atmosphere in the tank had been tested prior to the workers entering the tank. The measured levels were documented as safe to work in. Luckily, the supervisor of the area came by to check on the work shortly after the two workers began cleaning the tank bottom, and he found them unable to climb out of the tank when ordered to do so. Respiratory protection in the form of cartridge gas masks is available but seldom used by workers. The two workers were taken to the hospital for treatment of nasal, throat, and eye irritation and released.

What was the incident:

_____
_____
_____

Direct cause:

_____
_____
_____

Indirect causes:

_____
_____
_____

Corrective actions:

_____
_____
_____

Case study 5

A 100,000 litre water truck used to haul salt water from a petroleum plant was taken to the company wash bay for cleaning. The salt water being hauled did contain hydrogen sulfide and had been noted to contain up to 600 parts per million. The tanker was to be washed out to prevent corrosion. A worker entered the tanker to clean it out and collapsed. A second worker climbed in to rescue the victim and also collapsed. A third worker put an air-purifying mask on and attempted the rescue. He also collapsed when the mask was pulled from his face. Rescue was completed by a fire rescue crew and the workers were taken to the hospital. The worker who had worn the mask survived, the first worker who attempted a rescue was dead upon arrival at the hospital, and the original worker died four weeks later.

What was the incident:

_____
_____
_____

Direct cause:

_____
_____
_____

Indirect causes:

_____
_____
_____

Corrective actions:

_____
_____
_____

Case study 6

A bricklayer received serious leg and back injuries when he fell from a wooden scaffold four metres high. He was repairing a 15 centimetre square hole. It was gathered that the supervisor told a newly trained worker to install the scaffold.

The injured bricklayer was inspecting the hole when he stepped back into a box containing the concrete mix. As he lost his balance, he grabbed the upper railing which gave way, causing him to fall to the ground. The wooden railing was weakened by a big knot that was covered with dirt and was not previously noticed.

What was the incident:

_____
_____
_____

Direct cause:

_____
_____
_____

Indirect causes:

_____
_____
_____

Corrective actions:

_____
_____
_____

Exercise 2 - Selling Recommendations

This exercise is based on the case study incident involved in the previous exercise. In the same small group you were in for Exercise 1, review the recommendations you made for corrective action.

As a group, decide:

1. **Which recommendations might be difficult to sell to management?**
2. **How would you sell them?**
3. **What kinds of pressures might cause those safety measures to lose effectiveness over time?**
4. **What could you do to reduce or resist those pressures?**

Choose someone to make notes of your discussion and present your results to the class.

Summary

An incident or a near miss is not something that just happens out of the blue. It is a sign that something is wrong with conditions on your worksite or with what your employees are doing. An investigation is necessary to find out what that something is.

An investigation should be a thorough examination that tells you not only what happened in this particular case, but also how and why it happened this way. The goal is not to find someone to blame for what happened, but to get information you could not get just by doing inspections. With thorough reporting and long-term analysis, investigations can reveal important trends and relationships, and point to valuable corrective actions.

An investigation, therefore, is not just a reaction to a specific incident. It has a much broader role as part of your overall safety program. By providing information about what happens on the worksite, it can improve the quality of your training and the effectiveness of your supervision.

Notes

Appendix C

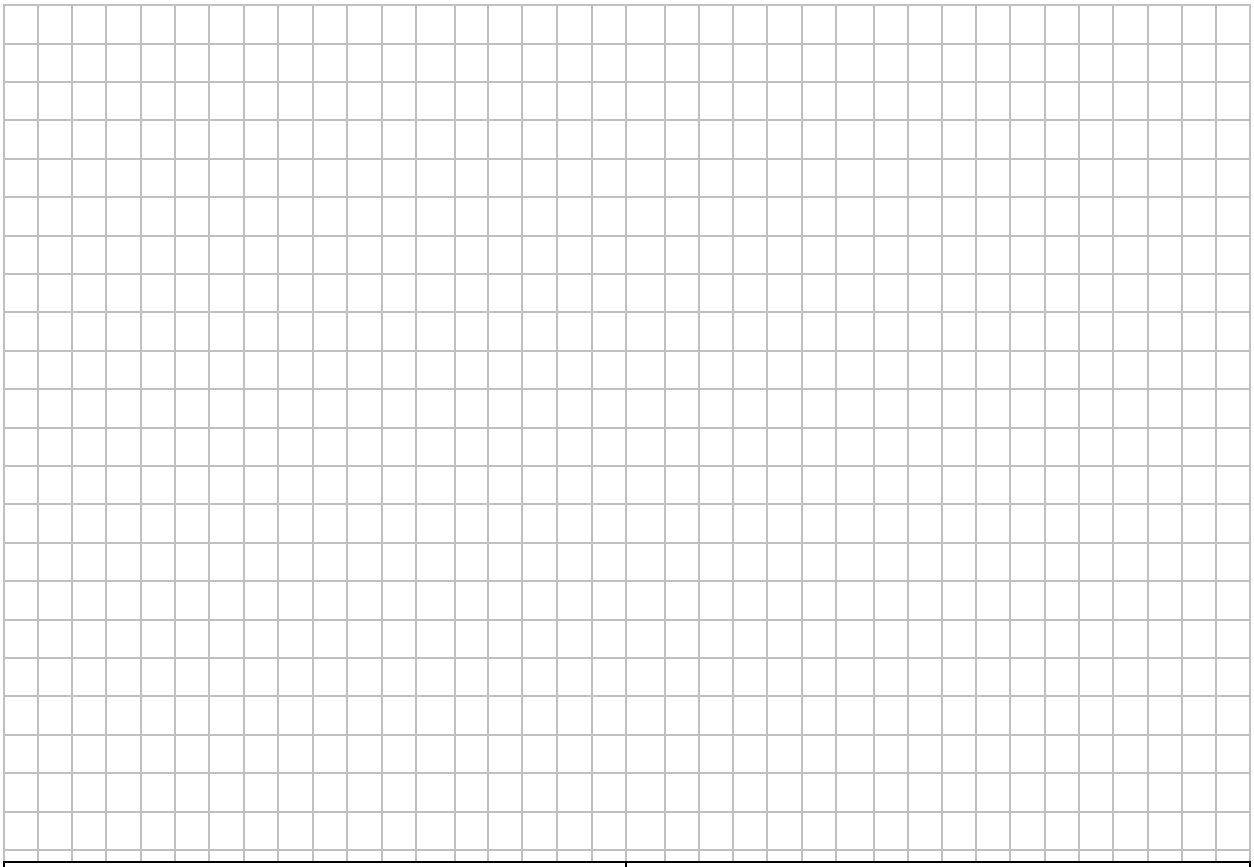
Incident investigation report

The Workers Compensation Act requires notice of injury to employee(s) within five business days.
Have completed reports to senior management within 24 hours.

Date of Incident/Near Miss: _____/_____/_____ Time: _____/_____/_____ a.m./p.m.
Date Reported: _____/_____/_____ Time: _____/_____/_____ a.m./p.m.

1) Did the incident result in personal injury or hospitalization? ❒ Yes ❒ No To whom?	2) Did the incident involve property or equipment damage? ❒ Yes ❒ No To what?
3) Location:	4) Equipment damage:
5) Part of body injured:	6) Immediate supervisor:
7) Nature of injury: _____ _____	
8) What happened to cause the injury and/or damage? (Show drawings or photographs – use reverse for additional details): _____ _____	
9) Recommended action to prevent similar incident/near miss from occurring: _____ _____	
10) Corrective action taken at worksite: _____ _____	
11) What defective or unsafe condition(s) of tools, equipment, machinery, work area contributed to the incident/near miss? _____ _____	
12) Was first aid rendered? ❒Yes ❒ No By whom? _____ If outside emergency assistance was required, provide details: _____ _____	
13) Doctor's name:	14) Medical facility:
15) Severity of injury: ❒ Minor ❒ First aid only ❒ Medical aid ❒ Lost time ❒ Fatality	
16) Probability of reoccurrence: ❒ Frequent ❒ Occasional ❒ Rare	

Diagram of scene
Indicate north with arrow



Witnessed by: _____ Witnessed by: _____	Employed by: _____ Employed by: _____
Reported by: (print) _____ Signature: _____	Received by: (print) _____ Signature: _____

Investigator's signature: _____ Supervisor or Manager	_____ WSH Committee	_____ Date Completed

Senior Management Review

Further action, recommendations, or comments:

_____

_____

Approved by: _____ _____
Senior Manager Date

❒ No further action required
❒ Further consideration
❒ Further action required

Module 4 - Training

This module focuses on your responsibility to give workers the training they need to know what is expected of them, how to do their jobs properly, and how to maintain high safety standards on the worksite. This material will provide you with information about the types of training an employer and supervisor should be familiar with in their workplace.

Section 4(2)(b) of the Workplace Safety and Health (WSH) Act states that all employers have a legal duty to, "provide to all his workers such information, instruction, training, supervision, and facilities to ensure, so far as is reasonably practicable, the safety, health, and welfare at work of all his workers."

A previous revision to the WSH Regulation improved on this statement, using and defining the term "competent." Competency is defined as, "possessing knowledge, experience, and training to perform a specific duty."

Competencies can be gained through a multitude of ways, and many of these methods will be touched upon in the following pages, including life experiences, formal education, toolbox talks, on-the-job experience, safe job procedures, and more recently, online training. All methods can be effective, but one size does not fit all. It really depends on your needs. The value of classroom-style training is undeniable, but it is often difficult for employers to allow workers time off the job site for extended periods of time — that is where online training can be incredibly valuable.

Visit www.constructionsafety.ca for details on the online training options available through the Construction Safety Association of Manitoba.

Training is Required by Legislation

To many supervisors, "training" means showing someone how to do a job. Employee training involves much more than that. It also includes education, evaluation, and setting a good example. There are several reasons why the training should be thorough and effective.

Safety regulations must always be observed on the worksite. Your employees need to understand the laws and rules that apply to them and be able to comply. They also need to know why they will be better off complying with these laws and rules — most people only do things that they know will somehow be of benefit to them.

Under the WSH Act, every employer must provide workers with the information, instruction, training supervision, and facilities to ensure, so far as is reasonably practicable, their safety, health, and welfare at work.

As per Section 4(4) of the WSH Act in regards to employers' training duties, without limiting the generality of clause (2)(b), every employer needs to provide workers with the information, instruction, and training — so far as is reasonably practicable — to ensure the safety and health of the worker, before the following scenarios:

a) When the worker begins performing a work activity at a workplace.
b) When the worker performs a different work activity than they were originally trained to perform.
c) When the worker is moved to another area of the workplace or a different workplace that has different facilities, procedures, or hazards.

What this means is that no worker, no supervisor, and no employer can do their jobs unless they have all the proper information (employer), unless they are given proper instruction (supervisor to worker), and unless they are properly trained (supervisor and worker) and deemed to be competent with respect to their duties and responsibilities.

Competency equates to provisions of information, instruction, and training that leads to knowledge and experience, and demonstrates capabilities based on the defined standards and/or legislation.

New Worker Orientation

Part 2.2.1(1) of the WSH Regulation defines a new worker as the following:

a) A worker who is new to the workplace.
b) A worker who is moved from one area of a workplace to another area of the workplace that has different processes or hazards.
c) A worker who is relocated to a different workplace that has different processes or hazards.
d) A worker who is returning to the same workplace but the processes or hazards in the workplace changed while the worker was away.

As per Part 2.2.1(2), an employer needs to make sure that when a new worker begins work in a workplace, they are given safety and health orientation specific to their workplace.

Orientation Sessions

New employees need an introduction to the company. Depending on the company and the industry, there may be many different aspects to orientations. However, there are three main types of orientation sessions.

Safety orientations

As per Part 2.2.1(3) of the WSH Regulation, the following topics must be included in the worker's orientation:

a) The employer's and worker's rights and responsibilities under the WSH Act and applicable regulations.
b) The name and contact information of the new worker's supervisor.
c) The procedure for reporting unsafe conditions at the workplace.
d) The procedure for exercising the right to refuse dangerous work at the workplace.
e) Contact information for the committee or the representative, as applicable.
f) Any policies, programs, and safe work procedures that the employer is required to develop pursuant to the WSH Act and Regulation that apply to the work to be done by the worker.
g) The hazards to which the worker may be exposed, and the control measures undertaken to protect the worker.
h) The location of first aid facilities, means of summoning first aid, and procedures for reporting illnesses and injuries.
i) Emergency procedures.
j) Identification of prohibited or restricted areas or activities.
k) Any other matters that are necessary to ensure the safety and health of the worker while at work.

Site orientations

Give all new employees a walking tour of the site (where possible), with explanations of the potential hazards present and the preventive measures to be taken. This could be completed by following a checklist.

Orientation testing

A combination of written test items and on-the-job demonstrations should be completed to check new employees' knowledge of the theoretical and practical information presented during the orientation.

This testing should be used to identify areas needing clarification, not to "grade" the employee. With this in mind, respond to errors with constructive corrections rather than criticism or blame.

WSH committee members and WSH representatives

When there is a WSH committee established, the committee members must be trained in their duties and responsibilities. If there is no committee, but there are two or more workers on a construction project site or there are five or more workers in your office, the employer would then ensure that the elected WSH representative is trained in their legal duties and responsibilities.

As per Section 40(13) of the WSH Act, the employer or prime contractor must make sure that committee members are trained to competently fulfil their duties as committee members. Section 41(8) specifies the employer must ensure that the representative is trained to competently fulfill his or her duties as a representative.

Keep in mind that there are differences in training responsibilities between committee members and the representative:

- WSH committee member training could be the responsibility of the employer as well as the prime contractor:
    - An employer must establish a WSH committee if at least 20 of the employer's workers are regularly employed.
    - A prime contractor must establish a committee at a construction project site if at least 20 workers are involved (or expected to be involved) in work on a construction project and that project is expected to require more than 90 days to complete.
- WSH representative training is the responsibility of the employer.

Once the committee members and representatives are trained, they are entitled to educational leave as per Section 44(1) of the WSH Act subject to this section, every employer at a workplace with a committee or a representative must allow each committee member, the representative, or their respective designates to take educational leave each year — without loss of pay or benefits — for the purpose of attending workplace safety and health training seminars, programs or courses of instruction:

a) Offered by the WSH Branch.
b) Approved by the committee.
c) Provided for in the current collective bargaining agreement respecting the workers at the workplace.

As per Section 44(1.1) of the WSH Act, the amount of time allowed for educational leave under subsection (1) must be either 16 hours or the number of hours the worker normally works during two shifts, whichever is the greater amount.

Toolbox (tailgate) safety meetings

As per Section 44(3) of the WSH Act, "On a construction project, each employer who employs five or more workers on that project shall institute a safety and health education program at the worksite at which all workers shall attend without loss of pay or other benefits for a period or periods equivalent to 30 minutes every two weeks, of which no period shall be less than 15 minutes."

In other words, toolbox safety meetings should be as follows:

- Held on company time at least once every two weeks for 30 minutes OR once per week for 15 minutes.
- Held at a regular time (before you start work).
- Conducted by you (the supervisor) with your own crew.
- Focused on one or two narrow topics that relate to your jobsite, covered with as much detail as possible.
- Documentation of the topics discussed, the date, and the employees present must be kept.

Spend about two-thirds of your time presenting information on that day's topic and leave one-third for questions or discussion. Encourage discussion, but keep it focused.

Committee meetings

As mentioned previously, an employer must establish a WSH committee if at least 20 of the employer's workers are regularly employed. Once the committee is established, regular meetings must be documented and taking place.

Part 3.3.(1) of the WSH Regulation specifies that a WSH committee must meet within one month after it has been established and, after that, at regular intervals not exceeding three months, or at shorter intervals as ordered by the director.

Part 3.7(1) states a committee needs to follow specific procedures for meeting minutes:

a) The minutes of each committee meeting must be:
    i. Recorded in a format acceptable to the WSH Branch.
    ii. Signed by the co-chairpersons.
    iii. Kept at the workplace for a period of at least 10 years from the date of the meeting.
b) A copy of the minutes must be given to the employer or prime contractor.

Planning Training Sessions

1. **Select a topic and determine the focus**
   Every topic can be handled from different perspectives, and you need to decide which angle you want to take.

2. **Determine your objectives**
   Specify what you want to accomplish in this session. Write down specific objectives in terms of what you want your employees to do as a result of the training.

   Consider four different kinds of objectives:
   - **Performance –** what employees are expected to do.
   - **Knowledge –** what employees need to know in order to do it.
   - **Skill –** what abilities employees need to have in order to do it.
   - **Attitude –** what employees need to believe in or agree with to carry out their responsibilities to the highest possible standard.

3. **Select your content**
   Choose whatever helps you achieve the objectives you have set. Draw on your own experience and ideas. Research your topic to get additional information, details you had not thought of, explanations or examples to clarify important points, evidence such as statistics, and so on. To find relevant information in your resource materials, check tables of contents for relevant chapter titles; check indexes at the back for any related terms; and skim the material, looking for your key terms in the headings that stand out.

   Possible resources include:
   - Regulations (legislative or company)
   - Inspections or safety audit results
   - Incident investigation results
   - Technical manuals or codes
   - Manufacturer specifications

4. **Write out your lesson plan**
   This is essentially a training plan agenda. It could include any of the following:
   a. A title with a clear and concise indication of the session's focus.
   b. Objectives for the session.
   c. An introduction of the topic, what the session will cover, why that material is important, and what is to be accomplished in the session.
   d. A sequence of units and what each one will include.
   e. A conclusion that pulls all the units into relationship with each other, while summarizing the most import points.
   f. Participant tools and instructional aids such as:
      i. Exercises.
      ii. Small group discussion questions.
      iii. Self-tests and/or exams.

5. **Prepare your materials**
    - **Outline notes** – prepare an outline of the information you will present in lecture format.
    - **Handouts** – create and print anything you will be giving your participants, including:
        - Instructions for exercises to be done in class.
        - Information to keep for later reference.
        - Self-test materials and exams.
        - You may want to use prepared handouts. Ensure they are available and count out the number you will need. Be sure the content is accurate, easy to read, and not too crowded on the page. Be sure to use proper grammar and check for typing and spelling errors.
    - **Slides** – use a PowerPoint to display graphic or visual information. Slides can be made of drawings, graphs/charts, or photographs of locations such as worksites.
    - **Videos** – use videos to cover part of the training content, show case studies for analysis, and so on. Always preview the whole video to be sure of what it covers. Note that a normal video monitor can only be seen by a small group of people.
    - **Training devices** – bring in equipment designed specifically to help with training, such as simulators, working models, and mockups.
    - **Actual materials** – show real, working examples of a tool or device — sometimes this can be the best training aid you can use.

6. **Check your facilities and equipment**
   Set up chairs in the arrangement you want, and think about how people will get into their small groups, whether everyone can see the screen, etc. Be sure you have all the equipment you will need as well as long enough electrical cords. Prep the information on your flip charts and slides so they can be read from everywhere in the room. Be sure all the equipment is working properly, and have your video or slides loaded and cued up.

7. **Rehearse your presentation**
   Adjust if necessary. Practice is extremely important to improve your presentation and to raise your confidence level. You may want to get someone to listen to you and provide feedback. You may want to practice alone in front of a mirror and/or into a voice recorder.

   Do not worry about being a polished performer — relax, be yourself, and let the content carry the session. Your presentation skills may be a little rough at first, but you will get better with practice.

Conducting Training Sessions

The preparation outlined in the previous section is your best insurance that the session itself will go smoothly and successfully.

Additionally, however, there are several things that can make a difference once the session has started:

1. **Presentation style**
   It may be worth your while to take a public speaking course to improve your presentation style (as well as learn how to organize and balance your material).

   At a minimum, however, you should observe these basic principles:
   - Talk directly to your audience, making eye contact with people in all sections of the room. Tell them what you have to say instead of reading to them.
   - Move around comfortably — do not remain rooted in one spot, but do not pace continually, either.
   - Speak loudly enough for everyone to hear easily. Your speech should be relatively free of vocal fillers like “um,” “ah”, “you know,” and so on.
   - Use comfortable gestures, including conversational hand movements as well as pointing to specific items on your visual aids. Avoid noisy gestures, such as playing with change in your pocket, and avoid repetitive movements like playing with your pen.

2. **Interactions with participants**
   Participants will learn more effectively if they are engaged in a process with you. That is why it is important to build in opportunities for participants to ask and answer questions, to take part in group discussions, and to give and get feedback on their applications of the information.

   Initially people are cautious about engaging in that kind of a process. It can be intimidating to talk in front of a group, and it can be especially intimidating to answer questions or offer ideas. Almost everyone is afraid of being wrong or sounding dumb, especially in front of one’s peers.

   With that in mind, it is important for you to do everything you can to make this a safe process for your participants.

   For example:
   - Respect your participants’ experiences and ideas.
   - Listen to everything that is contributed to the discussion, even if it is different from what you (or others in the group) think, or different from what you expected to hear for that topic. Briefly summarize or reinforce any comments that contribute to the topic or the task. Make a special effort to be positive about minor contributions made by new employees — this will help them to feel like they are part of the group.
   - Show respect and appreciation even if a comment does not contribute well to the discussion. If it is irrelevant but does not create confusion, you can say something like, “that’s interesting,” or a simple, “thanks.” If you want people to understand that it is wrong, then correct it in a matter-of-fact way.
   - If group members dismiss or laugh at something someone says, do something to counteract the criticism.
   - Give clues about when and how to participate.

- If people are slow to participate, ask them individually. However, never put an individual on the spot by pushing them to respond. Some people simply do not want to talk in a group, and that choice should be respected. In most cases, a little patience and encouragement will get the discussion started. If it does not, then the silence is telling you that something is wrong, and you should take a moment to try to figure out what it is. If you do not find a simple explanation, do not make an issue of it. Just move on with your material and deal with the problem later in whatever way is appropriate.

These suggestions are intended only to give you confidence that you can handle trouble if it arises, however, there is no reason to expect it. Most audiences are supportive unless you give them reasons not to be. They want you to do a good job because they want to enjoy the session.

The more you are prepared and the more confident you are, the fewer the problems you will have. If you exercise leadership while treating your participants with respect, you will have a successful and satisfying session.

Complete Exercise 1 and 2

- Exercise 1: Training Review – pages 73 and 74
- Exercise 2: What is Your Learning Style? – 75 to 77

Exercise 1 – Training Review

Section 1 – True or False

1. **A WSH representative is required on all construction sites, notwithstanding the requirements of a WSH committee.** **T** **F**
2. **The on-site supervisor can also be designated as the WSH representative.** **T** **F**
3. **WSH committees must meet at a minimum quarterly basis in order to properly carry out their duties.** **T** **F**
4. **A WSH representative or WSH committee member is only entitled to half their regular wage while undergoing safety training** **T** **F**
5. **Toolbox talks/tailgate meetings should be conducted monthly.** **T** **F**

Section 2 – Multiple Choice

1. **When is a WSH committee required on a construction project?**
    a. When there are at least 20 workers expected to be involved and the job is expected to last more than 90 days
    b. When there are at least four sub-contractors
    c. When a workplace has over 20 workers
    d. A and C

2. **How often should toolbox talks/tailgate meetings be conducted on a construction site?**
    a. Monthly for 30 minutes when two or more workers are working
    b. Quarterly when 20 or more workers are working
    c. 30 minutes every two weeks when five or more workers are working
    d. None of the above

3. **Once a WSH committee is established, when should the first meeting be?**
    a. Within three months
    b. Within a month
    c. Within a week
    d. Timeline is optional

4. **What are some key components to a training program?**
    a. Respect everyone's opinion
    b. Include all participants
    c. Use different training methods/styles
    d. All of the above

5. **What are some topics for job specific training?**
    a. New or reviewed task/procedures
    b. WHMIS
    c. Personal grievances
    d. A and B

6. **How many hours of training are WSH representatives or WSH committee members entitled to each year?**
    a. 12 hours
    b. Eight hours
    c. Once a year
    d. 16 hours or the equivalent of two days of work

7. **When should a worker be orientated?**
    a. Before starting work
    b. Just upon hire
    c. When the hazards change
    d. A and C

8. **What are some elements of an orientation?**
    a. Site specific hazards
    b. Site supervisor contact
    c. Emergency procedures
    d. All of the above

9. **Why should test/quizzes be involved in training?**
    a. To see if participants were paying attention
    b. To see how smart the worker is
    c. To check if your training program is working
    d. None of the above

10. **How long should WSH committee meeting minutes be kept?**
    a. 30 years
    b. Two years
    c. 10 years
    d. As per company policy

Exercise 2 - What is Your Learning Style?

There are three basic types of learning styles. The three most common are visual, auditory, and kinesthetic. To learn, we depend on our senses to process the information around us. Most people tend to use one of their senses more than the others.

There is a series of 16 questions that are related to the three main learning styles. Read the question and select the answer that closest fits your answer. Do not think about the questions too much. After you answer each of these questions, add your total number of a's, b's, and c's.

Some people depend on two or more types of learning styles. It is not unusual to use different learning styles for different tasks. That is why people can respond so differently to the same thing.

For the following questions, choose the first answer that comes to mind.

1. **When you study for a test, would you rather:**
    a. Read notes, read headings in a book, and look at diagrams/illustrations
    b. Have someone ask you questions or repeat facts silently to yourself
    c. Write things out on index cards and make models or diagrams

2. **Which of these do you do when you listen to music?**
    a. Daydream
    b. Hum along
    c. Move with the music, tap your foot, etc.

3. **When you work at solving a problem do you:**
    a. Make a list, organize the steps, and check them off as they are done
    b. Make a few phone calls and talk to friends or experts
    c. Make a model of the problem or walk through all the steps in your mind

4. **When you read for fun, do you prefer:**
    a. A travel book with a lot of pictures in it
    b. A mystery book with a lot of conversation in it
    c. A book where you answer questions and solve problems

5. **To learn how a computer works, would you rather:**
    a. Watch a movie about it
    b. Listen to someone to explain it
    c. Take the computer apart and try to figure it out for yourself

6. **You have just entered a science museum, what will you do first?**
    a. Look around and find a map showing the locations of various exhibits
    b. Talk to a museum guide and ask about exhibits
    c. Go into the first exhibit that looks interesting and read directions later

7. **What kind of restaurant would you rather NOT go to?**
    a. One with the lights too bright
    b. One with the music too loud
    c. One with uncomfortable chairs

8. **Would you rather go to:**
    a. An art class
    b. A music class
    c. An exercise class

9. **Which are you most likely to do when you are happy?**
    a. Grin
    b. Shout with joy
    c. Jump for joy

10. **If you were at a party, what would you be most likely to remember the next day?**
    a. The faces of the people there, but not the names
    b. The names but not the faces
    c. The things you did and said while you were there

11. **When you see the word "d – o – g", what do you do first:**
    a. Think of a picture of a particular dog
    b. Say the word "dog" to yourself silently
    c. Sense the feeling of being with a dog (petting it, playing with it, etc.)

12. **When you tell a story, would you rather:**
    a. Write it
    b. Tell it out loud
    c. Act it out

13. **What is most distracting for you when you are trying to concentrate?**
    a. Visual distractions
    b. Noises
    c. Other sensations like hunger, tight shoes, or worry

14. **What are you most likely to do when you are angry?**
    a. Scowl
    b. Shout or "blow up"
    c. Stomp off and slam the doors

15. **When you are not sure how to spell a word, which of these are you most likely to do?**
    a. Write it out to see if it looks right
    b. Sound it out
    c. Write it out to see if it feels right

16. **Which are you most likely to do when standing in a long line at the movies?**
    a. Look at posters advertising other movies
    b. Talk to the person next to you
    c. Tap your foot or move around in some other way

Three Different Learning Styles

If you scored mostly "a," you may have a visual learning style. You learn by seeing and looking.

Visual learners tend to have the following traits:

- Take numerous detailed notes.
- Tend to sit in the front.
- Are usually neat and clean.
- Often close their eyes to visualize or remember something.
- Find something to watch if they are bored.
- Like to see what they are learning.
- Benefit from illustrations and presentations that use colour.
- Are attracted to written or spoken language rich in imagery.
- Prefer stimuli to be isolated from auditory and kinesthetic distractions.
- Find passive surroundings ideal.

If you scored mostly "b," you may have an auditory learning style. You learn by listening.

Auditory learners tend to have the following traits:

- Sit where they can hear but do not need to pay attention to what is happening.
- May not coordinate colours or clothes, but can explain why they are wearing what they are wearing and why.
- Hum or talk to themselves or others when bored.
- Acquire knowledge by reading aloud.
- Remember by verbalizing lessons to themselves (if they don't, they have difficulty reading maps or diagrams or handling conceptual assignment like mathematics).

If you scored mostly "c," you may have a kinesthetic learning style. You learn by doing.

Kinesthetic learners tend to have the following traits:

- Need to be active and take frequent breaks.
- Speak with their hands and with gestures.
- Remember what was done, but have difficulty recalling what was said or seen.
- Find reasons to tinker or move when bored.
- Rely on what they can directly experience or perform.
- Activities such as cooking, construction, engineering, and art help them perceive/learn.
- Enjoy field trips and tasks that involve manipulating materials.
- Sit near the door or someplace else where they can easily get up and move.
- Feel uncomfortable in classrooms where they lack opportunities for hand-on experience.

Summary

Before a worker begins work, a new worker orientation should be conducted whenever they will be exposed to different hazards.

WSH representatives and/or committee members should be trained in the legislative responsibilities. Once they are trained, they are entitled to 16 hours (or equivalent to two days of work) of training every year.

Education programs on a construction project site (toolbox talks/tailgate meetings) should be conducted on site when there are five or more workers working. This education program should take place at least every two weeks (though weekly is recommended).

If an employer has 20 or more workers in the workplace, a safety and health committee should be established. Once it is established, within one month the committee should meet, as well as quarterly thereafter.

A good training program gives people information they need to understand safety issues and practices, teaches them how to perform tasks safely, and provides regular feedback on their safety practices. A good program will be regular enough and comprehensive enough to maintain a strong concern for safety among all crew members; it will include a good balance of teaching and evaluation; and it will teach the “whys” of safety as well as the “whats.”

To be most effective, the training program will create an atmosphere in which safety is always taken seriously and every worker is held accountable. Yet the approach will be so consistent and so positive that workers will see safety as a protection and a challenge to rise to, not as a burden or a threat.

Remember that all training, no matter how minor it may seem, should be well documented and kept on file.

Notes

Appendix D

Report of Education Program Meeting

Company:		
Worksite location:		
Meeting length: □ **15 mins** □ **30 mins**		**Date:**
Subject(s) discussed:		
Safe work practice:		
Safe job procedure:		
Incident/near miss review:		
Suggestions/recommendations:		
Action taken:		
Names of workers/subs present at meeting		
Supervisor's signature	**WSH employee representative**	

Appendix D

Committee Minute Form Page __ of __

Complete name and address of workplace **Phone:** **Fax:** **Which committee (if more than one):** **Meeting date:** **Date of next meeting:** **Number of employees at the workplace:**	**Employer members** (list all)	**Occupation**	**Present**	**Absent**
	Worker members (list all)			
	Guests (list any)			

Date of origin	**Concern or problem** (See reverse for completion instructions)	**Recommendation or action to be taken**	**Action by (who and when)**

Other business:

Co-Chairpersons' Signatures

Please indicate by (X) in the brackets below who chaired this meeting.

BOTH management and worker co-chairs must sign each page of the minutes when they agree that the minutes are complete and accurate.

If one, or both co-chairs do not agree with the minute record, please attach concerns on a separate page.
In my opinion, the above is an accurate record of this meeting.

( ) Print name of employer co-chair _____ ( ) Print name of worker co-chair _____
Signature_____ **Signature** _____

Within seven days, copy to: ❶ Committee members ❷ Committee files ❸ Post on WSH Bulletin Board

Proficiency Exam – Answer Sheet

Name: _____
Date: _____

Use the following answer sheet for the exam provided to you.

Two Sections

1. **Legislation: circle if it is true or false and where it is found in the WSH Act or Regulation**
2. **Supervisor Role: choose the best answer**

Section 1

1. **Section _____ T F**
2. **Section _____ T F**
3. **Section _____ T F**
4. **Section _____ T F**
5. **Section _____ T F**
6. **Section _____ T F**
7. **Section _____ T F**
8. **Section _____ T F**

Section 2

1. **A B C**
2. **A B C**
3. **A B C**
4. **A B C**
5. **A B C**
6. **A B C**
7. **A B C**
8. **A B C**
9. **A B C**
10. **A B C**
11. **A B C**
12. **A B C**
13. **A B C**
14. **A B C**
15. **A B C**
16. **A B C**
17. **A B C**
18. **A B C**
19. **A B C**
20. **A B C**
21. **A B C**
22. **A B C**
23. **A B C**
24. **A B C**
25. **A B C**
26. **A B C**
27. **A B C**