

# SUPERVISION AND SAFETY



## Instructor's Guide

**WorkSafe**<sup>™</sup>  
SASKATCHEWAN

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## Glossary

**Competent:** Possessing knowledge, experience and training to perform a specific duty.

**Compliance undertaking:** (SEA, Part III, Division 6) The person with whom the compliance undertaking was issued to is committed to comply or improve compliance with SEA and/or regulations within a specific time period.

**Contractor:** A person who, or partnership or group of persons that, pursuant to one or more contracts, directs the activities of one or more employers or self-employed persons, or retains an employer or self-employed person to perform work at a place of employment and knows or ought reasonably know the provisions of the SEA and regulations applying to the workplace at the time of retaining the person.

**Controlled product:** A controlled product within the meaning of the [Hazardous Products Act](#) (Canada).

**dBA:** The sound pressure level in decibels measured on the A scale of a sound level meter.

**dBA<sub>Lex</sub>:** The level of a worker's total exposure to noise in dBA averaged over an entire workday and adjusted to an equivalent eight-hour exposure.

**Harmful:** Known to cause harm or injury.

**Hazard:** Anything that could harm a worker.

**Hazardous:** Likely to cause harm or injury in certain circumstances.

**Incident:** Any unplanned, unwanted event that may or may not cause injury, illness or damage. The terms accident and incident are often used interchangeably, but the preferred term is incident. It is Mission: Zero's campaign that all incidents are predictable and as such preventable. Therefore, there is no such thing as accidents, only incidents.

**Instruct:** To give information and direction to a worker with respect to particular subject matter.

**Occupational health and safety representative:** Occupational health and safety representative designated pursuant to SEA 3-24.

**Occupational health committee:** (OHC or committee) Occupational health committee established pursuant to SEA 3-22, 3-23 or the regulations.

**Occupational health officer:** (OHO) A person appointed as an occupational health officer pursuant to SEA 3-6.

**Plant:** Any premises, site, land, mine, water, structure, fixture or equipment employed or used in the carrying on of an occupation.

**Practicable:** Possible given current knowledge, technology and invention.

**Qualified:** Possessing a recognized degree, a recognized certificate or a recognized professional standing and demonstrating, by knowledge, training and experience, the ability to deal with problems related to the subject matter, the work or the project.

**Reasonably practicable:** Practicable unless the person on whom a duty is placed can show that there is a gross disproportion between the benefit of the duty and the cost, in time, trouble and money, of the measures to secure the duty.

**Regulations:** [The Occupational Health and Safety Regulations, 1996](#) (regulations or regs).

**Root causes:** The initiating cause of a chain that leads to an outcome or effect of interest. Commonly, root cause is used to describe the depth in the chain where an intervention could reasonably be implemented to change performance and prevent an undesirable outcome.

**Saskatchewan Employment Act:** [The Saskatchewan Employment Act](#) (SEA)

**SDS:** Safety data sheet.

**Supervisor:** An individual who is authorized by an employer to oversee or direct the work of workers.

**Train:** To give information and explanation to a worker in a particular subject matter and require a practical demonstration that the worker has acquired knowledge or skill related to the subject-matter.

**WCB:** [The Saskatchewan Workers' Compensation Board](#)

**WHMIS:** [Workplace hazardous materials information system](#)

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## Preface

The Supervision and Safety course is designed for supervisors. The course:

- Includes an overview of the OHS legislation.
- Looks at the principles of the workplace responsibility system (WRS), specifically the supervisor's role.
- Covers due diligence and the supervisor's legal duties regarding workplace health and safety.

Supervisors must understand the components of effective OHS systems to know what is expected.

Occupational Health Committee training also available:

**Level 1 Occupational Health Committee Training** course is designed for co-chairpersons, members and representatives. It helps employers meet regulatory requirements for OHC members.

**Level 2 Occupational Health Committee Training** instructs committee members about their roles in conducting inspections under regulation 28 and incident investigations under regulations 8, 9, 29, 30 and 31 (combined two-day course).

**Level 2 Occupational Health Committee Training online** provides accessibility to learning opportunities for workplaces. Visit [www.worksafesask.ca](http://www.worksafesask.ca) to register. There is a \$10 registration fee for each course. Students who successfully complete the tests at the end of both courses will receive a certificate.

## **Purpose of this workshop**

This course helps supervisors understand:

- The relevant information in occupational health and safety (OHS) legislation to address OHS issues in workplace;
- The workplace responsibility system (WRS) and everyone's roles;
- The supervisor's legal duties and required competence;
- The OHS management system and how it involves a supervisor; and
- Specific duties supervisors must demonstrate to achieve an effective healthy and safe workplace.



### Why supervision is important

Supervisors assign and direct work. They are responsible for ensuring that health and safety standards set by the legislation and by the employer are met. This allows them to influence the attitudes and behaviour of workers.

SEA 3-1(1)(dd) defines a supervisor as an individual who is authorized by the employer to oversee or direct the work of workers. They represent the employer and are role models for most workers. After the employer they have the most important role in creating and maintaining a healthy and safe working environment. The effectiveness of the employer's health and safety program often depends on how well a supervisor implements it.

### The role of the employer

The employer ultimately is responsible for health and safety of workers at the workplace. Employers delegate responsibility for health and safety to supervisors. So, while employers are accountable for the actions of their supervisors, supervisors can be held accountable for their own acts and omissions as well as those of their workers (SEA 3-9).

### Liability

Employers delegate responsibility for health and safety to their supervisors. Essentially, this makes them liable for carrying out the employer's duties under the legislation.

### Where a duty is imposed on more than one person

Regulation 5 explains each party's responsibilities where a duty is imposed on more than one person. Generally, a duty falls primarily on the person with the greatest control over the situation. If that person does not comply, this does not remove the obligations of others (regulation 5(5)).

In other words, if the employer, contractor or other person charged with a duty under the legislation does not comply with a requirement, this does not remove the duty of the supervisor to comply.

### The meaning of ensure

Where the legislation makes someone responsible for ensuring that others comply, the responsible person has complied if they can show that they took all reasonable steps to ensure compliance (regulation 5(9)).

### **Where the legislation is not followed**

OHOs have the power to order an employer to make conditions safe. Where the situation presents a serious risk, an OHO can stop work until the order is completed. Employers or supervisors who fail to comply may be summoned to court and, if convicted, fined up to \$500,000. If a worker dies because the regulations were not followed, an employer and supervisor may be fined as much as \$1,500,000 and incarcerated for up to two years. Any person who causes the death or serious injury of a worker may be fined as much as \$500,000 and may be imprisoned for up to two years.

### **What is covered in the Supervision and Safety course**

Supervisors must know their regulatory responsibilities to be effective. This workshop covers their rights, duties and responsibilities under the [SEA](#) and [The Occupational Health and Safety Regulations, 1996](#). The course covers the supervisory role as it operates within a basic safety management program, as set by OHS legislation and established by an employer.

### **How this guide will help you teach the course**

This guide, along with the accompanying resources, and your facilitation skills, will help you conduct a successful course. The guide follows the course's objectives. Each objective includes the associated core messages and minimum content.

### **Expectations of instructors**

As a qualified instructor:

- Teach the course objectives set out in the course map;
- Deliver the core messages; and
- Use the minimum content set out in this guide.

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## How this course is designed

### ***It uses a project-driven group work format***

Students at each table complete the projects. The group work format involves students and gets them to work collaboratively and share supervisor experiences.

### ***It uses a workbook to drive the project***

The workbook contains the key material you will present, including images of the overheads. Students use their workbooks to follow along, take notes and complete projects. When students return to the workplace, they can use their workbooks and additional resource materials to help them with OHS and supervision duties.

### ***Lectures present key material and link course components***

Short (i.e., 15 to 20 minutes) lectures set up each project and link them to the course as a whole.

### ***Learning moves from the simple to the complex***

Each section builds on the previous one. Example: The course begins with basic regulatory and background information about the supervisor's responsibilities. The course then moves to specific topics like:

- Definition of supervisor (SEA 3-1(1)(dd));
- General duties of supervisors (SEA 3-9);
- Employer responsibilities typically assigned to the supervisor;
- Due diligence – what should a supervisor know;
- OHS management systems (safety programs);
- Managing contracts; and
- The duties that help a supervisor ensure a healthy and safe workplace,

### ***It can be adapted to suit the needs of your clients***

You can develop your own industry-specific projects and adapt material to the needs of your audience. Your projects must meet requirements for balanced instruction, meaning instructors must be, and must be perceived to be, able to deliver relevant information/instruction and use the course content. You must ensure your changes meet the objectives and core messages of this Supervision and Safety course.

## **How to use the supervision projects effectively**

The projects ask students to think about the role and duties of a supervisor. Each project deals with different concepts. The first group activity asks the class to think about the characteristics of an effective supervisor. The second project has the class looking for information in the OHS legislation. The third project focuses on hazards and risks. The last project (a case study) identifies potential health and safety issues/problems in a workplace.

## **How to teach the projects**

- Students at each table will work together for the projects.
- The first group project helps to break the ice at each table. Students introduce themselves and discuss two basic questions about characteristics of an effective supervisor.
- The lecture points set the stage by introducing each objective. The students use their workbooks to follow along.
- Explanatory lectures get the class ready for each project. Then, the students get a chance to apply what they've learned. Example: Discussions about hazards and risk set up the third project about a supervisor conducting a hazard and risk assessment at a workplace (case study).

## **How to ensure students get the most out of the course**

1. Decide if you want the students to find applicable regulations for the issues that come up during the projects. If you do, spend time at the beginning of the class showing students how to use the legislation. Finding information in the legislation is an essential member skill. During each project, help the students find the regulatory information they need to answer specific project questions.
2. Respect those with poor reading skills. Read the project instructions and case study material to the students. Make sure everyone knows what is expected. A best practice is to read instructions twice, this will ensure students understand what they need to accomplish.
3. If time is tight:
  - (a) Keep track of each table as they progress through the projects. If table discussions wander, get them to re-focus on the project at hand.
  - (b) The hazard and risk project consists of five case studies. If time is tight, assess the knowledge level at each table and assign a case study based on the industry or experience the group represents.
  - (c) Have groups orally report their answers to questions can save you to time.

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## How this course is designed (structure)

The following structure provides a systematic overview of how to teach the Supervision and Safety course. Here is how to use each column.



The times quoted in the left column are rough estimates. How much time you will need to cover each item will vary from class to class.

Expect your first courses to go slowly. You will be able to speed things up or slow things down as you gain experience.

### Item

This column lists the project or block of lecture content to present.

A lecture introduces each project and links its sections together.

### Description

This summarizes what each block of content includes and what to do as you cover each block.

### What to use

This lists the resources you will use with each section.

Some resources used throughout the class are only printed once in the top row of the table.

## Structure

⌚	Item	Description	What to use
<b>Adjust your presentation to size of class. Times may vary class-to-class.</b>			
8:30	Welcome and course overview	<ul style="list-style-type: none"> <li>• Introduce instructor(s)</li> <li>• Provide overview of course:                             <ul style="list-style-type: none"> <li>• Welcome the students, cover introductions and review class administration</li> <li>• Review learning objectives</li> </ul> </li> </ul>	(Items used all day are not repeated) <ul style="list-style-type: none"> <li>• This guide</li> <li>• PowerPoint</li> <li>• Flipchart sheets, tape and markers</li> </ul>
8:40	Video	<ul style="list-style-type: none"> <li>• Video clip: Rights and Responsibilities - Your path to a safe workplace</li> <li>• Get students to start thinking about occupational health and safety</li> </ul>	Video
8:45	<b>Group activity</b> Who is a supervisor?	<ul style="list-style-type: none"> <li>• Definition of supervisor</li> <li>• Group activity (two questions)                             <ul style="list-style-type: none"> <li>• What are the characteristics of an effective supervisor?</li> <li>• What can a successful supervisor do to achieve a safe workplace?</li> </ul> </li> <li>• OHS in Saskatchewan</li> </ul>	Workbook
9:10	<b>Objective 1:</b> How to locate information in legislation and address workplace issues	<ul style="list-style-type: none"> <li>• SEA, regulations and codes of practice</li> <li>• Federally-regulated workplaces</li> <li>• How to find information in legislation</li> </ul>	Supervision and Safety Guide
9:15	<b>Project:</b> Find the Information	<ul style="list-style-type: none"> <li>• Students practice using legislation to find regulatory information</li> <li>• Supervisors need to be familiar with additional legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Legislation</li> <li>• Workbook</li> <li>• Supervision and Safety Guide</li> </ul>
<b>15-minute break at appropriate time.</b>			
10:15	<b>Objective 2:</b> Understand basic principles and roles in the WRS	<ul style="list-style-type: none"> <li>• WRS principles</li> <li>• Worker rights</li> <li>• Responsibilities of employer, supervisor, workers, OHCs</li> <li>• Role of OHS Division</li> </ul>	Supervision and Safety Guide (reference)
10:30	Video	<ul style="list-style-type: none"> <li>• Video: Thinking it Through: The Mark of a Professional Supervisor                             <ul style="list-style-type: none"> <li>• Take safety seriously</li> <li>• Education, training, follow up (discipline), documentation</li> </ul> </li> </ul>	Video
10:50	<b>Objective 3:</b> Understand supervisor's legal duties and required competence	<ul style="list-style-type: none"> <li>• Definition of due diligence</li> <li>• Proactive planning - supervisor's due diligence checklist</li> <li>• Three examples of lack of due diligence</li> <li>• Supervisor competence (training)</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision and Safety Guide</li> <li>• Workbook</li> </ul>

Ⓥ	Item	Description	What to use
<b>Lunch</b>			
1:00	<b>Objective 4:</b> Understand components of effective OHS system	<ul style="list-style-type: none"> <li>• Employer commitment/supervisor understanding of health and safety system</li> <li>• Elements of a health and safety system</li> </ul>	<ul style="list-style-type: none"> <li>• Legislation (reference)</li> <li>• Supervision and Safety Guide</li> </ul>
1:10	<b>Objective 5:</b> <b>Supervisor duties in an effective OHS system</b>	Introduction	
1:15	Video	<ul style="list-style-type: none"> <li>• Video clip: Rights and Responsibilities - Your path to a safe workplace</li> <li>• Hazard assessment is key tool in any health and safety system</li> </ul>	Video
1:20	<b>Project:</b> Hazard control	<ul style="list-style-type: none"> <li>• Hazard assessment and control</li> <li>• Process</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision and Safety Guide</li> <li>• Workbook</li> </ul>
1:50	Workplace inspections	<ul style="list-style-type: none"> <li>• Hazard assessment tool</li> <li>• What to monitor during inspections</li> </ul>	Supervision and Safety Guide
2:00	Resolving concerns	<ul style="list-style-type: none"> <li>• Supervisory role and workers' steps</li> </ul>	Supervision and Safety Guide
2:10	Investigations	<ul style="list-style-type: none"> <li>• Incidents and dangerous occurrences</li> <li>• Investigation process</li> </ul>	Supervision and Safety Guide
2:20	Refusals to work	<ul style="list-style-type: none"> <li>• SEA 3-31</li> </ul>	Supervision and Safety Guide
<b>Offer the class a choice of having a 15-minute break at appropriate time.</b>			
2:45	Video	<ul style="list-style-type: none"> <li>• Video: Don't Risk your Life</li> <li>• Working training is essential component</li> </ul>	Video
2:50	Orientation and training	<ul style="list-style-type: none"> <li>• Definition of training</li> <li>• Orientation, training specifics, follow up and documentation</li> </ul>	Supervision and Safety Guide
3:30	<b>Project:</b> Workplace scenario	<ul style="list-style-type: none"> <li>• Assign and complete the project</li> </ul>	Workbook
4:10	Course summary and wrap up	<ul style="list-style-type: none"> <li>• Review how you have met objectives               <ul style="list-style-type: none"> <li>• Able to locate information in OHS legislation</li> <li>• Basic principles and roles in WRS</li> <li>• Supervisor's legal duties and required competence</li> <li>• Components of effective OHS system</li> <li>• Supervisor duties in effective OHS system</li> </ul> </li> <li>• Questions, websites</li> <li>• Evaluation and self-check</li> <li>• Attendance certificates</li> </ul>	Exam (Self-check)

## Resources

<b>Student course kit</b>	<b>Instructor package</b>	<b>Instructor resources</b>
Project workbook <ul style="list-style-type: none"> <li>• Evaluation</li> <li>• Self-check</li> </ul>	Lecture PowerPoint overheads	Flipchart, paper pads and pens
Tent card or name tag	Instructor’s guide	Tent cards (number and place on tables to help students find where to sit during icebreaker project)
Handouts	Answer keys	
	Student attendance certificates <ul style="list-style-type: none"> <li>• Prepare ahead to distribute at end of class</li> </ul>	Masking tape, silly putty or sticky tac to post flipchart paper to walls
	Registration form	Multimedia projector and screen (overhead projector recommended as a backup)
		Computer overheads and course files
		Extension cords and power cord covers (to prevent falls)
		Garbage pails
<b>Publications</b>	<b>Instructor publications</b>	<b>Optional resources</b>
Supervision and Safety Guide	As per student package	Doughnuts, coffee, water, etc.
SEA and regulations	Supervision and Safety Instructor’s Guide (this book)	Paper and pens for students
		Small post-its for students to mark key information
		Industry-specific publications
		Other inspections videos of your choice

Make a list of additional resources (e.g., books, websites) that you wish to use. If you have internet access at the course location, consider showing students how to use the [LRWS](http://www.laws.saskatchewan.ca) and [WorkSafe Saskatchewan](http://www.worksafesask.ca) websites: [www.saskatchewan.ca](http://www.saskatchewan.ca) or [www.worksafesask.ca](http://www.worksafesask.ca).



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## Sample objective

The course uses an objective, core message and minimum content format.

### **Objective**

Each objective introduces the content it covers.

Use the Notes page to make your own notes on how to teach each objective to your clients.

### **Core message(s)**

These summarize the key points to make. They are listed after each objective.

### **Minimum content**

You must use this material.

It usually includes a lecture and project.

## How the instructor's guide is set up

### ***Instructions and teaching points***

General instructions, teaching points and suggestions in black type.

Each slide or topic is introduced in RED text.

#### **REVIEW THE COURSE TEXTS**

#### **WHAT YOU ARE EXPECTED TO SAY**

Script, or an outline of what you would say, is in [blue text](#).

Don't stick rigidly to the script or simply read material to the class. Adapt the content to your audience and use examples from your experience to illustrate key points.

*Helpful notes and reminders will look like this.*

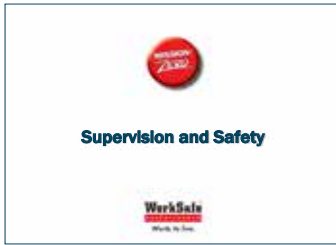
#### **HELPFUL NOTES, TIPS AND REMINDERS**

You'll find helpful notes and reminders in the margins of the guide.

#### **PROJECT WORKBOOK NUMBERS**

**Page X in the workbook.**

For reference, workbook page numbers are referenced.



## POWERPOINT SLIDES

Thumbnails of the presentation are in the margins of the guide.

You can add slides of your own. All the slides you will use are in this guide (unless you have made your own changes). Any slide changes you make will affect slide numbers and page numbers in guide and workbook.

Review the slides before your first presentation to become familiar with the content and sequence. For example: The answer slides for each step in the project usually follow the instructions. You will not want to reveal the answer slides before the students complete the assignment.

You may not need to use all of the slides assigned to each section. For example: You may find it easier to simply discuss the answers to each step in the class project with the students rather than going through the answer slides.



## STOP SIGN

When students are involved in activities such as the hazard and risk project, moving through the slide show in the appropriate manner is very important. The stop sign will warn you not to advance to the next slide until students have had the opportunity to complete group discussion.

Do not advance to the next slide until all the groups have discussed the project questions. Give each group or spokesperson an opportunity to share their discussion with the class.

The following slide will reinforce the responses from the group discussion, as well as add ideas that were not discussed.

## **Teaching tips**

### **Know your stuff**

Prepare thoroughly and know the content, this guide and the workbook. If possible, obtain some backup copies of crucial items. Gather everything you need before leaving the office. Be prepared in the event that your electronic equipment does not work.

### **Building your own lectures**

Most of the material in the course comes from situations encountered by occupational health officers. But it's only bare bones. Elaborate on the information and make it relevant to your audience. Prepare stories from your experience to illustrate key points. Use question and answer techniques.

### **Using the audiovisuals**

- Know how to use the audiovisual equipment and software.
- All of the PowerPoint slides you will use are in the project workbooks.
- Prepare any additional slides you need.
- If you use a computer projector, prepare backup overhead slides and bring an overhead projector (or arrange to have one in the classroom) as a backup.

### **Know the facility**

- Research (inspect if possible) the classroom before the course and make sure it's adequate. Get a classroom that allows you to dim the lights in front of the screen if you can. Find out if there is a loading dock near the classroom for you to unload your vehicle.
- Check the fire exits. Find out what to do if there is an emergency.
- Check heat, lighting, noise and ventilation.
- Check washrooms, parking arrangements and outside areas where smoking is allowed.
- Check arrangements (if any) for coffee. Find out where the nearest restaurants are (to advise students for lunch break), etc.

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## **Organize the classroom**

- Arrange the tables for group work and set up and secure the A/V equipment the night before, if possible.
- Make sure the students at the back of the room will be able to see the screen and read the text in the overheads. Projected images should fill the screen.
- Make sure power cords won't become a tripping hazard. Tape them down with gaffer tape or use cord covers.
- Put course packages at each student's place and numbered post-it notes or cards on each table to help students know which table/group they are in for the projects.
- Put flipchart paper and small pieces of masking tape on each table.
- Have extra course packages, flipchart paper, notepaper, pens, rolls of masking tape and felt markers available.
- Place a welcome sign up in the room identifying the course. Alternatively, simply project the course's title slide about forty-five minutes before the class starts. If necessary, put signs in the hall to help students find the room.

## **Greet students**

Greet students as they arrive. Allow time for latecomers. Have students sign the course registration sheet during the first group project or when it is appropriate for you.

## Commonly asked questions

Here are a few commonly asked questions.

### What is an occupational health officer?

Some of your clients may not know what an occupational health officer (OHO) is or what powers an OHO has. They may also mistakenly believe that an OHC has some of the authority given to an OHO, such as the right to issue [notices of contravention](#) (SEA, Part III, Division 6).

An occupational health officer refers to workplace health and safety inspectors, hygienists, toxicologists and others appointed by the SEA. Each officer carries identification documents issued by OHS Division. OHOs help administer the SEA and regulations. Duties include:

- Provide education, information and advice;
- Help employers, contractors, workers, OHCs and others to create and maintain healthy and safe working conditions; and
- Investigate incidents, dangerous occurrences and refusals to work.

See SEA 3-63 for a description of the powers of OHOs.

### What core messages and minimum course content must I use?

The lectures in the guide contain the core messages and minimum course content that you are expected to deliver. You do not have to use the exact wording in the guide or rigidly follow the script. However, you must convey the correct messages to your clients.

Elaborate on the material as required and illustrate your teaching points with examples from the field. Make the material relevant to your audience.

### How should I deal with questions requiring interpretation of regulatory requirements?

Many of your clients expect you to help them understand regulatory requirements. Generally, interpret regulatory requirements where you:

- Are familiar with the legislation and have discussed related issues with OHS Division; and
- Know something about the technical/industrial issues involved.

Refer clients to OHS Division (protect yourself) where you are not familiar with requirements or the circumstances surrounding a question. Examples:

- The question relates to a notice of contravention issued by an occupational health officer.
- You are uncertain of the appropriate interpretation of the sections of the SEA or regulations.

- 
- You are not familiar with the issue, such as the actions of an occupational health officer at a client's work site.

Simply put, don't answer a question if you are not sure of the answer. Don't address hypothetical situations. Encourage clients to [contact OHS Division](#) and discuss their concerns with the OHO assigned to their area.

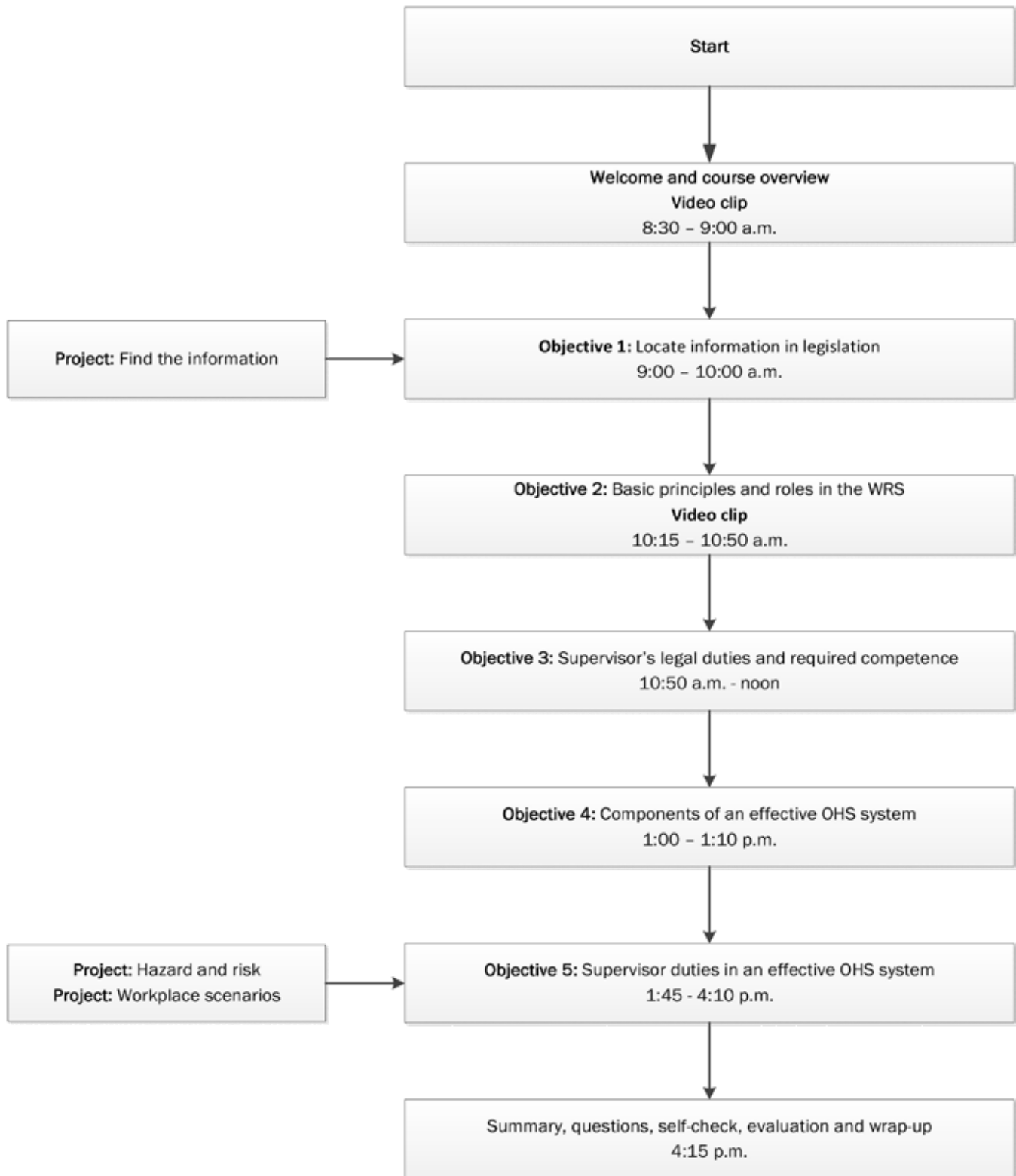
### **Can I develop projects to suit the needs of my clients?**

You may develop your own projects and add material to the course to make it client-friendly or industry specific. Your material must meet requirements for balanced instruction as set out in your instructor application.

### **Can I break up the course and deliver it in independent modules?**

You do not have to deliver the entire course at one time. Your clients may find it easier to attend several shorter sessions. However, breaking up the course may reduce its effectiveness.

## Course map and objectives





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## Opening remarks, introductions, video and group project

### 8:30 Start teaching the class/Introduce the course

#### **Core messages**

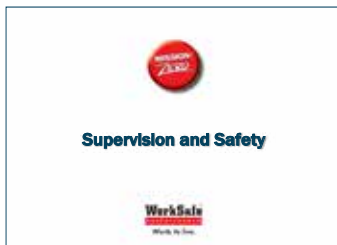
- Welcome students. Use this time to set a participative environment and positive tone. Tone is critical to the course's success.
- Briefly introduce yourself as the instructor. More formal introductions of your OHS background and class introductions will take place in a few slides.
- Handle administration. It's important to consider safety during the delivery of this course.
  - What to do in case of emergency
  - Particulars of the facility
  - Smoking areas
  - Cell phone usage during class (no texting)
  - Lunch and breaks
- Follow with formal instructor and class student introductions.
- You will present how each table becomes a working group. This becomes a great opportunity to share stories and discuss their experience as supervisors.
- Review course materials.
- Present the course's five learning objectives.
- Short video clip to set up right and responsibilities.
- Present the information-finding project.

#### **Minimum content**

Lecture, associated teaching points, video and group project..



## Class begins



Page 1 in the workbook.

Begin with an introduction to orient students to the course. Introduce yourself:

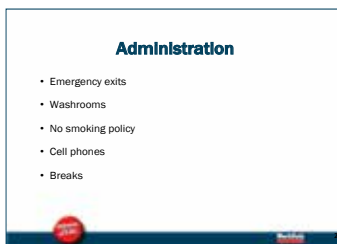
Well, let's get started. I'd like to welcome you all to the Supervision and Safety training. My name is \_\_\_\_\_. I am your instructor today.

I work for \_\_\_\_\_ and I have been involved with health and safety for \_\_\_\_ years.

My fellow trainer is \_\_\_\_\_.

(Optional): Move students around to other tables. This gives students the opportunity to meet others from different industries/employers.

Review the student list to ensure the examples used in the course reflect the industries attending.



### ADMINISTRATION

Handle administrative issues.

Now for the important stuff:

- The emergency exits are...
- You can find the washrooms...
- As many of you know, this is a non-smoking course – during breaks, you can smoke outside...
- Remember to turn off your cell phones during class or set them to vibrate. No texting during class.

*Periodically ask the class how they are doing and if they have any questions.*

- We'll have a break in the morning and in the afternoon.
- Let me know if the room becomes too hot or cold.
- Let me know if you can't see the presentation slides on the screen, can't hear me or don't understand what I'm saying.
- All of the slides for the class are in your project workbooks. If I have added/deleted slides I will let you know.
- Here is how we will handle questions...

Discuss how you will handle questions.

Methods used to handle questions:

- Create a flipchart parking lot to write questions. Deal with them at the end of each day or at an appropriate time in the course.
- Refer the question(s) to the class for a solution.
- Use the question(s) as a spontaneous group project (but only if students have enough information to deal with it).
- Discuss issues with students during breaks or after class.

## COURSE MATERIALS

Ask student to review their kits:

- Review how to use the workbook, guide and other course documents.
- Tell the class that the course is a series of lectures and group activities and they will use in the workbook.
- Encourage students to use their workbooks and guide to help them with health and safety issues back at their workplace. Encourage them to learn more by reviewing the legislation, information from suppliers, WHMIS, their employer's health and safety policies and work procedures.

### Course materials

- Name card
- Workbook
- Self check
- Evaluation
- Guide
- Legislation
- Handouts



- 
- Students who complete the self-check at the end of this course may be able to obtain course credit towards post-secondary education. OHS Division works with Saskatchewan post-secondary institutions to recognize prior learning at courses. Advise students that it is their responsibility to check the registration criteria on academic course credit at their institution.

You have several books and materials in front of you. If you have not already put your first name on the name card provided, please do that now. Thanks. There are markers on your table.

Please open your Supervision and Safety Workbook. As we go through the course, follow along in this book. I'll keep the class on the correct page. If you get off track, ask me or someone in your group what page we're on to get you back on track.

Your materials also include reference books. Have a look at the Supervision and Safety Guide.

When you go back to your workplace, this reference book, along with the workbook, will help you with your health and safety responsibilities. As the course progresses we will use the guide to provide additional information.

The legislation refers to the SEA and the regulations. We will use the legislation throughout the course. It's the laws that govern health and safety at provincially-regulated workplaces in Saskatchewan.

## Learning objectives

- How to find information in the Saskatchewan Employment Act (SEA), Part III and regulations
- Ability to understand the principles of a workplace responsibility system (WRS) and roles of workplace parties
- Supervisor's legal duties
- Health and safety systems
- How to supervise safety

## LEARNING OBJECTIVES

The learning objectives for this course are:

1. How to find information in the SEA and regulations.
2. What are the principles of a workplace responsibility system and the roles everyone has in its success?
3. What are the supervisor's legal duties (due diligence)?
4. What is a health and safety system?
5. How to supervise safety.

We begin by learning about the SEA and the regulations and how they were developed. Supervisors need to be able to find occupational health and safety requirements so they can identify health and safety concerns at the workplace. So, finding information in the SEA and regulations is important.

In 1972 a set of principles called the internal responsibility system (IRS) were used to create the first Saskatchewan OHS legislation. We now refer to the IRS as the workplace responsibility system (WRS).

In simple terms, WRS is everyone cooperating together to achieve a healthy and safe workplace. The degree of OHS responsibilities is based on how much control that individual has over a specific situation. The employer carries the greatest degree of control; typically supervisors have the next level of control. This course will present the WRS and how the supervisor fits into the WRS.

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Supervisors have legal duties for health and safety under the legislation. The term due diligence describes legislated duties. Later, you'll cover due diligence and explain how this responsibility affects a supervisor. Examples of lack of due diligence will support the consequences of workplace incidents and how they affect employers and supervisors.

Health and Safety management systems are an employer's commitment to ensure the workplace is healthy and safe. The OHS legislation requires prescribed places of employment to establish a safety program. We'll talk about what makes an effective OHS system. As a supervisor, you must know, understand, follow and ensure that the workers you supervise follow the legislation and the employer's OHS system.

Our final objective covers the tools that help a supervisor ensure a healthy and safe workplace. Supervisors must be proactive: Inspections are proactive; talking to workers is proactive; and training is proactive.

Proactive means identifying hazards and their risk before someone gets injured or becomes ill. The workplace still needs to be prepared in the case of an emergency, so investigations and understanding refusals to work are important. We will talk about how conducting an effective investigation is reactive, but finding out what happened and why it happened so changes can be put in place is proactive.

This course is a learning experience for supervisors. Extend the offer to the class that anytime someone has a question to raise their hand.

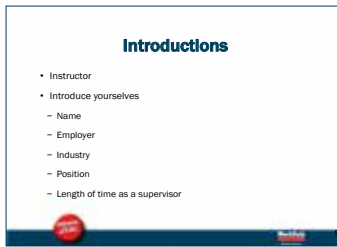
If anyone gets lost, ask to get help.

If anyone wishes to share a story that is related to the current topic, share their story. If they share a story, warn them not to use specific names of workers, employers, supervisors, etc. Tell the class you will not discuss a specific case or a notice of contravention issued to anyone at a workplace.

Only answer questions regarding a specific section of the legislation if you know the answer. If you don't know, just say "I don't know, but I will make a phone call at a break and get you an answer".







### INTRODUCTIONS

Take the time to introduce yourself in more detail. What's your background in health and safety?

Briefly describe the role of an occupational health officer (OHO):

- Provides education, information and advice.
- Helps employers, contractors, workers, OHCs and representatives create and maintain safe work conditions.
- Conducts workplace inspections.
- Investigates incidents, dangerous occurrences and refusals to work.
- Enforces the legislation.

Welcome each student to the class as they introduce themselves. Listen for important words they use to describe their role: Lead hand, foreman, contractor, etc. Elaborate on different words used to describe a supervisor and how important these words become when determining OHS responsibility. Use this information to decide what material you can skim over during particular sections of this course.

Ask each student for an introduction to the class. Have them state:

- Name.
- Where they work, employer/industry.
- Position.
- Length of time as a supervisor.
- How many people they supervise.

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## 8:40 Video clip



Page 3 in the workbook.

### VIDEO CLIP

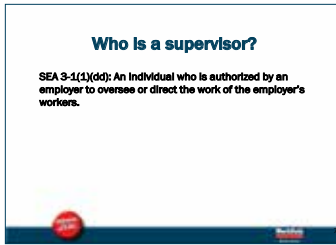
This short video clip is from Rights and Responsibilities – Your Path to a Safe Workplace produced in 1999.

The video provides statistical information about serious workplace incidents in Saskatchewan workplaces. If you're interested in finding out more about injury stats visit the Saskatchewan WCB website [www.wcbsask.com](http://www.wcbsask.com).

You'll notice that the narrator in the clip uses comments from workers like, "It will never happen to me" or "If we went by the book we would get nothing done." These are negative comments about safety culture.

Safety culture at a workplace is the commitment or lack of commitment to health and safety. Having a strong and positive health and safety culture is everyone's responsibility. A strong safety culture starts at the top of an organization and filters down to everyone else.

The video clip addresses the importance of occupational health and safety. It discusses safe work practices and procedures, worker rights in the legislation and OHS responsibilities of the employer.



## WHO IS A SUPERVISOR?

What does the legislation say about who is a supervisor? Under SEA 3-1(1)(dd), a supervisor is an individual authorized by an employer to oversee or direct the work of the employer's workers.

By this definition must you have supervisor in your job title? Do you have to be paid extra monies to be a supervisor? By the definition I just read the answer is no. For example, if four people work together and all four have exactly the same job, but the employer says to one, "tell the three how to perform some of their work", this person giving instructions to the other three is considered the supervisor by the legislation. This person has been authorized by an employer to direct work.

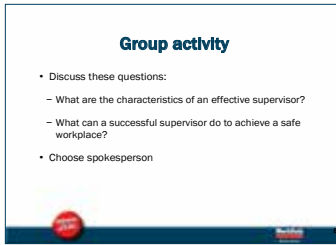
Knowing this is important when determining who is a supervisor and who receives training as a supervisor.

Supervisors could include:

- Executive and managers at all levels;
- Shop floor supervisors;
- Lead hands, foremen, charge nurses, nurse managers;

Supervisors are individuals who become agents of the employer. They are accountable for the performance of others under their supervision. They understand the job and the hazards, as well as the conditions under which the job is to be carried out.

If you use this information as part of your discussion, ask the class if they agree with the last statement.



Page 4 in the workbook.

## GROUP ACTIVITY

This activity will help students get to know each other and open discussions. Supervisors at each table can share ideas and discuss basic supervisor concepts.

Review the activity. Remind students to discuss the questions together and get feedback from everyone at their table. This activity recognizes that most students come to class with experience and knowledge of supervision. So it is important everyone engages in active participation and involvement.

Have each group complete the two questions.

Read the project's instructions to the class.

Discuss the following questions at your table.

1. What are the characteristics of an effective supervisor?
2. What can a successful supervisor do to achieve a safe workplace?

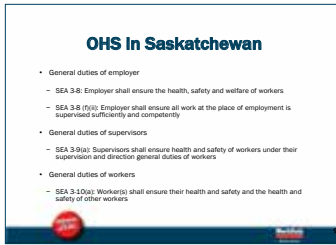
Record your answers and have someone at your table be prepared to share them with the class.



Do not advance to the next slide until all groups have discussed the questions. Give each group (spokesperson) an opportunity to share their discussion with the class.

Following are some possible answers. Use these answers as discussion items.

<b>Answer key for group activity questions</b>	
<b>1. Characteristics of effective supervisor</b>	<b>2. What can a successful supervisor do to achieve a safe workplace?</b>
Approachable	<ul style="list-style-type: none"> <li>• Allowing workers to freely come and talk with you is very important.</li> <li>• Having a closed door can mean you could be missing important information from your workers.</li> </ul>
Consistent	<ul style="list-style-type: none"> <li>• Ensuring policies and procedures are handled consistently.</li> <li>• Allows a supervisor to gain respect from worker.</li> </ul>
Decisive	<ul style="list-style-type: none"> <li>• A supervisor must know employer’s health and safety system and make correct decisions for the safety of the workers they supervise.</li> </ul>
Experienced	<ul style="list-style-type: none"> <li>• Supervisors gain experience with time and using all these characteristics.</li> </ul>
Good communicator	<ul style="list-style-type: none"> <li>• Communication is twofold. As a supervisor you need to listen to what your workers are saying, and communicate information to them too.</li> <li>• When instructing a worker, be sure you have delivered a clear communication.</li> <li>• Repeating communications can help and having a worker repeat what you said is another method to see if you clearly communicated to them.</li> </ul>
Good listener	<ul style="list-style-type: none"> <li>• Back to good communication. Communication is twofold. You can understand a worker’s health and safety concern by listening to what they are saying.</li> </ul>
Honest	<ul style="list-style-type: none"> <li>• A quality that helps a supervisor gain respect.</li> </ul>
Leader	<ul style="list-style-type: none"> <li>• Workers look up to the supervisor. Strong leadership skills give the employer and workers confidence in the decisions made by the supervisor.</li> </ul>
Proactive	<ul style="list-style-type: none"> <li>• Do something before an incident takes place.</li> <li>• A great proactive tool is inspecting the workplace.</li> <li>• Another proactive tool is to be approachable, talking and listening to worker concerns.</li> </ul>
Problem solver	<ul style="list-style-type: none"> <li>• Having an open door means a supervisor will have to solve problems.</li> <li>• Knowledge of an employer’s OHS system will help when solving problems.</li> </ul>
Sets an example	<ul style="list-style-type: none"> <li>• As a supervisor and because workers look up to you, follow the rules yourself (SEA 3-9(e)). Every supervisor shall comply with the SEA and regulations.</li> <li>• Supervisors are workers. They must follow the legislation requirements and requirements of an employer’s OHS system.</li> <li>• A supervisor who does not follow the rules is saying to everyone else “this stuff is not important, see I don’t have to follow the rules”.</li> </ul>
Teacher	<ul style="list-style-type: none"> <li>• Being a teacher in every aspect of the workplace, from the employer’s OHS system, to teaching someone how to safely perform their job, even something simple like how to fill-out a time card.</li> </ul>



Page 5 in the workbook.

## OHS IN SASKATCHEWAN

This slide sets up the rest of the course.

Saskatchewan OHS legislation was ground breaking for worker safety in the province and for the rest of Canada. Saskatchewan was a leader in the development of OHS laws to ensure the health and safety of workers and stop worker injuries and illnesses at work.

The philosophy of the Saskatchewan OHS legislation is based on the principles of the workplace responsibility system. The WRS means that everyone shares in the responsibility for a healthy and safe workplace, depending on the degree they have the authority and ability to do so. We will talk more about the WRS later in this course.

Here we have three sections of the legislation that put direct responsibilities for safety on the employer, worker and supervisor.

Employers have the greatest degree of control over the workplace. They also have the greatest degree of legal responsibility for health and safety. The employer shall ensure the health, safety and welfare at work of all the employer's workers.

Employers shall also ensure that all work at the place of employment is supervised sufficiently and competently.

Supervisors help the employer ensure safety at the workplace by following the requirements of the legislation and the health and safety system of the employer.

Employers must ensure supervisors are trained properly to perform their job, not just for production but for health and safety also.

Supervisors must ensure the workers they supervise follow the legislation requirements and requirements in the employer's health and safety system.

Worker's participation is critical in establishing an effective WRS. Workers must cooperate to control workplace hazards and take the necessary precautions to protect themselves and others from hazards.





## **9:10 Objective 1**

### **Objective: Locate relevant information in the OHS legislation to address OHS issues in their organization**

Supervisors need to understand the OHS legislation requirements for their workplace. This starts by knowing what OHS laws and regulatory requirements cover Saskatchewan. Objective 1 introduces [The Saskatchewan Employment Act](#) and [The Occupational Health and Safety Regulations, 1996](#).

#### **Core messages**

- Present students with a copy of the SEA (or Part III of the SEA) and regulations. Your lecture will explain how these documents work together and how to find information. This objective looks at:
  - [The Saskatchewan Employment Act](#) (Part III);
  - Additional legislation: Radiation Health and Safety (SEA, Part V) and Appeals and Hearings re Parts II and III (SEA, Part IV);
  - [The Occupational Health and Safety Regulations, 1996](#);
  - Additional regulations: [The Mines Regulations](#) and [The Radiation Health and Safety Regulations](#); and
  - Codes of practice.
- Federally regulated workplaces use legislation under [The Canada Labour Code](#).
- Tour the SEA (Part III) and regulations.

#### **Minimum content**

Lecture, associated teaching points and the find-the-information activity.



Page 5 in the workbook.

## OBJECTIVE 1: FIND INFORMATION IN THE SEA AND REGULATIONS

Workplace health and safety in Saskatchewan are governed by The Saskatchewan Employment Act (SEA) and The Occupational Health and Safety Regulations, 1996 (regulations). The SEA and regulations apply to employers, supervisors, workers, self-employed persons, contractors, suppliers and owners.

This objective presents both the SEA and regulations. Supervisors must know what the legislation is all about and how to find specific sections in the legislation.

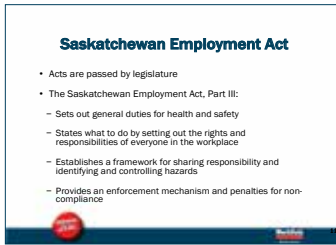
Supervisors have specific health and safety duties and responsibilities for the workers they supervise. In this first objective we will cover the supervisor's duties and responsibilities as outlined in the legislation.

This objective shows how the legislation puts duties and responsibilities on the employer, contractor, owner and workers. Encourage students to use their copy of the SEA and regulations to find sections during the group activity.

This can be a time during your presentation when class students may get lost. For some people, legislation may be confusing and hard to navigate. Offer to the class that at any time they lose their place or just don't understand what you're saying, to stop you and get them back on track.

When you are explaining how the SEA and regulations are organized, display them on the screen.

As we go through these next few slides, you will see the SEA and regulations consist of definitions, standards for technical/industrial issues, compliance requirements, lists and common practices.



## THE SASKATCHEWAN EMPLOYMENT ACT

Let's open the discussion about Saskatchewan legislation by looking at the components of the legislation.

Saskatchewan acts must be passed by the legislature.

This means any changes to an act must go through a parliamentary process.

An OHS Council (SEA 3-69 and 3-70) is part of a process that recommends amendments to the SEA. The members, half of whom represent workers and half of whom represent employers, conduct a review of the legislation every five years to ensure standards are current, effective and up to date.

When there is a review, the Council consults with interest groups, stakeholders, specific industries, employers, workers, unions, etc. These groups review specific sections of the legislation and work with the Council and OHS Division to assess the need for amendments.

Following all the necessary consultations and reviews, amendments or changes to the legislation are presented. A bill is presented before the legislature that proposes a new law or to amend an existing one. Members debate its content in the assembly and in committee. All bills introduced in the Assembly must go through the following steps to become law:

- **First reading:** The bill is introduced and read for the first time. No debate occurs at this stage.
- **Second reading:** The Minister begins a debate of the bill by outlining its purpose and its provisions.
- **Committee stage:** The bill is referred to a policy field committee or Committee of the Whole for a detailed examination. Public hearings may be held before the bill is examined clause by clause.
- **Third reading:** Members may debate the bill one final time before voting on it.

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The SEA sets out general duties for health and safety, and states what to do by setting out the rights and responsibilities for everyone in the workplace. When we go through SEA, Part III, you will read who and how these rights and responsibilities are assigned.

Sections of the SEA open with “An employer, or a worker or a contractor,” or “An employer, owner and contractor,” have a set of responsibilities. Most sections in both the SEA and regulations open with “An employer”. This is because the employer carries the most responsibility for health and safety at the workplace.

#### Part III of the SEA:

- Sets out general duties for health and safety.
- States what to do by setting out the rights and responsibilities of everyone in the workplace. As we go through the SEA you will learn who has rights and responsibilities and how they are assigned.
- Establishes a framework for sharing responsibility and identifying and controlling hazards.

One of the most important roles in a health and safety system is hazard identification. Determining where and how a worker could become injured or ill sets the stage for a healthy and safe workplace.

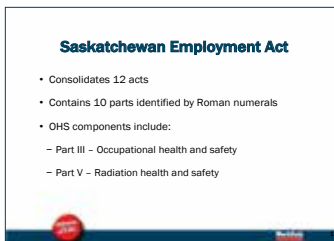
Supervisors can identify hazards through planned inspections, investigations, task analysis, creation of safe operating procedures, planned task observations, safety data sheets, maintenance records, etc.

Communications with workers is instrumental to good hazard identification. Workers typically know the hazards in their work and usually know what can be done to reduce or eliminate them.

- Establishes the role and power of government and the occupational health officers (OHOs) who work for OHS Division.
- Provides an enforcement mechanism and penalties for non-compliance.

Example: Fines under the SEA up to \$500,000 for every person who is guilty of an offence that causes the death of or serious injury to a worker. And in addition to imposing a fine, may order the convicted individual be imprisoned for a term not exceeding two years.

Part III of the SEA supports every worker's right to a healthy and safe workplace.



### THE SASKATCHEWAN EMPLOYMENT ACT

The SEA is a consolidation of 12 previously separate acts. The SEA governs workplace and employment standards, relationships between employers and unions, and provides individual protections, standards and benefits within the province. Each of the components of SEA is divided into Parts identified by Roman numerals. Occupational Health and Safety (OHS) standards are restricted to Part III of SEA. SEA, Part V addresses radiation safety.

Part V – Radiation Safety sets out duties for protecting workers and public from radiation and equipment giving off radiation.

## OHS regulations

- Enacted by cabinet
- Set out certain specific minimum standards in addition to general duties in SEA, Part III



Page 7 in the workbook.

## OHS REGULATIONS

The OHS regulations support the broad duties identified in SEA Part III.

SEA 3-8 states “the employer shall ensure the health, safety and welfare of all the employer’s workers.” What a broad responsibility. That requirement does not state how to do it - it just states it must be done. So how does the employer achieve this level of health, safety and welfare? The employer meets this standard by meeting the requirements and responsibilities set in the regulations (at a minimum).

How does the employer protect a worker from a head injury by following regulation 91 (protective headwear)? How does the employer protect workers from falling by following the regulations 116.1 to 116.3? The regulations set minimum standards for the health, safety and welfare of the worker.

In a few slides you will take the class through a demonstration of how the SEA and regulations are organized. This is a time for you to explain how the regulations support these broad responsibilities in the SEA.

Another good example to show the class how the relationship between the SEA and regulations works is the occupational health committee requirements. SEA 3-22 states the employer must establish an OHC. The regulations explain all the specific details for the OHC like frequency of meetings (reg 41), meeting minutes (reg 42), training of committee members (reg46), etc.

Saskatchewan regulations are passed by cabinet.

The regulations establish minimum standards for the health and safety for all workers.

After consultation processes (page 40), recommended changes/ amendments are forwarded to provincial government bodies that debate the changes.

If accepted by the provincial government bodies, the changes/ amendments are then forwarded to the Executive Council (Cabinet) and the Lieutenant Governor in Council for their approval/denial. If approved, the changes/amendments are considered changed on the date of signing by the Lieutenant Governor.

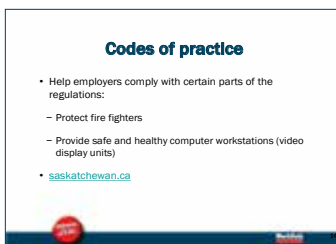
An example of how the SEA and regulations work together:

The SEA requires employers in certain industries (“prescribed place of employment”) to have a health and safety program (SEA 3-20).

For these “prescribed places of employment,” the regulations list what must be in the occupational health and safety program (reg 22).

In the appendix to the regulations, Table 7 lists the workplaces that are considered “prescribed places of employment.”

These three sections in the legislation work together. The regulations detail what items must be in an occupational health and safety program. Regulation 22 is great to use as a model for health and safety program development, even if your workplace is not required by legislation to establish one.



## CODES OF PRACTICE

Codes of practice are documents that provide information that help an employer comply with certain parts of the regulations.

Codes of practice are guidelines based on best practices in the industry at the time of publication. The code clarifies the requirement for a specific work topic or task.



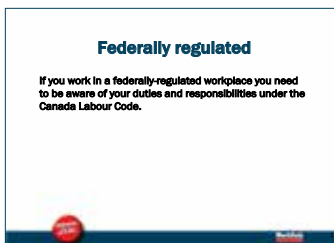
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Codes of practice provide practical guidance with respect to the requirements of a regulation. OHS Division, after consultation with interested persons or associations, may issue, amend or repeal a code of practice (SEA 3-84). OHS Division publishes a code of practice after it has been communicated in the Saskatchewan Gazette.

Failure to observe any provision of a code of practice is not an offence itself, but when there is a breach of a regulation, a code of practice is admissible as evidence in the case of a prosecution.

OHS Division maintains a publications list to assist employers, supervisors, workers, OHCs and representatives. The publications can be accessed at [saskatchewan.ca](http://saskatchewan.ca) or by calling OHS Division.

Many of these publications provide compliance guidelines to specific legislation.



### **FEDERALLY REGULATED**

If you work in a federally-regulated workplace, you need to be aware of your OHS duties and responsibilities under The Canada Labour Code.

Examples of federally-regulated workplaces may include:

- Telecommunications
- Inter-provincial trucking
- Financial institutions
- Major airports

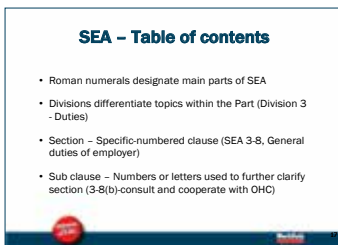


## TOUR THE LEGISLATION

It's now time to have the class get the legislation in front of them. During this section of the course, students will take a tour of both SEA, Part III and the regulations.

It is very important that everyone in the class is on the correct page as you go through the legislation. Offer to the class that if at anytime they lose their place or don't understand what is being referred to, stop the instructor to get you back on track.

Each instructor will develop their own method of presenting the legislation. No matter what process you use, students must know the difference between the SEA and regulations. They must understand how the two documents are put together. The following will give you the basics of how to present the legislation to the class.



Both the SEA and the regulations have a tables of contents. Each table of contents is divided into parts. Each part is titled and deals with a different subject matter. Parts are designated by a Roman numeral.

The SEA has 11 parts. The regulations has 33 parts. The SEA also separates parts into divisions.

For example: In the SEA:

- Part III is Occupational Health and Safety
- Part V is Radiation Health and Safety

Divisions within the SEA identify topics:

- Part III, Division 3 identifies Duties
- Part III, Division 4 identifies OHCs and OHS representative

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Under each division, are sections. All sections about OHS will be prefaced with a 3 (for Part III):

- General duties of employers is Section 3-8

Both SEA, Part III and regulations have opening segments with key definitions, known as interpretations:

- SEA 3-1, Interpretation of Part
- Regulation 2 - Interpretation

The interpretations in SEA, Part III apply to both the SEA and regulations. Interpretations in the regulations apply only to the regulations.

There are no divisions in the regulations.

Each part of the SEA and certain parts in the regulations open with definition sections that apply only to that particular part. An example is regulations Part V, First Aid. This part opens with several definitions that are unique to this part.

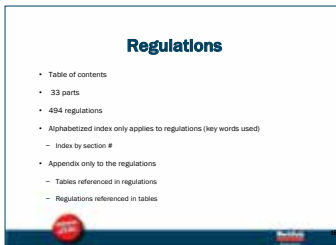
Reviewing the entire regulations will help you locate the other sections where additional definitions are important.

The regulations also have several tables located in an appendix at the end of the regulations. Each table along with a corresponding regulation provides information about how to meet a regulation requirement.

Important sections to point out in SEA, Part III:

- Table of contents
- SEA 3-1, Interpretation of part (i.e., definitions)
  - 3-1(1)(e), “competent”
  - 3-1(1)(g), “contractor”
  - 3-1(1)(w), “plant”
  - 3-1(1)(dd), “supervisor”
  - 3-1(1)(ff), “train”
- 3-8, General duties of employer
- 3-9, General duties of supervisors
- 3-10, General duties of workers
- 3-12, General duties of contractors
- 3-22, Establishment of committees
- 3-23, Director may order additional or new occupational health committees
- 3-27, Duties of committees
- 3-31, Right to refuse dangerous work

- 
- 3-35, Discriminatory action prohibited in certain circumstances
  - 3-78, Offences
  - 3-79, Penalties



Important sections to point out in the regulations:

- Table of contents
- Section 2, Interpretation
  - 2(1)(o), “construction”
  - 2(1)(cc), “full-body harness”
  - 2(1)(uu), “powered mobile equipment”
- 5, Generality of duties not limited
- 12, General duties of employers
- 13, General duties of workers
- 17, Supervision of work
- 19, Training of workers
- 36, Harassment

- 37, Violence
  - 37.1, Safety measures – retail premises
- 38, Committees at construction sites
- Part V, First Aid
  - 50, Interpretation
  - 50(b), “close”
  - 50(c), “distant”
  - 50(f), “isolated”
- Part VI, General Health Requirements
  - 64, Sanitation
  - 70, Thermal conditions
  - 81, Musculoskeletal injuries
  - 85, Exposure control plan
- Part VII, Personal Protective Equipment
  - 91, Protective headwear
  - 96, Footwear

- 
- 99, Exposure to noise
  - Part IX, Safeguards, Storage, Warning Signs and Signals
    - 116, Protection against falling
    - 133, Risk from vehicular traffic
  - Part XI, Powered Mobile Equipment
    - 154, Trained operators for powered mobile equipment
    - 160, Warning of reverse motion
  - Part XVI, Entrances, Exits and Ladders
    - 248, General duty re entrances, exits
    - 252, Ladders
  - Part XXI, Chemical and Biological Substances
  - Part XXII, Controlled Products – Workplace Hazardous Materials Information System
  - Part XXV, Fire and Explosion Hazards
    - 360, Fire safety plan

- Appendix
  - Table 1 – Minimum Requirements for Class A Qualification
  - Table 14.1 – Minimum Training Requirements for Trained Operator of Power Mobile Equipment

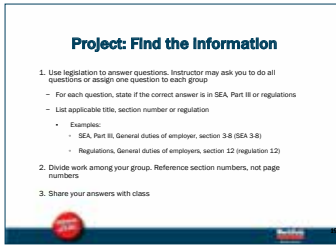
These are sections in the legislation that could affect a majority of workplaces. Your students will have many other sections in the legislation that apply to their specific workplaces. Look over the class attendance list as this may assist you in determining other sections in the legislation that may be important to a specific class.

Legislation is written to apply to the majority of workplaces. The words used in the legislation may not be the same words used to describe something at your workplace. For example, ‘hard hat’ is not used in the legislation. The word used in the legislation to describe a hard hat is protective headwear. This is because there are other types of headwear to protect someone from an injury to the head, like a motorcycle helmet. So, to capture the concept of what fits most workplaces, the words protective headwear is a better fit. Knowing the words used in the legislation will help you locate information.



Do not advance to the next slide until all the groups have discussed the SEA and regulations. Answer any questions about the legislation. This is not the time for the class to start asking you about how to find a specific section or the interpretation of a section. There will be other opportunities for these types of questions and answers.





Page 10 in the workbook

## PROJECT: FIND THE INFORMATION

This activity is designed for you to use the SEA and regulations to become familiar with the various parts/sections. The goal is for you to be able to locate information that may apply to your workplace.

### INSTRUCTIONS:

Turn to page 10 in your workbook. Use your copy of the legislation to answer the questions in the workbook. Read each question and identify which section in the SEA, Part III or the regulations is appropriate to answer the question. Please record your answers in your workbook.

Check the appropriate box (SEA, Part III or regulations). Then complete the title and section parts.

Have a spokesperson from your table ready to share your answers with the class.

Do not advance to the next slide until all the groups have discussed the project questions. Give each group an opportunity to share their discussion with the class.



<b>Project: Find the information</b>			
<b>Question</b>	<b>SEA, Part III</b>	<b>Reg</b>	<b>Answer</b>
1. Where would you find the definition of supervisor?	X		Division 1, Preliminary matters for Part 3-1(1)(dd) Interpretation of Part
2. Where would you find the definition of occupational health and safety?	X		3-1(1)(o), Interpretation of Part
3. Where would you find general duties of supervisors?	X		Division 3, Duties 3-9 General duties of supervisors
4. Where would you find the employer's responsibility to provide personal protective equipment?		X	Part VII, Personal Protective Equipment 87(1), General responsibilities
5. Where would you find the employer duty to provide and maintain safe entrance and exit to the workplace?		X	Part III, General Duties, 12(d), General duties of employers Part XVI, Entrances, Exits and Ladders, 248, General duty re entrances, exits
6. Where would you find first aid minimum requirements for Class B certification?		X	Appendix, Table 3, Minimum Requirements for Class B Qualification
7. Where would you find procedures for locking out machinery when doing repairs?		X	Part X, Machine Safety, 139, Locking out
8. Where would you find the minimum age for a young worker employed in construction?		X	Part III, General Duties, 14, Employment of young persons
9. Where would you find the list of activities that constitute high hazard work?		X	Appendix, Table 8, Activities That Constitute High Hazard Work
10. Where would you find the definition of discriminatory action?	X		3-1(1)(i), Interpretation of Part
11. Where would you find the requirements for employees at risk from vehicular traffic?		X	Part IX, Safeguards, Storage, Warning Signs and Signals, 133, Risk from vehicular traffic
12. Where would you find the definition of competent?	X		3-1(1)(e), Interpretation of Part
13. Where would you find information on the right to refuse?	X		3-31 Right to refuse dangerous work
14. Where would you find information on fire extinguishers?		X	Part XXV, Fire and Explosion Hazards, 361, Fire extinguishers
15. Where would you find information that an employer shall review activities that may cause musculoskeletal injuries?		X	Part VI, General Health Requirements, 81(2), Musculoskeletal injuries

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**SEA, Part III – General duties of supervisors 3-9**

- Supervisor shall be familiar with OHS legislation
- Supervision and Safety Guide appendices
- Organization of the legislation



## **SEA, PART III - GENERAL DUTIES OF SUPERVISORS 3-9**

Please get out the Supervision and Safety Guide. Use this guide as reference when you get back to work. It will help you with your duties and responsibilities as a supervisor.

Review the table in Appendix 3 of the guide. Listed are general sections that you should be familiar with. This list is more detailed than what we just looked at during the tour.

At the discretion of the instructor, have the students use the SEA and regulations to look at the sections listed in the Supervision and Safety Guide. Students may want to highlight or mark these sections for future reference.

If you make commentary regarding any specific section, make sure you know and understand the proper interpretations of that section. Just as we spoke about in the introduction of this instructors guide do not make comments on any sections of the legislation you are not familiar with. If you get asked a specific question regarding a section and you don't know the answer or interpretation, just say "I don't know, but during a break I can make a phone call and find out the correct answer".

*Encourage students to ask questions, especially at the end of an objective.*

*Provide a 15-minute break at an appropriate time.*



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## **10:15 Objective 2**

### **Objective 2: Recognize the roles in the workplace responsibility system and understand the basic principles**

The workplace responsibility system (WRS) principles were used to develop the first OHS legislation in Saskatchewan. This objective will discuss some of those principles.

Workers rights are a fundamental principle captured in the legislation. Workers must know and understand their three rights: the right to know, the right to participate and the right to refuse. Supervisors have a role in each of the three fundamental worker rights.

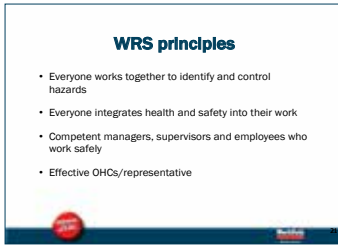
This objective will discuss other parties (e.g., employer, supervisor, OHC, OHS Division, etc.) in the WRS who have duties and responsibilities. The objective ends with a video that demonstrates the supervisor's duties and responsibilities in the WRS.

#### ***Core messages***

- WRS principles.
- Worker rights in the WRS.
- Responsibilities for the:
  - Employer;
  - Supervisor;
  - Workers;
  - Occupational health committee;
  - Occupational health and safety representative; and
  - OHS Division.
- Video (Instructors choice on what video to show).

#### ***Minimum content***

Lecture and video.



Page 12 in the workbook.

## OBJECTIVE 2: UNDERSTAND WRS PRINCIPLES AND ROLES

### WRS PRINCIPLES

The last objective took us through the OHS legislation. We now have a better idea what's in the SEA and regulations. This section of the supervision course will talk about duties and responsibilities for everyone in the workplace.

Saskatchewan established the first Occupational Health and Safety Act in 1972. It was revised in 1977, 1993 and in 2012 to strengthen worker involvement and provide better protection for health and safety.

A set of principles called the internal responsibility system were used in the 1972 original legislation to ensure workplace health and safety. In Saskatchewan we refer to the IRS as the workplace responsibility system (WRS). The WRS is still the cornerstone of health and safety legislation. The WRS means that it's everyone's responsibility to work together safely and to identify and control hazards in the workplace. Everyone takes the time to ensure health and safety is part of all work at the workplace.

Employers have a legal and moral responsibility to provide a safe and healthy workplace. Supervisors have a duty and responsibilities to ensure workers they supervise follow the rules in the legislation and the employer's health and safety system. Workers must work safely by following the legislation requirements and the employer's health and safety system. When you put all these responsibilities and requirements together you have the WRS.

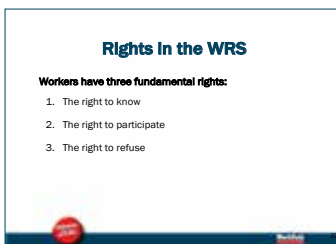
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For the WRS to succeed, worker participation is important.

Participation is implemented through the occupational health committees and OHS representatives selected by workers. Another important way workers participate in their health and safety is in the ability to talk to their supervisor. Later in this course, we'll discuss actions the supervisor can take to ensure workers have the ability to participate.

Competent is when someone has been properly trained, equipped and experienced to perform a task. For the WRS to function properly, a workplace must have competent management, supervision and employees who work safely.

A back-up system to the WRS is effective occupational health committees (OHC) and OHS representatives at certain workplaces. These groups assist an employer and workers to ensure the WRS is running as the legislation requires. We will discuss this interaction between the OHC, employer, supervisor and worker throughout this course.



## RIGHTS IN THE WRS

The legislation provides every worker (including managers and supervisors) with three basic fundamental rights.

### 1. Right to know.

Workers have the right to know about workplace hazards and how to control those them.

2. Right to participate.

Workers share the responsibility with the employer for maintaining a healthy and safe workplace and have the right to participate in making health and safety decisions - such as participating on an OHC, being a representative, arranging consultations regarding safety, etc.

Workers must also have the ability to go to their supervisor and raise a health and safety concern.

3. Right to refuse.

Every worker has the right to refuse work that they have reasonable grounds to believe is unusually dangerous (SEA 3-31) - an unusual danger that is not normal for the job, a danger that would normally stop work, or where the worker isn't properly trained, equipped or experienced.

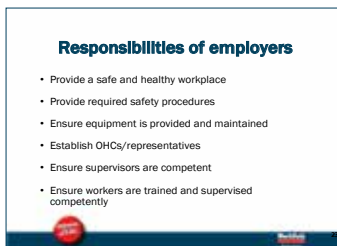
The course covers the right to refuse in greater detail later. Don't spend too much time on this point as it can take up a lot of time. Just let the class know more on this right will come later.

The right to know is captured all throughout the legislation. Example: Workplace Hazardous Materials Information System (WHMIS). WHMIS became law on October 31, 1988. It was created in response to the Canadian workers' right to know about the safety and health hazards that may be associated with the materials or chemicals they use at work. This right to know legislation was created to help stop the injuries, illnesses, and deaths caused by the use of these materials or chemicals.



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WHMIS requires employers to establish education and training programs for workers plus ensure products are labeled and a safety data sheet (SDS) is available. Workers are required to participate in the training programs and to use this information to help them work safely with hazardous chemicals/materials. This process of education, training, SDS and product labels is supporting a worker's right to know.



Page 13 in the workbook.

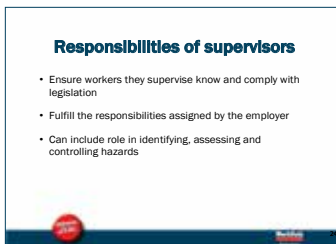
## RESPONSIBILITIES OF EMPLOYERS

Every employer has a moral and legal duty to provide a safe and healthy workplace and set up a system to deal with health and safety hazards and concerns at the workplace.

The legislation states employers are responsible to:

- Provide a healthy and safe workplace, free from harassment;
- Provide required safety procedures, programs and services;
- Ensure equipment, tools, machinery, materials and protective devices are provided, used and maintained as required;
- Establish, consult and cooperate with an OHC or OHS representative;
- Provide appropriate information and training for workers, committee members and representatives;
- Ensure supervisors are competent and carry out their responsibilities properly;
- Know and comply with health and safety requirements;

- Regularly inspect the workplace, tools, equipment, etc.;
- Promptly correct OHS concerns raised by the OHC or representative; and
- Ensure that the OHC or representative investigates and reports all incidents and dangerous occurrences.



*If you use OHS examples from your experience, don't give a worker's or an employer's name.*

### RESPONSIBILITIES OF SUPERVISORS

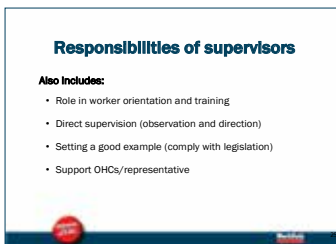
A supervisor is defined in the legislation as a person who is authorized by the employer to oversee or direct the work of the employer's workers (SEA 3-1(1)(dd)).

Supervisors represent the employer and are role models for most workers. The supervisor has the next most important role in creating and maintaining a healthy and safe working environment. The employer establishes the health and safety system; how well it works depends on the implementation by the supervisor.

Supervisors assign and direct work. They ensure that health and safety standards set by the legislation and by the employer are met. This allows them to influence the attitudes and behaviour of workers. That's why supervisors must be familiar with the hazards of each work area that they are responsible for.

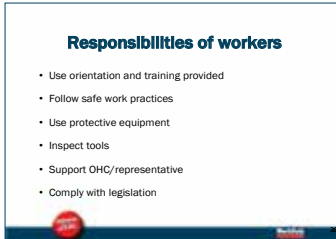
Supervisors are responsible to:

- Ensure workers they supervise know and comply with the legislation;



- 
- Help the employer decide what resources are required to operate the health and safety system;
  - Assign responsibilities and organize work;
  - Integrate responsibilities for health and safety into each worker's regular activity;
  - Listen and resolve worker's health and safety concerns;
  - Identify and instruct workers about workplace hazards;
  - Conduct inspections;
  - Ensure workers are familiar with the employer's health and safety system;
  - Training workers;
  - Supervise inexperienced workers closely until they can work safely on their own;
  - Educate workers about their role in managing health and safety issues;
  - Report incidents and assist with investigations;
  - Ensure that safe tools, materials, machinery and PPE are provided, used and maintained properly;

- Be familiar with and comply with the SEA and regulations; and
- Work with and support the OHC or OHS representative.



## RESPONSIBILITIES OF WORKERS

Every worker is expected to follow the requirements of the employer's health and safety system and comply with legislation requirements. Workers are required to work safely and not place the safety of others at the workplace in jeopardy.

Workers are responsible to:

- Use orientation, information and training provided by the employer;
- Protect themselves and others affected by their actions;
- Use safe work practices/procedures, safeguards and PPE;
- Inspect tools, equipment and machinery;
- Report hazards and safety concerns to the supervisor immediately;
- Support the employer, supervisor, OHC and representative;
- Refrain from harassing others; and
- Know and comply with legislation and other requirements.



## OCCUPATIONAL HEALTH COMMITTEES

The OHC's role is to advise and assist, not assume managerial functions. Committees monitor the WRS and inform the employer of general problems relating to workplace health and safety and recommend corrective actions. The OHC is a watchdog of the WRS and ensures workplace responsibilities for health and safety are carried through.

The supervisor's role is to assist the committee when the committee conducts their business of inspections, consultations, investigations and listening to health and safety concerns of workers.

The legislation puts a responsibility on an employer or contractor to establish OHCs at required workplaces outlined in the SEA and regulations. The employer appoints employer members and a co-chairperson. The workers elect the worker members and the worker members select the worker co-chairperson.

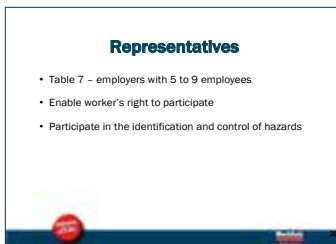
The legislation allows the size of the committee to be from 2 to 12 members. A quorum must be in attendance at every meeting. A quorum is defined as half the members of the OHC. At least half of the members present must represent workers and at least one employer member must be present at the meeting. Regular OHC meetings must be held at intervals not exceeding three months and minutes of each meeting must be recorded. OHC minutes must be posted at the workplace and kept on file.

OHCs have the duty and responsibility to:

- Participate in the identification and control of hazards;
- Help identify and resolve health and safety concerns of workers;

- Receive and distribute information, including publications sent from OHS Division to employer and worker co-chairpersons;
- Inspect the workplace regularly;
- Meet regularly to discuss OHS concerns;
- Maintain meeting records;
- Investigate reportable incidents and dangerous occurrences;
- Help establish and promote health and safety programs and policies;
- Help develop and promote health and safety training;
- Investigate refusals to work under SEA 3-31; and
- Carry out responsibilities set by specific regulations.

All these duties and responsibilities are for the OHC. But the employer has the legal obligations, responsibilities and duties for the health and safety of the employer’s workers. The employer must ensure the committee meets on a regular basis and is effective.



## **REPRESENTATIVES**

For workplaces with 5 to 9 workers and the work performed falls under Table 7 of the Appendix to the regulations, the employer shall ensure a person is designated as an OHS representative for the workers in accordance with SEA 3-24. The workers at the workplace select the person who will become the OHS representative.

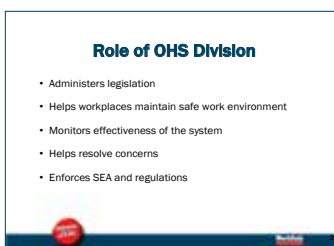
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The duties of the OHS representative are much the same as the OHC. Representative are required to:

- Participate in the identification and control of health and safety hazards;
- Receive and distribute information regarding health and safety to workers;
- Receive, consider and resolve matters respecting the health and safety of workers; and
- Carry out other duties for the representative as outlined in the SEA and regulations.

The representative does not investigate refusals to work.

The employer is required to record minutes of their meetings with the representative.



## **ROLE OF OHS DIVISION**

OHS Division's fundamental objective is to eliminate workplace injuries and illnesses. OHS Division supports the WRS by engaging employers and workers to take responsibility to reduce workplace hazards. For example: They assist employers with establishing OHC's and representatives and provide training to supervisors and OHC members.

OHS Division wants to ensure Saskatchewan’s legal standards for health and safety are known and enforced - like ensuring the employer and OHC conduct inspections of the workplace and conduct certain investigations required by the legislation.

OHS Division also provides a range of health and safety technical services to assist Saskatchewan workplaces in developing and maintaining safe and healthy environments, including professional advice and testing in areas of hygiene toxicology, ergonomics and radiation.

OHS Division wants to ensure all workers, especially young and new workers, get all the necessary health and safety training.

OHS Division also wants to increase the awareness of health and safety as part of community and workplace culture. They do this through media and tools like the WorkSafe Saskatchewan website.

Anyone can contact OHS Division. The contact information is on the back of your workbook and guide.



**VIDEO**

This is a good time to present a video to help support OHS legislation and WRS requirements, and how the supervisor’s responsibilities fit in.

There are many videos to choose from.

One good video to show is “Thinking it Through: The Mark of a Professional Supervisor.” It uses a real-life example of a supervisor who had something go terribly wrong while he was in charge of a workplace. The video covers a supervisor’s duties and responsibilities for the health and safety of workers.

*Consider timing when showing a video. After lunch is tough. It’s hard to stay focused (and awake) after a big meal.*



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Dale, a warehouse supervisor, was found liable in 1985 of the death of a worker. The worker fell to his death from an elevated platform. The worker was not wearing fall protection. The video includes a Harvard Law Professor who talks about legal responsibilities of supervisors and managers.

Another suggested video is “The Supervisor” from WorkSafe B.C. You can access the video through this link: <http://www2.worksafebc.com/Publications/Multimedia/Videos.asp?reportid=34280>. This video uses a real life event that happened in B.C. A worker becomes a supervisor; eager, lots of new ideas, but not competent to be a supervisor. An incident takes place where a worker loses their life. The video takes you through the steps of the how the incident happened and the investigation, all the way through to the courtroom proceedings. The video focuses on the emotions of the workers, employer and especially the supervisor. Experts like the crown prosecutor, the government occupational health officer, doctors (psychiatric), employer and the father of the worker killed on the job give ideas for the class to think about regarding health and safety at the workplace. Time: 15min, 22sec.

A key message of the video is: Don't you be this supervisor. Take the health and safety of your workers and the workplace seriously. Ensure workers you supervise are educated, trained and supervised properly. Be a proactive, not a reactive, supervisor. Act before something goes wrong. Practice safety and eliminate incidents.

Supervisors need to know their responsibilities for health and safety. You need to be duly diligent. We'll discuss due diligence in the next objective. As a supervisor you need to know and follow your employer's health and safety system and the responsibilities and requirements set out in the legislation.

Select a video that will present the message that flows with the concept of this course. Familiarize yourself with the video and be prepared to answer any questions that may follow.



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## **10:50 Objective 3**

### **Objective: Understanding the supervisor's legal duties and required competence**

The legislation sets legal duties and responsibilities for everyone in the workplace. Due diligence is a term used to describe the carrying out of these duties and responsibilities. Applied to occupational health and safety, due diligence means everyone shall take all reasonable precautions, in the circumstances, to prevent injuries or incidents in the workplace.

Supervisors need to understand due diligence and how it affects their responsibilities for worker health and safety. Supervisors must also understand their responsibilities when the employer enters into a contract with others. In many situations, it's the supervisor that manages the contract.

The employer must ensure supervisors have sufficient knowledge of all matters that are within the scope of the supervisor's responsibility. The employer must ensure all workers are supervised sufficiently and competently.

### **Core messages**

- Due diligence.
- Proactive planning.
- Due diligence checklist.
- Supervisors as an agent of the employer.
- Lack of due diligence and consequences.
- A good line of defense for a supervisor.
- Managing contracts.

### **Minimum content**

Lecture, associated teaching points and supervisor's due diligence checklist.

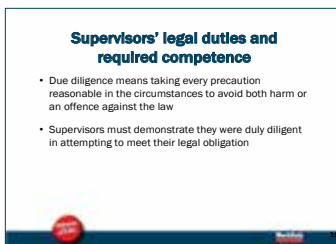
### OBJECTIVE 3: SUPERVISOR'S LEGAL DUTIES (DUE DILIGENCE)

Due diligence is the level of judgment, care, prudence, determination, and activity that a person would be expected to do reasonably under particular circumstances.

Using the employer and occupational health and safety for example, due diligence means the employer shall take all reasonable precautions, in the circumstances, to prevent injuries or incidents in the workplace. These responsibilities apply to situations that are not addressed elsewhere in the legislation.

To exercise due diligence, an employer must implement a plan to identify possible workplace hazards and carry out the appropriate corrective action to prevent incidents or injuries arising from these hazards.

Due diligence is not only put on an employer's shoulders. Everyone in the workplace must exercise due diligence. Supervisors, workers, contractors, owners, suppliers, all have a level of due diligence based on their level of responsibility. When you read through the legislation you can see how each section establishes due diligence responsibilities.



Page 17 in the workbook

### SUPERVISORS' LEGAL DUTIES AND REQUIRED COMPETENCE

Due diligence are words you may have heard before. What is due diligence? What does it mean and how do these words affect you and me as a supervisor?

Due diligence is a legal term that expresses a level of responsibility someone may have.

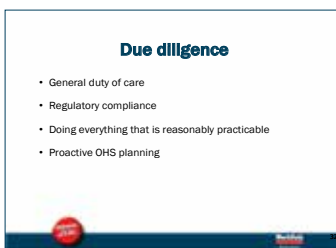
For example, when an engineer designs a bridge, they have a due diligence to ensure the bridge is built to a set of standards. In occupational health and safety, due diligence means taking every precaution reasonable in the circumstances to avoid both harm or an offence against the law.

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As a supervisor, you need to understand OHS legislation puts this level of responsibility (due diligence) on you for the health and safety of the workers you supervise. It encompasses what you must do as a supervisor to provide a healthy and safe workplace, provided the circumstances, the hazards, the risks and the opportunity for control.

The legislation requires you to think, be engaged, creative, plan ahead and do everything reasonably practicable to prevent injuries and illnesses.

Supervisors must demonstrate they were duly diligent in meeting their legal obligations.



## DUE DILIGENCE

So what do the words due diligence mean? The following points help to explain due diligence.

- General duty of care

The legislation imposes a duty on everyone in the workplace to take reasonable care of their own health and safety and that of others, to the degree that they have the authority and ability to do so.

- Regulatory compliance

To defend adequately, the supervisor (or person required to prove due diligence) must be able to show that they took every reasonably practicable action to ensure compliance. Did they follow what OHS legislation required?

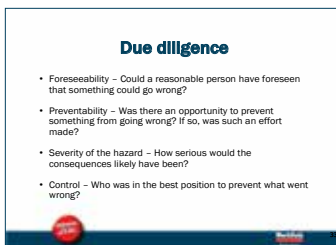
- Reasonably practicable

The person must show that they took every possible precaution, unless they can show cost in time, trouble and money greatly exceed the benefits of taking the precaution. The greater the risk, the greater the health and safety measures required.

- Proactive planning

Due diligence requires a proactive and systematic approach to health and safety. A supervisor can establish and implement a health and safety system that:

- Identifies hazards;
- Assesses the risks;
- Implements measures to eliminate or minimize risks; and
- Monitors the system.



## DUE DILIGENCE

The following are important terms used to determine due diligence:

### Foreseeability

Could a reasonable person have foreseen that something could go wrong?

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Was the workplace inspected, was there regular maintenance on equipment, was an SDS reviewed before workers used the chemical, etc? These are proactive actions.

### **Preventability**

Was there an opportunity to prevent an incident? If so, was the effort made? If a machine's safety shut-off switch broke, did someone fix it right away? Was a less hazardous chemical purchased? When a worker raised a concern, was it dealt with right away?

### **Severity of the hazard**

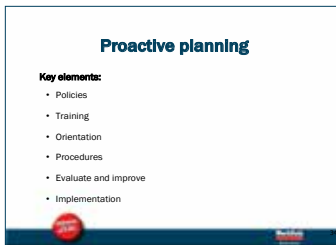
How serious would the consequences likely have been? Did a hazard and risk assessment take place for the workplace? Do you know the hazards with the greatest risk? If something went wrong, how bad could a worker get hurt?

### **Control**

Who was in the best position to prevent what went wrong? As a supervisor, you have a lot of control over what happens at the workplace.

Example: Regulation 91: At certain workplaces the legislation requires workers to wear protective headwear. The employer has a responsibility to ensure workers are given the appropriate protective headwear, trained on how to inspect their protective headwear and ensure workers understand why and where protective headwear must be worn.

Who ensures workers follow these requirements? In most cases the supervisor. The supervisor has the control to ensure workers under the supervisor's direction comply with legislation requirements.



## PROACTIVE PLANNING

A proactive approach for the employer is to develop and implement a health and safety system in consultation with workers and the OHC. Workers must comply with the health and safety system to the extent that they have the knowledge, authority and ability to do so.

### Policies

The employer establishes policies to demonstrate their commitment to safety and health in the workplace.

### Training

Ensure each worker has acquired the skill and knowledge (competence) for the work they perform. The legislation requires specific training for many tasks.

Look at the class list to know what industries students represent. You may wish to point out a couple of training requirements in the legislation for certain industries.

Example: The training requirements for an operator of powered mobile equipment (reg 154 and Table 14.1).

### Orientation

Workers must understand their rights under the legislation. Employers must ensure that orientation covers this information. Workers must be familiar with workplace policies and rules. These items are covered during orientation.



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What a worker needs to know about their job and their workplace is covered at orientation. It includes information like what to do in case of an emergency, location of the first-aid kit, where do we meet if there is a fire drill, etc.

### **Procedures**

Safe operating procedures. Safe work practices. There are many different terms used to describe healthy and safe work procedures. Procedures are documentation outlining the steps to take from start to finish in performing a task in a safe manner.

Healthy and safety procedures are strong proactive measures because they identify the hazards and risk in a task. The safe procedures take into consideration ways to remove, eliminate or reduce the hazards and risk.

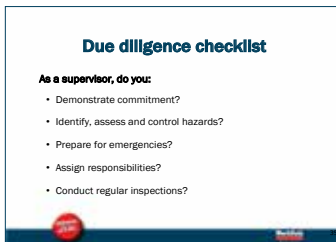
### **Evaluate and improve**

Supervisors can evaluate and improve health and safety through audits, inspections and performance evaluations. Technology, new workers, new machinery, new processes and chemicals contribute to changes in workplace health and safety. Continued evaluation and improvement help supervisors stay on top of concerns and issues.

### **Implementation**

The employer ultimately is responsible to ensure implementation of policies and procedures established in their organization's health and safety system.

The supervisor usually is given the responsibility for implementation directly to workers. How effective an employer’s health and safety system works is dependent on the supervisor actions at the workplace and cooperation from workers.



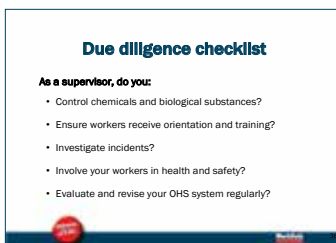
Page 19 in the workbook

### DUE DILIGENCE CHECKLIST

On page 19 in the workbook is a simple tool called a due diligence checklist. This checklist can help supervisors determine if they are duly diligent.

The questions in the checklist are worded so you give a yes or no answer. If you answer yes and can back up your yes, you are likely in a position to say “I’m duly diligent.” If you find yourself answering no often, you may not be duly diligent.

If you’re not duly diligent, you are not following OHS legislation and your workers are likely at risk of injury at the workplace. If something went terribly wrong and a worker was injured, if you weren’t duly diligent, you may find yourself answering why before the courts (judge).



Let’s look at three questions in the checklist. This will show the class how to use the checklist.

Under ‘Have you set an example’, as a supervisor do you follow the employer’s health and safety system? Do you wear your hard hat in a hard hat area? If the answer is yes, you are duly diligent. If your answer is no, then you are not duly diligent.

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## Supervision and due diligence checklist

### Demonstrate commitment

- Yes  No Have you set an example?
- Yes  No Have you integrated health and safety into all aspects of your work?
- Yes  No Have you communicated your health and safety expectations to all of your workers?

### Identify, assess and control hazards

- Yes  No Do you have definite procedures and resources in place to identify, assess and control hazards?
- Yes  No Have you committed (or asked the employer to assign) appropriate resources to health and safety?
- Yes  No Is safety a factor when you acquire new equipment, develop a new process or change a procedure?
- Yes  No Is there a hazard reporting procedure in place that encourages workers to report unsafe conditions and unsafe practices to you?
- Yes  No Do you promptly deal with hazards and concerns reported to you, including informing workers about the situation and what is being done to protect their health and safety?

### Prepare for emergencies (fire, incident, etc.)

- Yes  No Have you identified potential emergencies in your workplace?
- Yes  No Do you have definite procedures and resources in place to manage emergencies?
- Yes  No Have you assigned responsibilities and accountabilities?
- Yes  No Have you provided adequate training and practice?

**Assign responsibilities and accountabilities**

- Yes  No Do you set objectives for health and safety just as you do for quality, production and sales?
- Yes  No Have you assigned clear responsibilities and accountabilities for health and safety to your workers?
- Yes  No Do your records show that workers are held accountable for their health and safety performance?

**Conduct regular inspections (walkabout)**

- Yes  No Do you regularly inspect your work areas?
- Yes  No Do you ensure that workers inspect tools, equipment, machinery and controlled product containers?
- Yes  No Do you support inspections by the occupational health committee or worker health and safety representatives?
- Yes  No Do you promptly address concerns?
- Yes  No Do you follow up on unresolved items and check on effectiveness of corrective action?

**Control chemicals and biological substances**

- Yes  No Do you maintain a current inventory of chemical and biological substances?
- Yes  No Do you check to see that each controlled product has a current SDS and that product containers are properly labeled?
- Yes  No Do you obtain hazard information about each controlled product, develop safe work procedures and train workers?
- Yes  No Do you make sure that each worker has adequate generic and job-oriented WHMIS training?
- Yes  No Do you show your workers how to use the safety data sheets (SDSs) for the controlled products they work with?
- Yes  No Do you make sure that hazard controls are adequate, and that workers are

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following safe work procedures and using appropriate personal protective clothing and equipment?

- Yes  No Do you assign clear responsibilities to workers who order, purchase and receive chemical and biological substances?
- Yes  No Have you developed plans to prevent the release of hazardous chemical and biological substances into the work environment and to minimize the concentrations of hazardous substances.
- Yes  No Do you make sure that containment and ventilation systems are used and maintained properly?
- Yes  No Do you keep the workplace clean?
- Yes  No Do you check to see that personal protective equipment (PPE) is used, cleaned, stored and maintained properly and that workers know the limitations of their PPE?

### **Train workers**

- Yes  No Have you explained health and safety responsibilities and requirements to all your employees and made sure they understand?
- Yes  No Have you trained your workers to work safely and use proper protective equipment and checked their understanding?
- Yes  No Do you supervise inexperienced workers closely until they are able to work safely?
- Yes  No Do you follow up to make sure workers are using their training and are working and acting safely?
- Yes  No Do you keep records of the orientation and training each worker has received?

### **Investigate incidents**

- Yes  No Do you inform OHS Division about reportable incidents?
- Yes  No Do you investigate incidents, concerns and refusals to work?
- Yes  No Do you support investigations by the occupational health committee?

Yes  No Do you take corrective action to deal with the root causes of incidents?

**Involve your workers**

Yes  No Do you involve your workers in occupational health and safety?

Yes  No Do you regularly discuss health and safety during staff meetings and crew talks?

Yes  No Do you inform workers about what is being done to deal with concerns and correct problems found on inspections and investigations?

Yes  No Do you support the occupational health committee or worker health and safety representative by providing adequate training, time and resources?

**Evaluate and revise your system regularly**

Yes  No Do you review your health and safety system with your workers at least once a year and make improvements as needed?

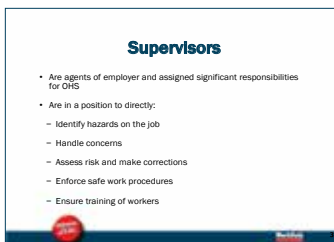
Yes  No Do you keep records of your health and safety activities and improvements?

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Under 'Identify, assess and control hazards', do you deal promptly with hazards and concerns reported to you? Do you inform workers about the situation and what is being done to protect their health and safety? Remember a worker's right to participate, answering yes means you have a good system for worker participation and you are duly diligent. No means you may be allowing hazards to go unchecked in the workplace. This puts workers at risk and you're not duly diligent.

Under 'Regular inspections', do you inspect your work areas regularly? Inspecting the workplace is proactive. You are finding things before someone gets injured or ill. Inspections are a key action establishing due diligence. They allow for finding hazards before someone gets injured and taking action, doing what's reasonable in the circumstances to correct, eliminate or reduce the exposure of that hazard to the worker.

Tell the class to take some time back at their workplace and go through the checklist. Answer honestly. The answers you're looking for are yes answers.



## **SUPERVISORS**

As a supervisor you are responsible for the health and safety of all the workers under your direction.

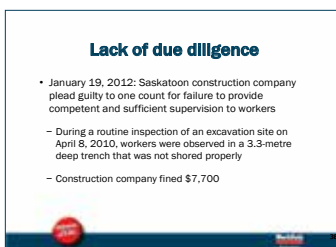
Supervisors are an agent of the employer and assigned significant responsibilities for health and safety. How well an employer's health and safety system works is directly related to how well it is implemented by the supervisor. Because you assign and direct work you are in the best position to:

- Identify hazards on the job;

*Use OHS examples from your experience to help students put things in context. Just remember to keep the parties anonymous.*

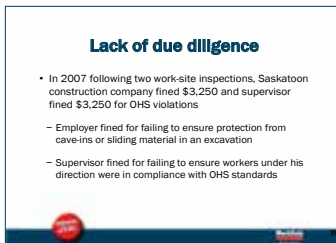
- Handle worker concerns;
- Assess risk and make corrections;
- Enforce safe work practices, procedures and policies; and
- Ensure workers receive proper orientation and training.

Page 24 in the workbook.

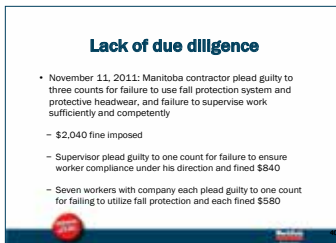


**LACK OF DUE DILIGENCE**

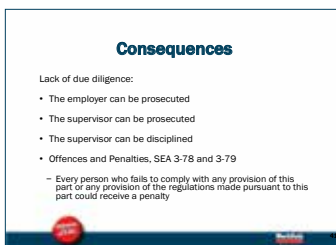
The next three slides are examples where the employer, supervisor and workers were fined for violations against the legislation in Saskatchewan.



These slides are examples where accused parties appeared in court. Each group had to present why they felt they had demonstrated due diligence in each case. In these cases the judge convicted or the parties pleaded guilty for violations against the legislation.



For more information on prosecutions, convictions and acquittals under the legislation go to [www.saskatchewan.ca](http://www.saskatchewan.ca). LRWS provides a summary of all enforcement outcomes from the current year, as well as an enforcement archive.



**CONSEQUENCES**

Contraventions of the OHS legislation can lead to:

- Employer prosecution;
- Supervisor prosecution;
- Worker prosecution; and
- Employer may discipline supervisor.



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SEA 3-78, is important not because of what it could lead to, but how it begins:

**“Every person who fails to discharge a duty could receive a penalty.”**

The WRS puts responsibility on everyone in the workplace to the degree of their level of authority. SEA 3-78 supports everyone having responsibility for the health and safety of the workplace. We just discussed a lack of due diligence where everyone was held accountable in front of the courts, the employer fined, the supervisor fined and even the workers were fined. The courts use SEA 3-78 and 3-79 to determine the severity of the consequences.

**Optional:**

Take the time to present information on [Bill-C45 \(http://www.ccohs.ca/oshanswers/legisl/billc45.html\)](http://www.ccohs.ca/oshanswers/legisl/billc45.html).

The Westray Mine Disaster (May 9, 1992) was the momentum for Bill C-45 (Section 217.1 in the [Criminal Code](#)).

Bill C-45, also known as the Westray Bill, was created as a result of the 1992 Westray coal mining disaster in Nova Scotia where 26 miners were killed after methane gas ignited causing an explosion. Despite serious safety concerns raised by employees, union officials and government inspectors at the time, the company instituted few changes. Eventually, a disaster occurred.

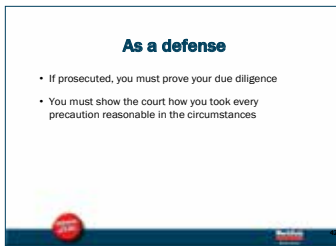
After the incident the police and provincial government failed to secure a conviction against the company or three of its managers. A Royal Commission of Inquiry was established to investigate the disaster. In 1998, the Royal Commission made 74 recommendations. The findings of this commission (in particular recommendation 73) were what led to Bill C-45.

Bill C-45 (proclaimed in March 31, 2004) revises corporate liability provisions under the criminal Code of Canada and adds a new OHS duty to those who direct work. Section 217.1 of the Criminal Code established new legal duties for workplace health and safety, and imposed serious penalties for violations that result in injuries or death.

- Violation that show wanton and reckless disregard for worker and public safety opens the door to a charge of criminal negligence and introduces a new level of accountability.
- Corporations are held liable for bad business practices that cost workers their lives. This can result in hefty fines and lengthy jail time.

The Bill makes senior management (who may not be in the field) responsible for the actions of lower level supervisors who are working in the field.

The new legislation creates an unbreakable chain of responsibility from the worker performing the work, to the supervisor overseeing the work, to the senior manager who sets health and safety protocol and training.

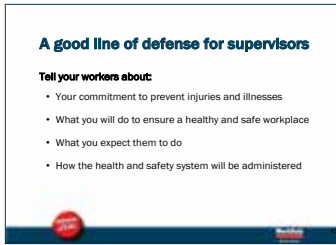


### AS A DEFENSE

If you find yourself before a judge on charges related to OHS violations, you must prove your due diligence. You must show the court how you took every precaution reasonable in the circumstance to avoid someone becoming injured as a result of a work action or inaction.

You must show the court you followed the OHS legislation. Documentation of health and safety systems, that workers were trained properly and sufficiently, that your workplace follows safe procedures, that you've performed hazard and risk analysis, that you provided PPE, and that safety is a general practice at the workplace can prove due diligence.

The Crown must prove the contravention to the legislation, the onus is on the defendant to prove due diligence.



Page 27 in the workbook.

## A GOOD LINE OF DEFENSE FOR SUPERVISORS

A good line of defense starts with the employer by implementing an effective workplace health and safety system.

Next in this defense is you the supervisor. Tell your workers about:

- Your commitment to prevent injuries and illnesses.

Example: We will follow the rules set by our employer's health and safety system.

- What you will do and what you expect workers to do.

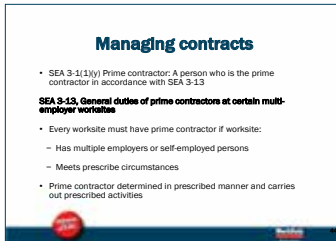
Enforcing the employer's health and safety policies and procedures is your role. Workers need to know they are accountable for following the rules also.

- Are you a mean nasty supervisor when you find workers working in a hard hat area and they are not wearing their hard hats? No, you have two important jobs as a supervisor. First, get the work done the boss gives you. Second, get your workers home safe and sound after work each day.

Are you a mean and nasty supervisor getting them to wear their hard hats? No. That's you getting your workers home to their family, the sports they love to play, that great book they're reading, etc. You're a supervisor completing one of my most important functions as a supervisor.

- How you will administer the health and safety system.

There are benefits to an employer and supervisor being duly diligent when it comes to good health and safety. A good OHS system gets noticed. It attracts others to join in the work and attracts good workers to join the company.



## MANAGING CONTRACTS

In the legislation, the term contractor is quite different than how most of us use the word. When your employer hires an electrician to do some work on the building, you typically say, “we hired a contractor to do some work”. Using the word contractor in this context is incorrect to how the OHS legislation defines contractor. The following example will explain.

If employer A enters into a contract by hiring and directing the activities of employer B or self-employed person C, under the legislation, employer A is the contractor.

If employer B, who is already working under contract with A, decides to hire another employer D, then B is a contractor also.

SEA 3-1(1) In this Part and in Part IV:

- (g) ‘contractor’ means a person who, or partnership or group of persons that, pursuant to one or more contracts:
  - (i) directs the activities of one or more employers or self-employed persons involved in work at a place of employment; or
  - (ii) subject to subsection (3), retains an employer or self-employed person to perform work at a place of employment”;

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### SEA 3-1(3)

For the purposes of subclause(1)(g)(ii), a person, partnership or group of persons is considered to be a contractor only if that person, partnership or group of person knows or ought reasonably to know the provision of this Part and the regulations made pursuant to this Part respecting the work or the place of employment at the time of retaining the employer or self-employed person to perform work at a place of employment.

This section refers to the knowledge someone would have or be expected to have regarding the work contracted and OHS legislation.

Example: An OHO and an 80-year-old couple both hire an employer to replace the shingles on their roofs. By the legislation, both are considered owners. SEA 3-1(3) states that the OHO knows or ought reasonably to know the definition of contractor and the other sections in the OHS legislation. The 80-year-old couple does not know and ought not reasonably know the requirements in the OHS legislation regarding safety rules for workers on roofs (e.g., fall protection).

The higher standard of knowledge is placed on OHOs because of where they work. If an officer gives the 80-year-old couple information on the legislation, the next time they hire a roofer, they will be considered a contractor because they now know the legislation requirements. So employers who contract work, must know or ought reasonably know the requirements for OHS and contractors.

There are many sections in the legislation that are important for a supervisor to understand, like hiring or entering into a contract with another employer or self-employed person. The supervisor's best reference and help is to review the employer's health and safety system policies and procedures regarding contractors.

### **Prime contractors**

A prime contractor is responsible for coordinating the health and safety activities at multi-employer worksites.

SEA 3-13, General duties of prime contractors at certain multi-employer worksites

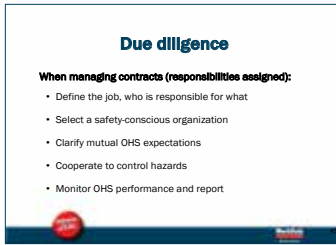
- (1) Every worksite must have a prime contractor if the worksite:
  - (a) has multiple employers or self-employed persons; and
  - (b) meets the prescribed circumstances.
- (2) The prime contractor for a worksite mentioned in subsection (1) is to be determined in the prescribed manner.
- (3) The prime contractor for a worksite shall carry out the prescribed activities.

A prime contractor coordinates the health and safety activities at multi-employer worksites. They:

- Ensure workers use policies, procedures and safe work practices on the worksite; and
- Prepare a written plan to coordinate activities and identify the prime contractor's backup and the supervisors on the worksite.

The project owner is the prime contractor or they will designate the prime contractor.

The employer and self-employed persons must cooperate with the prime contractor to ensure information regarding health and safety programs and coordination of worksite activities are properly communicated between all parties.



## DUE DILIGENCE

If one of your roles as supervisor is to manage a contract, the following points will help establish due diligence. In the previous slide we spoke of matters that are most often the responsibility of senior management but may be assigned or partially assigned to the supervisor. Consider the following points:

- Define the job. Who is responsible for what?

The contractor and hired employers or self-employed persons need to understand how they will accomplish the work, but, most important, how will they consider the health and safety of all workers at the worksite.

- Select a safety-conscious organization.

Hire a company that has a good history of health and safety. Some things to consider:

- Make sure the company hired is in good standing with the WCB.
- Review their health and safety system.
- Find out what's their history with OHS Division (any notices of contravention).
- Do they have COR (certificate of recognition from a safety association)?

The objective of a COR is to provide companies with the knowledge and tools to develop an effective health and safety management system. The idea behind COR is to reduce incidents and their associated human and financial costs. COR certification frequently is required as a pre-qualification and/or condition to tender on public and private contracts. A significant number of Saskatchewan companies are COR certified.

- What injuries have they had in the last three years?

All these points can help a supervisor determine if companies you wish to hire are a safety-conscious organization.

- Clarify mutual OHS expectations.

Discuss OHS expectations before an employer or self-employed person is at your worksite. Work out the details if you, the contractor, see the hired employer's workers not following health and safety rules. If the employer you hired sees your staff not following health and safety rules, who will correct the situation?

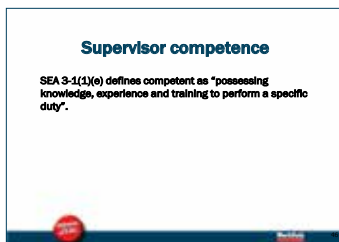
Communications between all parties will help to keep the workplace safe. If you're the supervisor managing the contract, you need everyone on the same page.

- Cooperate to control hazards.

Report concerns to predetermined parties to handle health and safety. One way to accomplish this is to exchange contact information at the pre-job meeting. There may be times when on-going discussions and safety meetings are required because of a health and safety concern that came up.



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- Monitor OHS performance and report.



Page 28 in the workbook.

## SUPERVISOR COMPETENCE

Competence: What is the definition used in the OHS legislation?

SEA 3-1(1)

(e) 'competent' means possessing knowledge, experience and training to perform a specific duty;

To be competent, supervisors need all of the training:

- Given to workers (regulation 19); and
- Required to carry out supervisory responsibilities (SEA 3-9 and regulation 17).

The employer must provide the supervisor with the training and resources needed to become a competent supervisor. Supervisors must have the knowledge, training and experience to supervise workers.

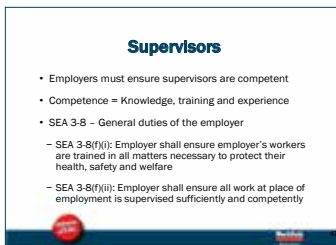
Training must include:

- Knowledge of the SEA and regulations that apply to the place of employment;
- Any occupational health and safety program at the place of employment;
- The safe handling, use, storage, production and disposal of chemical and biological substances;

- The need for, and safe use of, personal protective equipment;
- Emergency procedures required by the regulations; and
- Any other matters necessary to ensure the health and safety of workers under the supervisor’s direction.

The supervisor must ensure workers comply with the SEA and regulations that apply to the place of employment.

Training documentation is one way to prove a supervisor has the necessary knowledge.



## SUPERVISORS

The OHS legislation states every employer must ensure that all work is supervised sufficiently and competently. The previous slide discussed how a supervisor becomes competent. But they must ensure workers are supervised sufficiently.

There are many factors that determine supervised sufficiently. Is the supervisor at the worksite all the time? Is the supervisor in direct contact with workers all the time? Does the supervisor have regular scheduled visits to the worksite? What level of training do workers have? Are additional supervisors at the workplace? Do workers work alone?

The answers to these questions can help determine sufficient. There are many more factors to consider. These are just examples to get you thinking about supervised sufficiently.

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The level of hazards and risk to the workers could raise or lower what is sufficient.

How much knowledge, training and experience workers have will affect sufficiently dramatically. Supervised sufficiently will have to be determined on a case-by-case basis. Again the employer's health and safety system will play a role to determine supervised sufficiently.

*Break for lunch at the appropriate time.*



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## **1:00 Objective 4**

### **Objective: Understand to components of an effective OHS system**

Health and safety systems are an employer's commitment to the health and safety of workers at the workplace. A good health and safety system ensures all OHS legislative requirements are followed. Some workplaces, because of the nature of their work, are required to have formal health and safety systems (safety programs as required by regulation 22).

Supervisors will learn about health and safety systems. Employers in 'prescribed places of employment, as per Table 7 of the Appendix to the regulations, are required to have a safety program.

As a supervisor you must understand what is in an employer's health and safety system and the required safety program. Supervisors assist the employer to comply with these program/system requirements.

### **Core messages**

- Health and safety systems.
- What is in a good health and safety system (regulation 22)?
- Elements of a good health and safety system.
- Talking with workers.

### **Minimum content**

Lecture and associated teaching points.

#### OBJECTIVE 4: HEALTH AND SAFETY SYSTEMS

Meeting all OHS legislative requirements for a workplace is having a sound health and safety system. The legislation requires workers to be trained, competent, experienced, properly equipped and supervised sufficiently and competently to do their work.

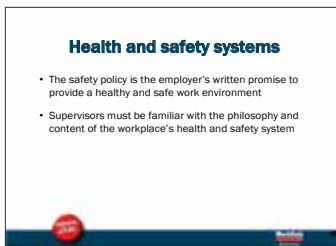
Establishing a WHMIS program when workers use chemicals and materials that can cause harm; having programs and policies to address things like harassment, violence in certain workplaces; and ensuring processes are in place to conduct inspections and investigations, all contribute to a sound health and safety system.

Some workplaces, because they have higher hazards and risk, are required by the legislation to have formal occupational health and safety programs. SEA 3-20, along with Table 7 of the appendix and regulation 22, give the details for formal OHS programs.

#### HEALTH AND SAFETY SYSTEMS

We have looked at many sections in the legislation where workplace requirements must be established. For example:

- Establish a WHMIS program If there are chemicals in the workplace.
- Establish a policy and safe procedures for workers that work alone.
- Conduct workplace inspections and investigations where required.
- Ensure workers are trained, equipped properly and experienced.



Page 29 in the workbook.

*Returning to teach after lunch can be a challenge. Watch your class. You may require additional, smaller breaks to keep everyone engaged.*

---

These are just a few of the requirements found in the SEA and regulations. When all legislated requirements are followed, you have a good health and safety system.

An employer's health and safety system is a statement of principles and general guidelines that govern the employer's health and safety actions.

A health and safety system is a process put in place by an employer to minimize the risk of injury and illness. The written health and safety system is the employer's promise and commitment to a healthy and safe workplace. It tells workers, suppliers, contractors, self-employed persons and clients about the organization's commitment to health and safety. All employers benefit from implementing an effective health and safety system.

Successful implementation of the health and safety system requires commitment from all levels in the workplace. Supervisors have responsibilities under the legislation and responsibilities to an employer's health and safety system. Supervisors must know and understand both the legislation and the employer's health and safety system. As a supervisor, you are the link for safety between the employer and the workers.

The final key to a successful health and safety system is a high level of worker participation. From developing safety manuals, to safe operating procedures and policies, having active worker participation will create buy-in and make the health and safety system work.

The scope and complexity of a health and safety system varies according to the type of workplace and the nature of operations.



*Direct students to regulation 22. Many students are visual and relate better if they can see what you are talking about.*

## A SOUND HEALTH AND SAFETY SYSTEM

Under the OHS legislation, prescribed places of employment require a formal OHS program. SEA 3-20, Table 7 in the appendix (regulations) and regulation 22 will help to determine which workplaces are considered prescribed places of employment and what must be included in their health and safety programs.

Even if your workplace does not fall under the requirements of OHS legislation to have a formal health and safety program, regulation 22 is a model to follow for a great health and safety system. Regulation 22 spells out what components make up an effective health and safety program.

Organizations with effective OHS programs integrate responsibilities for health and safety into every level, beginning with the employer. They create the Workplace Responsibility System to deal with health and safety issues. Within the OHS program the employer must set objectives, assign responsibilities, monitor progress and maintain accountability.

This slide takes regulation 22 and puts it into easy to understand bullets:

- A statement of the employer’s policy

A statement of policy usually outlines OHS responsibilities and explains commitment



- 
- Risk identification

What measures does the employer take to reduce, eliminate or control risks, including procedures to respond to emergencies?

- Internal and external resource identification

Include personnel and equipment that may be required to respond to an emergency.

- Responsibilities of employer, supervisor and workers

Responsibilities are captured in the health and safety program policies, procedures and safe work practices.

- Regulation inspection schedules

Regularly inspect the place of employment, including work processes and procedures.

- A plan for the control of biological and chemical substances

Include handling, use, storage, production, disposal and, where appropriate, monitoring of the work environment.

- A plan for training of workers and supervisors

Include safe work practices, procedures and any procedures, plans, policies or programs (e.g., confined space entry) required by legislation to develop.

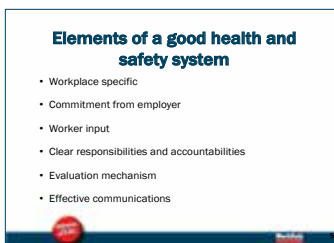
- Procedures for the investigation of incidents/dangerous occurrences and refusals to work pursuant to SEA 3-31
- A strategy for worker participation

Include worker participation in inspections, investigations and refusals to work pursuant to SEA 3-31.

- Procedures to review and revise the OHS program at intervals not greater than three years or whenever there is a change of circumstances that may affect the health and safety of workers.

The health and safety program must be accessible to everyone including new workers. An effective health and safety program includes integrating responsibilities for health and safety into each worker's regular work activities.

Another key component in an employer's health and safety system is the establishment of occupational health committees and representatives where required by legislation. The OHC or representative is another way the legislation implements worker's participation in their health and safety.



### **ELEMENTS OF A GOOD HEALTH AND SAFETY PROGRAM**

A health and safety program needs to be workplace specific. A system developed for one workplace may not meet the requirements of another.

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To be effective the health and safety system needs active support and commitment from the employer to ensure the system is carried out with no exceptions.

Worker input is critical to a health and safety system's success. In those workplaces with OHC's and representatives, their involvement and consultation becomes a key component, not only in the development, but in the implementation and buy-in.

A sound health and safety system clearly outlines everyone's accountability, duties and responsibilities to ensure the workplace is healthy and safe for everyone, including contractors and self-employed persons.

Each of the system's elements must be in writing, supported with documentation.

Health and safety systems are living things. They need to be adapted, evaluated and enhanced continuously to mirror the workplace as it grows, develops and changes. Changes in chemicals, equipment and even workers can affect how the health and safety system must be kept current.

Finally the health and safety system must be communicated effectively to all workers. From the brand new hire or summer student, a transferred worker from another area, or even the seasoned worker with many years of experience, they all need adequate orientation, training and access to the employer's health and safety system. Documentation of the health and safety system must be available to the OHC or representative, and available upon request to an occupational health officer.



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### **3:20 Objective 5**

**Objective: Learn the supervisors' duties in a effective occupational health and safety system (How to supervise safety)**

#### ***Core messages***

This section covers the important points a supervisor must know and follow to ensure the workers they supervise will be healthy and safe. The following items will outline key supervisor actions:

- Hazard assessment.
- Inspections.
- Resolving OHS concerns.
- Investigations.
- Refusal to work.
- Orientation and training of workers.

All these actions help the supervisor achieve due diligence for health and safety.

#### ***Minimum content***

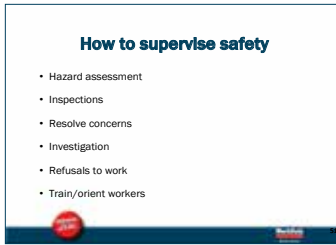
Lecture and associated teaching points.

Two video clips:

1. Rights and Responsibilities - Your Path to a Safe Workplace
2. Lost Youth

Hazard control project and, if time permits, workplace scenario project.

Present important websites. Ask for questions at the end of the day. Go over the course evaluation and self-check.



Page 31 in the workbook.

## OBJECTIVE 5: HOW TO SUPERVISE SAFETY

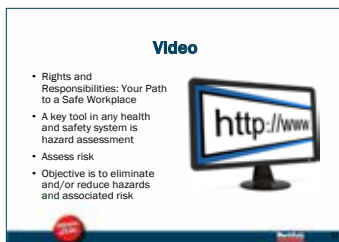
This section covers the functions and activities that supervisors carry out within the employer’s health and safety system. These activities become the tools in the supervisor’s back pocket to help ensure workers have a healthy and safe workplace.

Now we’ll discuss the tools you have in your back pocket to ensure the workers you supervise work in a healthy and safe environment.

The previous objective was all about the employer’s health and safety system and programs. Now let’s focus on the pieces in the employer’s health and safety system. We will discuss:

- Why hazard and risk assessment are important to ensure workers know all about the hazards in their work and how to protect themselves from those hazards.
- How inspections are proactive actions that help identify workplace hazards.
- How having an open door allows workers to raise concerns to the supervisor. This is another valuable proactive action.
- How, in the event of an incident, you must carry out an effective investigation to determine what happened and why. This turns a reactive situation like an incident into a proactive action by putting corrective measures in place so the same or similar incidents never happen again.
- How refusals to work are handled and resolved. What’s the role of the supervisor and others in the refusal to work process?

- Why one of the most important tools in the supervisor’s pocket is to ensure their workers receive the necessary orientation and training for the work they perform?



## VIDEO

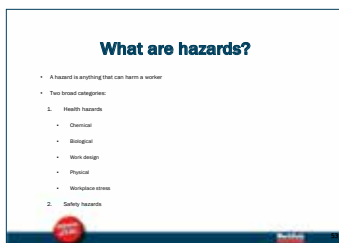
This is another clip taken from Rights and Responsibilities – Your Path to a Safe Workplace. As we have discussed earlier in the course, a fundamental process in a sound health and safety system is hazard assessment. This video focuses on the formal, informal and daily hazard and risk assessment process.

The video includes risk assessment as a further step in the hazard assessment process. Determining high, medium and low-risk activities helps the workplace set priorities for activities like: inspections, maintenance, procurement, training, etc.

An employer’s hazard and risk assessment process ultimately is to eliminate all hazards and risk and, if this is not possible, reduce the risk associated with the hazard.

The video clip will start automatically. Make sure everyone in the class can see the screen and hear the narrator on the video.

Time: 3 minutes and 25 seconds.



## WHAT ARE HAZARDS?

Discuss **health** hazards. You may want to ask each group to brainstorm some types in their workplace/industry.

A hazard is anything that can harm a worker. Hazards can be broken down into two broad categories: Health hazards and safety hazards.

### **Health hazards**

For simplicity's sake, think of a health hazard as any agent, situation or condition that can cause an occupational illness. There are five types (look for each type during inspections):

1. Chemical hazards, such as battery acid and solvents.
2. Biological hazards, such as bacteria, viruses, dusts and moulds. Biological hazards are often called biohazards.
3. Physical agents (energy) strong enough to cause harm, such as electrical currents, heat, light, vibration, noise and radiation.
4. Work design (ergonomic) hazards.
5. Workplace stress. Presently, this is restricted to harassment as defined in SEA 3-1(1)(l) and violence as defined in regulation 37.

Workplace stress – stress is not an injury and not all stress is harmful. OHS Division recognizes stress as a harmful hazard when a competent medical professional confirms a worker has a psychiatric or medical condition likely caused or made worse by factors in the workplace.

A health hazard may produce serious and immediate (acute) affects or cause long-term (chronic) problems. All or part of the body may be affected. Sufferers may not recognize the symptoms immediately. For example, noise-induced hearing loss is often difficult to detect until it is advanced.



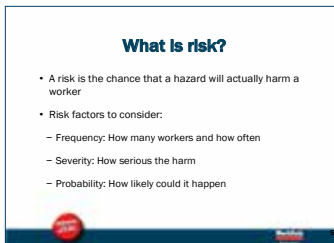
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Occupational illnesses result from exposure to a chemical or biological substance, a physical agent (an energy source such as noise) or other stressors (such as harassment and work demands) capable of causing harm. The time that it takes an illness to develop after exposure is called the latency period.

Discuss **safety** hazards you may want to ask each group to brainstorm some types in their workplace or industry.

### Safety hazards

A safety hazard is anything that could cause a physical injury, such as a cut or fracture. Safety hazards involve any force strong enough to cause injury. An injury caused by a safety hazard is usually obvious. Safety hazards cause harm when workplace controls are not adequate.



### WHAT IS RISK?

A risk is the chance (or likelihood) that a hazard will actually harm a worker.

Ultimately when we determine what hazards exist, what risk those hazards pose to workers will help the supervisor decide what items need inspecting, maintenance, creation of safe operating procedures, etc.

To assess the risk of each hazard ask questions like:

### Frequency

What is the frequency that workers are exposed to the hazard? How many workers are exposed to the hazard? How often?

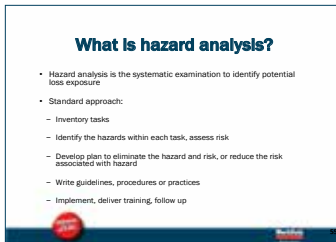
## Severity

What's the severity of harm that could occur? How seriously could workers be harmed?

## Probability

What's the probability a dangerous situation could arise? How quickly could a dangerous situation come up if something goes wrong?

Example: Regulation 133, Risk from vehicular traffic. When you work on a road, traffic is the hazard. If there are only 10 cars travelling on that road each day, the risk may be considered low. Many roads have 10,000 cars traveling on that road each day. The risk is high because of the greater traffic volume. Severity and probability become additional factors to consider with traffic. If you are hit by a car, you could be seriously hurt (severity). Drivers unassociated with work processes are hard to control (probability). For many hazards, consider the entire picture of frequency, severity and probability to assess the risk of a hazard.



## WHAT IS HAZARD ANALYSIS?

Hazard analysis is the systematic examination of the work performed to identify potential loss exposure. Hazard analysis is the proactive actions in the employer's health and safety system. Hazard analysis is critical to ensure workers are not injured or become ill at the workplace.

One approach to an effective hazard analysis process is to first identify all the work that is performed at the workplace. Take an inventory of all the different occupations or take inventory of all the specific job tasks. You need to inventory what is happening at the workplace.

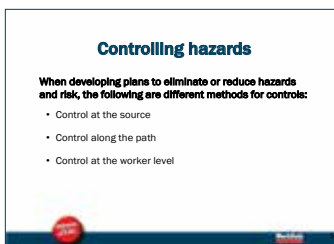
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Next, review each job or task within each occupation or for the entire workplace. Once you have identified all tasks, review each one.

One way to review a task is to sit down with the workers and record each step in the process from beginning to end. Another way is to observe workers performing the task and record each step.

Then review each step in a task. Look for the hazards each step presents and consider the risk. If a step poses a health or safety hazard, your first consideration is to see if you can eliminate the hazard. If you can't eliminate the hazard, can you reduce the risk of the hazard?

Implement controls to eliminate or reduce a hazard and risk. Take into account factors like the worker, the equipment, what chemicals are used or can be changed, what safe operating procedures need to be written and what training is required to develop or consider controls.



Page 33 in the workbook.

## CONTROLLING HAZARDS

Ideally, control hazards by applying modern management principles. Use a comprehensive, proactive system to control hazards rather than a reactive, piecemeal response to each concern as it arises.

When developing plans to eliminate or reduce the hazards and risk there can be many different methods of control.

Let's look at the 'Hazard control process and choices' on page 34 in your workbook. There's more detail about hazard control options.

As a first step in hazard control, determine if the hazard can be controlled at the source, (where the problem is created) through applied engineering.

If this does not work, try to put controls between the source and the worker. The closer a control is to the source of the hazard, the better.

If this is not possible, hazards must be controlled at the level of the worker. Hazard control at the worker level should be your last resort of action. This is mainly because the energy from the hazard has reached the worker.

For example: For a noisy machine, the best method is to eliminate the noise by fixing the machine (at the source). Your last option is giving the worker hearing protection. By giving the worker hearing protection you are allowing the noise (energy) to reach the worker. Hearing protection works well but it has limitations . Is it the correct hearing protection for the noise level? Does it reduce the noise levels adequately?

One type of control may not be completely effective. A combination of several different types of hazard controls often works well.

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## Hazard control process and choices

### Control at the source

#### Examination

First, try getting rid of the hazard.

#### Substitution

If elimination is not practical, try replacing hazardous substances with something less dangerous.

#### Redesign

Engineering can sometimes redesign the layout of the workplace, workstations, work processes and jobs to eliminate or controls hazards.

#### Isolation

Isolating, containing, or enclosing the hazard is often used to control chemicals hazards and biohazards.

#### Automation

Dangerous process can sometimes be automated.

### Control along the path

Hazards that cannot be isolated, replaced, enclosed or automated can sometimes be:

- Relocated
- Blocked
- Absorbed
- Diluted before they reach the workers

The further a control keeps hazards away, the better.

### Control at the worker level

#### Administrative controls

Includes introducing new policies, improving work procedures, requiring workers to use specific PPE and hygiene practices.

#### Work procedures, training and supervision

Train supervisors to apply modern safety management and supervisory practices. Train workers to use standardized safe work practices.

**Emergency planning**

Develop written plans to handle fires, chemicals spills and other emergencies.

Train workers to follow these procedures and use appropriate equipment. Provide refresher training regularly.

**Housekeeping, repair and maintenance programs**

Housekeeping includes cleaning, waste disposal and spill clean-up.

Tools, equipment and machinery are less likely to cause injury if they are kept clean and well maintained.

**Hygiene practices and facilities**

These can reduce the risk of toxic materials being absorbed by workers or carried home to families.

**Personal protective equipment and clothing**

These are used when other controls aren't feasible, additional protection is needed or the task or process is temporary.

The employer must require workers to use PPE wherever the regulations or organizational work procedures prescribe its use. Train workers to use, store, clean and maintain their PPE properly. The employer, supervisor and workers must be informed about the limitations of their PPE.



## CONTROLLING HAZARDS

The health and safety of workers depends on everyone in the workplace. The OHC, representative, employer, supervisor and workers cooperate to identify, assess and control hazards.

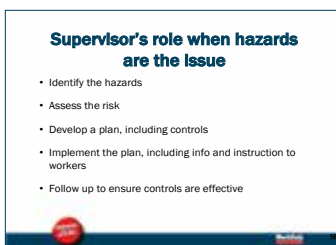
Supervisors must become familiar with the hazards of each work area that they are responsible for.

Workers can control hazards provided they have the authority, training and experience to do so. As part of an effective health and safety system, the employer must establish these details prior to a worker going to any length of hazard control.

The supervisor is the first link workers go to when seeking help in controlling hazards and reporting concerns.

A good example to explain is how a worker can deal with a hazard of a spill of water. Someone could slip and fall on the water and injure themselves. Water is easy to clean - get a mop and a bucket and sop up the water. But what if it's a chemical spill? Has the worker received WHMIS training? Has the worker read the SDS? Does the worker know about the hazards of the chemical and what to do to protect themselves from those hazards? In the chemical example, the worker may not have authority, training and experience to clean up a chemical spill. This is when the worker would report the hazard to the supervisor.

When a worker cannot control a hazard, they must report it to you the supervisor. This is where you start the hazard identification, assessment and control process.



## SUPERVISOR'S ROLE WHEN HAZARDS ARE THE ISSUE

Knowledgeable supervisors, in consultation with experienced workers, are good candidates for leading hazard identification, assessment and control efforts.

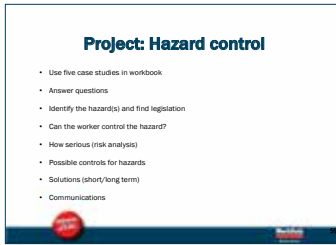
Workers present most hazards to the supervisor either directly or during an inspection. Many inspections by a supervisor are informal, during the day-to-day operations, looking for things to correct. So your first role in the process is to identify the hazard.

Workers are essential sources of information about hazards and risks in the workplace. Again, the employer's health and safety system must encourage workers to bring forward concerns about hazards.

The supervisor's role is to:

- Identify the hazard. Talk to the workers. Assess the workplace. Read through a piece of equipment's operations manual. Read an SDS.
- Now assess risk. Remember to consider frequency, severity and probability. They will help you determine a risk level. High risk hazards need immediate attention.
- Develop a plan to deal with the hazard and its risks. Decide what controls (source, path, worker level) to use.
- Implement your plan. Provide required training and instruction to workers.
- Follow up to ensure that established actions, measures or controls are effective.





## PROJECT: HAZARD CONTROL

The groups will now get an opportunity to practice the hazard identification process. There are five case studies in the workbook. Assign a case to each group. The case study will help students identify various hazards and discuss potential solutions.

You will now have an opportunity to practice the hazard identification process. Turn to page 37 in your workbook for instructions. I will assign your group one of the following case studies. Your job is to review the case and answer the questions about the hazards that exist and what can be done to protect workers.

The first thing is to identify the hazard.

Once the hazard has been identified, look in the legislation to see what section(s) apply. Remember to use the table of contents and the index for the regulations to help you locate information.

Can the worker control the hazard? Consider what factors play a role in the worker controlling the hazard. Your table decides yes or no. Be prepared to present your position on why you think the worker can control the hazard.

Do a quick risk assessment. Consider frequency, severity and probability when assessing risk. Be prepared to present why you picked that risk level.

Now think about how to control the hazard. What does the legislation say about the hazard? The legislation may help you define a control.

Once you have determined what control fits best, determine how to make the situation safe for the worker right now (short term). Is there a root cause to the hazard? If so what long-term solutions do you need to establish control of this hazard? Decide on a possible solution.

Finally communications to everyone working with this hazard is important. What methods can be used to successfully communicate? Toolbox talks, pre-construction meetings, shift-change meetings, staff meetings, bulletin boards, stickers on machinery, orientation and training are a few examples of ways to communicate hazards to workers.

Remember you must involve workers in the entire process. Workers typically know the hazards at their workplace and typically know how to protect themselves from those hazards. Including workers helps you to get the best possible solutions and then buy-in from everyone else.

You must be familiar with the five case studies. Assess each group or table. For each group, try and assign a case study that will challenge them. Don't give a table of healthcare people the healthcare case. Give them the construction case study.

Repeat your instructions at least twice to ensure everyone knows what you expect them to do.

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## Case studies

### 1. Workers complain that a new machine in their work area is very noisy (92 dB).

Identify the hazard(s): Noise from the machine.

Applicable legislation: Regulations 99, 109-114

Can the worker control the hazard?  Yes  No

Comments: The worker can control the hazard as long as they have the authority, training and experience to do so.

How serious is the risk?  Minor  Moderate  Major

Comments: Hearing loss can cause permanent damage.

Control each hazard?  At the source  Along the path  At the worker level

Depending on circumstances, at the source is the most effective, but other methods may work.

Short-term solution: Provide the workers with hearing protection (PPE).

Long-term solution: Repair or replace the machine. Newer equipment won't be as noisy.

Communications: Toolbox talks, email, bulletin board posters/

**2. A cognitively impaired patient in an institution of the terminally ill can be verbally and physically abusive to staff.**

Identify the hazard(s): Violence and abuse to staff by patient.

Applicable legislation: Regulation 37

Can the worker control the hazard?       Yes       No

Comments: Staff must follow the employer's violence policy regarding patients. Use communications tools with patient. Use two staff members/workers with patient. Use restraints. The worker has control to follow or not follow these actions.

How serious is the risk?       Minor       Moderate       Major

Comments: Depends on the size of the patient and interaction with staff.

Control each hazard?       At the source       Along the path       At the worker level

Worker must deal with the patient directly, so must control at the worker level.

Short-term solution: Ensure staff training on violence policy. Have two staff work with this patient at all times.

Long-term solution: Develop a plan with specific methods to handle this patient.

Communications: Staff meetings, daily reviews at start and end of shifts, patient documentation.

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**3. Hotel workers use a powerful liquid cleanser to clean showers and tubs in guest rooms. The chemicals give off poisonous fumes and workers must use respirators and personal protective clothing.**

Identify the hazard(s): Worker's exposure to chemicals.

Applicable legislation: Regulations 302-329

Can the worker control the hazard?       Yes       No

Comments: Follow proper WHMIS training. Know the hazard and how to protect themselves and others. Use PPE.

How serious is the risk?       Minor       Moderate       Major

Comments: Depending on the chemical, it can cause acute and chronic effects.

Control each hazard?       At the source       Along the path       At the worker level

The worker may have a reaction to the chemical, may suffer permanent damage if the exposure levels are high or may have an allergic reaction.

Short-term solution: Ensure proper training and how to use and dispose of PPE.

Long-term solution: Change cleaning methods. Substitute chemicals. Additional WHMIS training. This may require some research. Talk with other cleaning companies to discover alternative cleaning methods.

Communications: Staff meetings, daily reviews at start and end of shifts, safe operating procedures, safe handling procedures, WHMIS training.

**4. Late at night, bar patrons are harassing waitresses in the employer's parking lot.**

Identify the hazard(s): Harassment and violence towards servers.

Applicable legislation: Regulations 36 and 37

Can the worker control the hazard?       Yes       No

Comments: Staff must follow the employer's solution to eliminate and reduce exposure to dangerous situations.

How serious is the risk?       Minor       Moderate       Major

Comments: Worker could be seriously injured.

Control each hazard?       At the source       Along the path       At the worker level

Workers must follow the employer's solution to eliminate and reduce exposure to dangerous situations. Worker chose to go to parking lot alone knowing that it is dangerous.

Short-term solution: Escort workers to their vehicles. Taxi voucher where the taxi comes directly to the door.

Long-term solution: Improved lighting in parking lot. Fenced parking, including security cameras.

Communications: Staff meeting, orientation, signs, daily reminders, communicate with security staff.

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**5. Newly hired workers must sometimes work alone with hazardous equipment in remote rural areas.**

Identify the hazard(s): New worker. Equipment. Working alone.

Applicable legislation: Regulations 13, 17-19, 35, 54

Can the worker control the hazard?       Yes       No

Comments: The worker chooses to follow the employer's safe operating procedures when working alone with equipment. The employer has a great deal of control to ensure that the worker is trained properly, equipped and experienced.

How serious is the risk?       Minor       Moderate       Major

Comments: Anytime that a worker is alone and something goes wrong - it's major.

Control each hazard?       At the source       Along the path       At the worker level

In this scenario, every level of the hazard must be evaluated.

Short-term solution: Pre-job planning. Ensure workers are training properly, equipped and experienced for the job and for working alone.

Long-term solution: Eliminate working alone. Eliminate or reduce the hazards and risk for the equipment. Ensure workers have the necessary training.

Communications: Pre-job planning, toolbox talks, communicating the employer's working alone policy, reviewing safe operating procedures, policies and plans.



Page 43 in the workbook.

## WORKPLACE INSPECTIONS

A supervisor setting up a regular inspection schedule is one of the best tools available to find hazards/problems/concerns and assess risk. An inspection is a planned walk-through of the workplace or selected areas. Inspections must examine the entire workplace but focus on anything that might cause injury or illness.

Consider the following question about what to inspect:

- What hazardous tools, equipment and machinery must be inspected at regular intervals set by legislation and product manufacturers?
- What dangerous processes might require frequent, special or complicated inspections?
- What variations in work might take place on different shifts?
- What situations require special inspections, such as the introduction of new equipment or inexperienced workers?
- What tools, equipment and materials do I need for the inspection?
- What concerns should I follow up on?
- Who should be involved in the inspection?

Difficult hazards may have to be handled by experts.

Inspections demonstrate to workers that safety and health is important. Workers are an essential source of information on the tasks they are doing. They should participate in the process and procedure discussions.





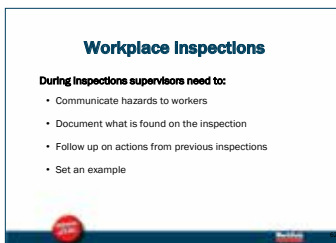
## WORKPLACE INSPECTIONS

Supervisors need to show workers that they care about health and safety.

Supervisors are in a great position to monitor physical conditions of the workplace, safe work practices, and compliance with OHS and employer standards. As the supervisor, you are responsible for knowing about:

- OHS legislation requirements that apply to the place of employment;
- Employer's occupational health and safety program;
- The safe handling, use, storage, production and disposal of chemical and biological substances;
- Any PPE requirements (i.e., need for, safe use of); and
- Emergency procedures.

All these are items that need to be inspected.



## WORKPLACE INSPECTIONS

During an inspection, the supervisor can set an example by working/inspecting safely. Talk about health and safety in meetings, provide orientation, education and training sessions, closely supervise inexperienced workers and promptly resolve issues.

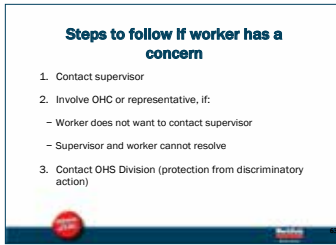
Point out and compliment workers for good accomplishments, like keeping the workplace clean, ensuring tools and equipment are put in their proper place, following correct safe operating procedures, etc. Only pointing out negative things may give workers a wrong impression of workplace inspections.

Documentation is extremely important. For every item (good or bad) that you observe during an inspection, document it. Record what you see. Don't allow a worker to convince you to record something they promise to correct. Recording what you see helps determine trends in the workplace. Example: Not cleaning and returning tools to their appropriate location, can tell you why the workplace is messy.

Use the documentation to communicate to workers what you observed during the inspection and how it will be dealt with. Record any proposed corrective actions.

Check the effectiveness of corrective actions taken since the last inspection. You can do this by observing, but it's better to talk directly with workers.

Set the example. Work and act safely at all times and comply with standards. Your workers look up to you and follow your lead. If you act and work safely, you set the tone for the entire workplace.

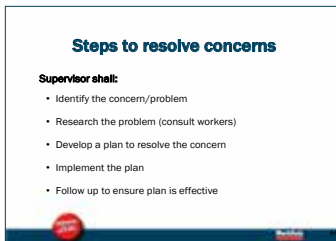


## STEPS TO FOLLOW IF WORKER HAS A CONCERN

Encourage workers to report OHS concerns to you or the employer. A supervisor needs to have an open door policy that allows workers to raise concerns freely. Once the concern(s) has been raised, inspect/ investigate it promptly. Now your responsibility for hazard and risk assessment kicks in. This will likely include short- and long-term corrective actions.

If the OHC or the representative get involved, they can assist you to resolve concerns. Depending on the issue and if the concern is of a serious matter, the OHC may hold an emergency meeting. The supervisor will assist the OHC or representative.

At anytime, anyone can call OHS Division for help and advice when a concern cannot be resolved by the OHC or representative.



## STEPS TO RESOLVE CONCERNS

Just like managing hazards, a process to deal with concerns is another important piece in an employer's health and safety system. You can resolve concerns by establishing measures and controls.

A supervisor's role is to identify the OHS problem or concern. Make sure it is an OHS problem. If it's a human resource problem, there may be different steps required to find a solution. How effectively the supervisor deals with an issue often determines the outcome for control.

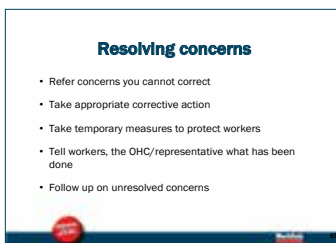
Once the concern has been identified as an OHS issue, gather information. Use the resources available. If the same concern could be present somewhere else, ask questions to see how others might deal with it.

Talk with manufacturers or suppliers for information. Be creative, don't forget the internet. Talk with the workers - they are a wealth of knowledge when handling concerns. Look up the applicable sections in the legislation. The regulations set minimum standards that you must meet.

Develop a plan for corrective action based on your research. Include what controls you require. You may consider many options. Your role as supervisor is to select the plan that best fits the situation.

Now implement the plan. This likely will include orientation and training, setting safe operating procedures into motion, and purchasing equipment or personal protective equipment - whatever the problem or concern requires for resolve.

The last step is to ensure your plan is correct and effective. Follow up or review. Determine if the controls are effective. Are workers able to work in an environment that is healthy and safe?



## RESOLVING CONCERNS

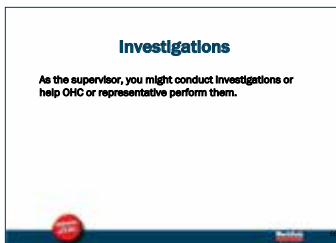
Refer concerns you cannot correct to your supervisor.

Take appropriate corrective actions where you have the resources, authority and knowledge to do so.

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Take temporary measures to protect workers. If the concern is something that has a requirement in the legislation, you must deal with that standard immediately. You can do this by implementing short-term measures.

During this entire hazard or concern resolution process, communications with everyone involved is extremely important. Use the medium that fits your workplace best : Safety meetings, toolbox talks, shift change meetings, bulletin boards, etc.



## INVESTIGATIONS

Investigations identify health and safety hazards/concerns/problems and then establish prevention measures/controls to avoid future mishaps – they are not to assign blame.

An incident is caused usually by several factors. Investigations find the causes, especially the root causes to prevent recurrences.

Legislation identifies the responsibilities placed on people in the workplace:

- Regulation 32 requires the employer to report to the OHC co-chairs or the representative any lost-time injuries at the workplace and give them reasonable opportunity to review.

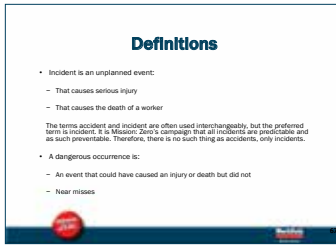
- Regulations 29, 30 and 31 require the employer to ensure that the co-chairs or the representative investigate incidents and dangerous occurrences, including those that cause the death of a worker or require them to be hospitalized for 24 hours or more. For incidents that involve a fatality, do not disturb the scene until an OHO completes an investigation.
- Fatalities and incidents that put a worker in the hospital for 72 hours or more must be reported to OHS Division (regulation 8). Dangerous occurrences, as specified in regulation 9, must also be reported to OHS Division. Gather the information for the notice sent to OHS Division during the investigation.

Supervisors have a big impact on what happens at the workplace. This is most true when an incident takes place. Supervisors have a vested interest when incidents happen in their area. They know the workers and what jobs they perform. They must know the employer's health and safety system and the legislation that applies to the workers they supervise.

When it's time for an investigation, supervisors know the questions to ask to gather information and to determine the cause or causes of an incident.

Supervisors are often part of the first response team when an incident takes place. They must be familiar with the employer's emergency response plan.

The supervisor has a vested interest in the investigation and is responsible for the final recommendations or actions.



## DEFINITIONS

An accident is an unwanted, unplanned event that causes injury or death to a worker. Accident is a term used in the legislation.

Regulation 8 is titled “Accidents causing serious bodily injury.”

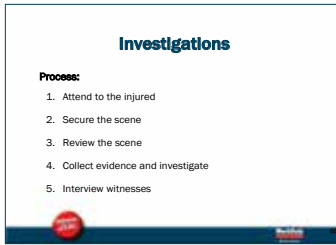
Incident is another term used to describe an accident. OHS Division, WorkSafe Saskatchewan and the WCB use the term incident.

The terms accident and incident are often used interchangeably, but the preferred term is incident. It is Mission: Zero’s campaign that all incidents are predictable and as such preventable. Therefore, there is no such thing as accidents, only incidents.

Instructors, depending on today’s timing; have students look at regulations 8 and 9.

Regulation 8 indicates that incidents that cause serious bodily injury requiring a worker to be hospitalized for more than 72 hours must be reported to OHS Division. What must be in the notice to OHS Division is information you would gather from an investigation. Any incident that causes the death of a worker must also be reported to OHS Division. Again, what would be in the notice is information you would gather from an investigation.

Dangerous occurrences – regulation 9 - are incidents that had the potential to hurt someone as described in regulation 8, but did not. These must also be reported to OHS Division. Dangerous occurrences are incidents where the worker was extremely lucky they were not seriously hurt, but they easily could have been.



Page 47 in the workbook.

## INVESTIGATIONS

Most workplaces have an investigation process (steps) to follow when an incident occurs. Your responsibility as a supervisor is to know and follow this process. This slide explains a simplified investigation process.

Usually the supervisor is the first decision maker on the scene. In some circumstances this first contact or communication to a supervisor may be a phone call.

Someone at the scene takes charge. First, attend to the injured. Provide first aid if someone at the scene has been trained in first aid. If required, call EMS or the police.

Next, secure the scene. Securing the scene protects the injured and ensures no one else gets injured, but also protects evidence for the investigation team. Emergency personnel like police and fire crews can also assist with securing the scene.

Now the investigation can begin. Start by reviewing the scene. Get a big picture of what was going on, who was doing what, where people, equipment, materials, etc., were located. This is the time to start taking pictures or making sketches.

Collecting evidence is essential to an effective investigation. Note the location of the injured worker. Identify any equipment, materials, tools, chemicals, etc.

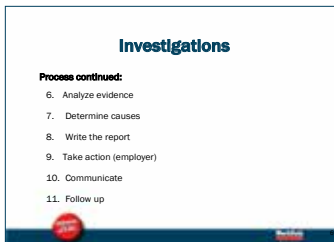


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What was the worker doing? If they were following a safe operating procedure, what step were they on?

Physical evidence is the physical stuff at the scene of the incident. Don't forget documentary evidence. Did the worker receive any training? What did the training cover? These documents can also provide valuable information.

Identify witnesses. Someone saw what happened. Who knew what was going on? Were there any deliveries the day before or earlier that day? They might need to be interviewed. All these people could have information that might help you understand what happened and why it happened. Witnesses, along with the evidence you gather, are important pieces to this puzzle - the investigation.



Once you've collected evidence, and mapped and photographed the scene, examine it. Analyze evidence to determine what happened and why it happened.

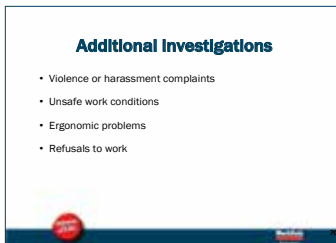
A simple but effective way to find the causes (direct, indirect, root) for an incident, is to use the 5 w's process. Keep asking who, what, where, when, why (and how) for every essential event until you know why.

Once you know what happened and why, prepare a written report. Write in clear, easy to understand language that explains what happened and why. Include recommendations and corrective actions to the causes so a similar incident never takes place.

Communicate your report with the recommendations to the employer and OHC or representative.

Include short- and long-term corrective measures or actions. The report goes to the employer. The employer has the responsibility to ensure the workplace is healthy and safe. The employer could follow the recommendations in the report, or they may have other methods in mind to correct the problem. The bottom line is that the employer must ensure the health and safety of all its workers at the place of employment.

The last step in the investigation process is to communicate to workers what is taking place. Check the effectiveness of the improvements during the next inspection or when talking with workers.

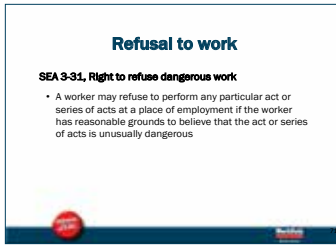


### **ADDITIONAL INVESTIGATIONS**

Supervisors may be required to conduct many types of investigations relating to health and safety hazards, concerns, incidents, dangerous occurrences, exposures to chemical or biological substances.

For violence and harassment complaints, the supervisor must follow the process outlined in the employer’s policies. See legislation on violence and harassment (regulations 36 and 37).

Supervisors will be involved in a refusal to work and it could involve an investigation.



## REFUSALS TO WORK

Under SEA 3-31, every worker has the right to refuse work that they believe is unusually dangerous.

SEA 3-31, Right to refuse dangerous work

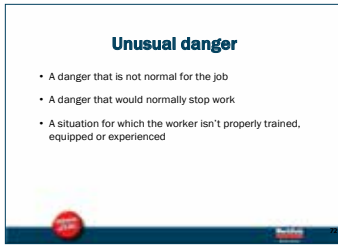
A worker may refuse to perform any particular act or series of acts at a place of employment if the worker has reasonable grounds to believe that the act or series of acts is unusually dangerous to the worker's health or safety or the health or safety of any other person at the place of employment until:

- (a) sufficient steps have been taken to satisfy the worker otherwise; or
- (b) the occupational health committee has investigated the matter and advised the worker otherwise.

First the worker must have reasonable grounds to believe. It is not what the individual worker believes but what a reasonable prudent worker would believe if he or she were in the same circumstances as the refusing worker. A reasonable prudent worker could be someone else doing the same act or series of acts.

Next the worker must consider if the act or series of acts is unusually dangerous.

Section 3-31 only applies to health and safety issues. During the refusal, the worker is protected from discriminatory action, as defined in SEA 3-1(1)(i) and described in SEA 3-35.



## UNUSUAL DANGER

An unusual danger could be:

- A danger that is not normal for the job

Example: Asking an office administrator to operate a piece of heavy machinery. Operating the machinery is not the job they were hired to do.

- A danger that would normally stop work

Example: Is there a factor in the work that puts the risk higher than normal? While workers are repairing a bridge, the wind picks up to 75 kms per hour. The high wind speed creates a situation where the risk to work on the bridge is higher than normal.

- A situation for which the worker isn't trained, properly equipped or experienced

Example: Asking a newly hired worker to operate a piece of heavy machinery. The worker has no training, no experience and definitely no knowledge.

There are hazards, danger and risks with everything we do. It's when these acts become unusually dangerous that the right to refuse comes into play.

### Handling refusals to work

- Worker informs supervisor of refusal and reasons for it
- Supervisor and worker attempt to resolve the refusal
  - Worker does not leave the site
  - Supervisor can assign refusing worker to other work
  - The disputed work can be assigned to a replacement worker

## HANDLING REFUSALS TO WORK

The refusing worker informs the supervisor that they are refusing work because of an OHS concern and advise what the concern is.

The worker must refuse as an individual. A group performing the same act or series of acts cannot refuse as a group. They must refuse individually.

As the supervisor you need to determine two important points:

1. What belief does the worker have they could become injured or ill?
2. What is the unusual danger in the act or series of acts?

The worker discusses their belief of becoming injured or ill. An unusual danger is:

- A danger not normal for the job;
- A danger that would normally stop work; and
- A situation for which the worker is not trained properly, equipped or experienced.

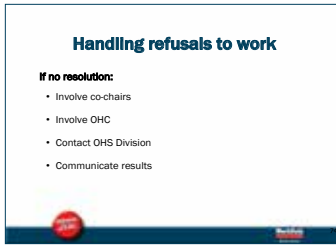
The supervisor and worker attempt to resolve the refusal. The worker does not leave the site without the supervisor/employer's permission.

During the discussions between the supervisor and worker, the supervisor has the right to assign the worker to other work at no loss in pay or benefits until the matter is resolved (SEA 3-1(1)(i)(ii)).

If the work refused is important for the workplace to continue to operations, the disputed work can be assigned to a replacement worker (SEA 3-34). The replacement worker must be notified in writing that:

- Another worker (no names) has refused and the reasons for the refusal;
- Why the employer believes the replacement worker can do the job safely; and
- The replacement worker has the same right to refuse. This would include the steps to follow if they refuse also.

Typically workers and supervisors can resolve refusals at the discussion stage if the supervisor is able to promptly identify and address the concerns of the refusing worker. The supervisor shall inform the employer about any concerns they cannot deal with at their level. The supervisor informs the concerned worker of the action(s) they're taking.



## HANDLING REFUSALS TO WORK

If the supervisor and worker cannot resolve the refusal, the OHC co-chairpersons investigate. They have no right to rule if the disputed job is unusually dangerous.

The supervisor cooperates with the co-chairpersons. Explain the situation. Describe what you have done to try to resolve the problem. Recommend appropriate corrective action. Promptly inform senior management about any concerns that you cannot resolve.

At this point, if the worker continues to refuse and there is no OHC at the workplace contact OHS Division.

If the workplace is smaller (4 – 9 workers), legislation does not require the representative to investigate the refusal. When contacted by a refusing worker, a representative tries to resolve the concern with the worker, supervisor and employer. If the matter cannot be resolved, any one may contact OHS Division.

If the co-chairpersons cannot resolve the refusal, they will hold an emergency meeting. The OHC investigates.

The co-chairperson's present their discussions with the worker and supervisor. They may gather evidence and interview witnesses. The OHC must determine what belief the worker has that they could be injured or ill and what is the unusual danger.

A quorum must be present at the meeting and a ruling must be made by a unanimous vote of a quorum. The supervisor cooperates with the OHC during their investigation. The co-chairs may ask the supervisor to present the results of their investigation and what corrective actions they recommend.

The worker can still continue to refuse. If so, contact OHS Division and ask for an officer to investigate. The OHO will provide a written decision to all parties involved. Anyone affected by the officer's decision may appeal it to OHS Division under SEA, Division 8, Part III.

Refusals rarely happen. Supervisors can prevent most.

- Ensure that you know and comply with applicable standards.
- Ensure that new and inexperienced workers are trained properly and supervised.
- Ensure you use correct work procedures and appropriate hazard controls are in place. Use inspections and communications with workers to identify and correct problems.
- Keep in touch with your workers. Identify and resolve concerns before they become problems. Cooperate with the OHC or representative. Consult the employer about any problems that you cannot deal with. Remember, anyone can contact OHS Division for advice.
- Educate your workers about their rights, duties and responsibilities under the legislation, including the right to refuse.





Page 50 in the workbook.

## TRAINING

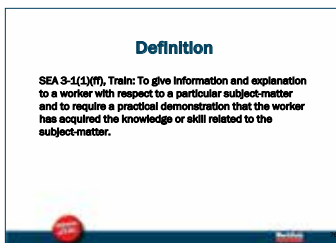
This is the last topic for today.

Training is another essential action you need to achieve a healthy and safe workplace. Let's start with a video.

Instructors: If you use a video, select one that is appropriate for the topic. There are many companies that provide videos on training.

Over 7,000 young workers are injured every year in Saskatchewan. About 2 young workers died per year on the job. Young workers get hurt because they:

- Do jobs they aren't trained to do safely;
- Don't have adequate supervision;
- Work with dangerous equipment; and
- Don't know their rights or responsibilities.



## DEFINITION

Let's look at the definition of training.

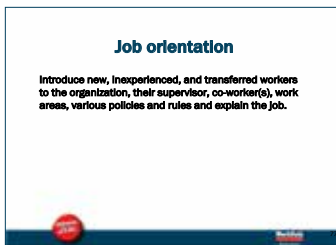
SEA 3-1(1)

- (ff) "train" means to give information and explanation to a worker with respect to a particular subject-matter and to require a practical demonstration that the worker has acquired knowledge or skill related to the subject-matter;

The employer ensures workers are trained in all matters that are necessary to protect their health and safety.

Supervisors must ensure, as much as is reasonably practicable, the health and safety at work of all the workers who work under their direct supervision and direction.

The employer ensures workers are supervised sufficiently and competently. The employer usually delegates orientation and training to the supervisor.



## JOB ORIENTATION

When someone starts a new job or transferred to another area, job orientation is important. Supervisors are the people at the workplace new or transferred workers look to for information.

Orientation sessions usually explain the job, the organizational structure, the function of the workplace, policies and rules.

Orientation and training also can consist of:

- Toolbox talks;
- Coaching a worker through a safe work procedure; and
- Talking with workers about compliance.

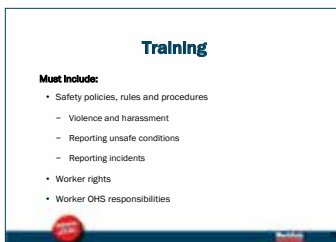
The responsibility generally falls on the supervisor to ensure the worker is competent in their new skills.

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Measuring the knowledge, behaviour and results is also important.

Workers need to be trained:

- Before performing a work activity;
- Before performing a different work activity than what they were trained for originally;
- Before worker is moved to another area or workplace that has different procedures or hazards; and
- When observed performing unacceptable health and safety practices



## TRAINING

Training must include information about the employer's health and safety system, like:

- Violence policies;
- Harassment policies;
- Working alone policies;
- Hard hat and safety boot policies; and
- Details about safety policies, workplace rules and especially safe operating procedures or guidelines.

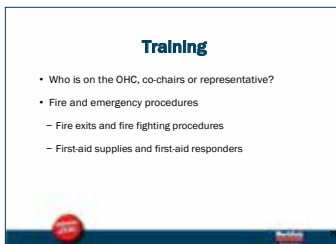
Training must include information/procedures on how workers report hazards and raise concerns, and how and to whom to report incidents and dangerous occurrences.

Training should also include any policies that the employer deems necessary to protect the health and safety of workers.

Workers need to know their three fundamental rights under the legislation:

- Right to know;
- Right to participate; and
- Right to refuse.

Inform workers that they have responsibilities for their health and safety and others who may be affected by their work.

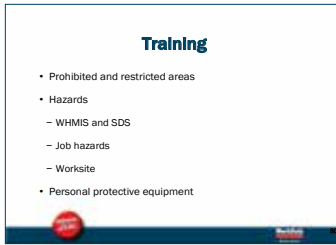


## **TRAINING**

Workers must know who their OHC members are or representative is in the event they need to contact them.

The worker must know what to do in the case of an emergency, like how to get to a safe location designated in the event of a fire or any other emergency.

They should also know where the first-aid supplies are located, who is trained in first-aid and how to get help from emergency personnel.



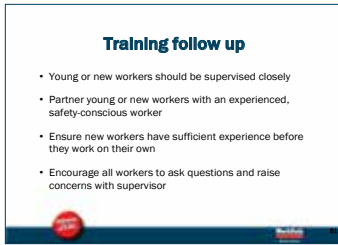
## TRAINING

Workers must know all prohibited and restricted areas.

They must know the hazards and risk of their work and work area.

Workers must know what chemicals and materials they are working with, how to protect themselves from those chemicals, what PPE is required to keep them safe and again what to do in case of an emergency.

Provide the PPE with training: Training on PPE to explain proper use; limitations; how to store the PPE properly; the necessary maintenance and repair; cleaning procedures; and, most importantly, when and where to wear it.



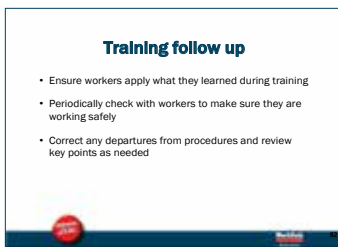
Page 53 in the workbook.

### TRAINING FOLLOW UP

Young or new workers are at higher risk of injury and need closer supervision than experienced workers. A good way to supervise a young or new workers is to partner them with an experienced, safety-conscious worker. Great emphasis on safety-conscious.

All workers need training when information changes or new procedures and equipment are introduced into the workplace. Only through information from the partnered safety-conscious worker or from your observation and close supervision can you ensure young or new workers can prove they are competent and ready to work on their own.

Encourage all workers to ask questions and raise concerns. As a supervisor, have an open door policy. This reinforces a worker's right to know.

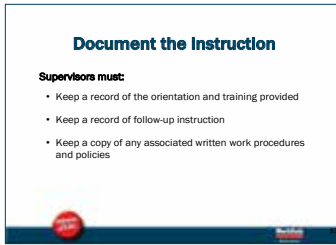


### TRAINING FOLLOW UP

Monitor new workers to ensure that they remain competent in their performance.

Periodically follow up with workers to ensure they are applying training and the safe operating procedures presented to them during any training they received.

Reinforce and correct any departures from procedures, practices or processes.



## DOCUMENT THE INSTRUCTION

It's important to keep a record of the orientation and training you provide to your workers, as well as written work procedures, practices or policies. Training documentation is part of the due diligence process that we spoke of earlier today.

If any follow-up instruction is presented, document that follow-up training as well.



## PROJECT: WORKPLACE SCENARIO

It is optional to deliver this last activity. You need to gauge your class and determine if they have enough energy to complete one more activity. It has been a long day with lots of information given to the class. This last activity is to gather everything we learned today and put it into one final scenario.

Page 56 in the workbook.

Our last activity for today is a final scenario that gathers everything presented to you today. I will read the scenario about ABC Warehouse. In your groups, you will then:

1. Identify and discuss three problems in this workplace.
2. Reference SEA, Part III and regulations to note what sections apply to the three problems you have identified.
3. List the issues/problems in order of priority. What issue/problem must be dealt with first, second and last?
4. Identify some possible solutions to correct the issues/problems.

## **Workplace scenario activity**

ABC Warehouse stores and ships CONSTRUX unassembled furniture. They sell to a variety of department stores in the province. This busy warehouse has been in operation for two years and has no health and safety program in place. The warehouse currently employs 60 workers. Most of the workers are part-time and under the age of 28.

### **Issues:**

- History of time loss injuries (e.g., forklift incidents, various cuts, falls from elevated platforms and ladders, slips, trips, falls, respiratory illnesses due to questionable air quality)
- Near misses (e.g., shelf collapse, toxic chemical spill, defective saw)
- Some equipment in poor condition and needs replacing
- PPE shortage
- Cluttered travel ways
- High turnover of staff and chronic absenteeism
- Inadequate supervision
- Equipment operators with minimal training
- Lack of safety policies

Owners sold the warehouse to a larger warehouse franchise. In the first few weeks of the purchase, the operation was downsized temporarily and some staff laid-off. In reviewing the operation, the new owner decided to make the commitment for a higher standard in health and safety.

The owner hired Joe as the new warehouse supervisor. His expertise in warehouse operations makes him an excellent candidate to help turn the warehouse into a successful, profitable and safe workplace. In addition to his daily supervisory responsibilities, Joe needs to complete an assessment of current safety practices in the warehouse. He has been instructed to look at each problem and develop solutions that the owner will implement within the next year.

### **In your groups:**

- Identify and discuss three problems in the workplace.
- Reference the SEA and regulations that apply to each problem.
- List your three issues/problems in order that they need to be handled. What needs to be addressed first, second and third?



- 
- Identify some possible solutions for Joe.
  - Select a spokesperson to present your findings to the class.



Do not advance to the next slide until all the groups have discussed the workplace scenario.

Answer any questions about the legislation. It is important to listen to how each table might rate the hazards and determine what is first on the priority list. Can the group back-up their priority list with a strategy?

## **Answers to workplace scenario activity**

A key component for Joe is to get the owner to put their commitment to health and safety in writing. This will demonstrate to everyone that their employer is committed to health and safety in the workplace. This display of employer's commitment should strengthen cooperation from everyone at the workplace.

Joe needs to prepare a health and safety system for the workplace. It is essential to have worker buy-in and participation. Workers need to know and understand the hazards of their work and, in many cases, know how to protect themselves from those hazards. Joe needs to review resources like previous incidents, injuries and illnesses, OHS legislation and industry standards to help determine program focus (components).

Joe also needs to discuss establishing an occupational health committee with the employer. The employer must choose an employer co-chairperson and ensure the workers choose worker members who would then designate a worker co-chairperson. The employer must ensure the co-chairperson holds a meeting with two weeks.. At that point the OHC can run according to the legislation.

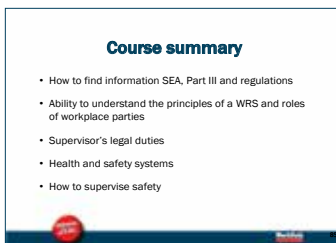
Specific items that Joe and the working group need to address are:

- Training – regulation 19
  - General orientation for new workers – regulation 12, 18, 19
  - WHMIS – Part XXII
  - Equipment training – regulation 19, 134, 154, Table 14.1
  - Work process (safe operating procedures) – regulation 19
  - Inspections and investigations – regulation 8, 9, 23, 28, 29, 31

- First aid – regulation 52, 54
- Supervision of work – SEA 3-9, regulation 17
- Occupational health committee training – regulation 46
- Establish an occupational health and safety program – SEA 3-20, regulation 22, Table 7
- Develop safe work practices/procedures for equipment and work processes
- Clean up the workplace and establish general housekeeping rules, guidelines or policies
- Report and investigate incident, injuries and illnesses
- Develop an equipment/materials inspection and maintenance policy. Assign inspection and maintenance to specific individuals – regulation 134, 154, 155, 156
- Assess first-aid and preparedness for an emergency situation – 52, 54. 360
- Develop a WHMIS program to determine how controlled products will be used, stored and handled in the workplace – Part XXII
- Look at the proper use, maintenance and storage of PPE – regulation 86-108
- Establish procedures to handle hazards and worker OHS concerns
- Follow up and review process for the health and safety system

Joe has a huge task to complete - an assessment of safety practices in his warehouse. Commitment from the employer and workers will make this task much easier to accomplish. The OHC will help Joe complete this project.

Joe will not create a sound health and safety system over night. It will take time and resources to ensure a health and safety system for Joe’s workplace. Health and safety systems are under constant review, updates and modification as work and workers evolve in the workplace. Having a healthy and safe workplace is essential for all workers.



### **COURSE SUMMARY**

You’ve covered lots of useful information for supervisors so they understand their responsibilities for the health and safety of workers they supervise. These last couple of slides will wrap up today’s session.

Give a brief summary of everything you’ve covered. Do not go into great detail. Something short that wraps together all the questions asked by the groups and materials covered today is all that’s required.

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Today, we covered information relevant to supervisors.

We spent the first part of today looking at Saskatchewan's OHS legislation. The SEA and regulations become a tool for your employer and you.

We talked about everyone's responsibilities in the workplace responsibility system.

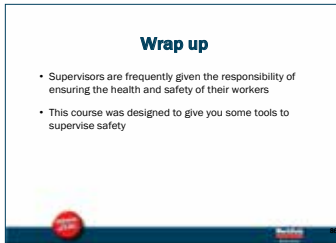
We described the term due diligence and what it means.

We talked about health and safety systems and, most importantly, that, as a supervisor, you need to understand your employer's health and safety system.

Then we ended learning more of what a supervisor needs to know to ensure the health and safety of their workers.

- Hazard assessment
- Workplace inspections
- Resolving concerns
- Investigations
- Refusals to work
- Orientation and training

This course is not all inclusive. It is designed to get you started to understand your supervisory duties and responsibilities for health and safety.



## **WRAP UP**

Supervisors have a huge responsibility for the health and safety of workers at the workplace.

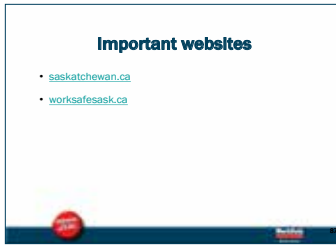
This was designed to give you some tools to supervise safety.

## **Questions?**

Take the time to answer any last questions students may have.

Okay. If there are no further questions, please take the time to complete the evaluation sheet in the back of your workbook. Bring it up to the front or just leave it at your table when you leave.

I have certificates for everyone. Please make sure you take yours before you leave.



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## IMPORTANT WEBSITES

### [saskatchewan.ca](http://saskatchewan.ca)

Note that Saskatchewan government websites are undergoing a major overhaul in 2014. Most gov.sk.ca websites/pages have been or will be replaced with [saskatchewan.ca](http://saskatchewan.ca). This means that some LRWS links may no longer work and the best way to find information, including OHS Division and publications is to go directly to [saskatchewan.ca/work](http://saskatchewan.ca/work).

From the [saskatchewan.ca](http://saskatchewan.ca) portal/homepage, you can access the government websites, including LRWS and OHS Division, publications and government legislation (Queen's Printer).

### [worksafesask.ca](http://worksafesask.ca)

WorkSafe Saskatchewan promotes health and safety in the workplace. The website is a collaborative effort between the Workers' Compensation Board and LRWS.

You can also learn more about the Young Worker Readiness Certificate Course (YWRCC). Sixteen is the general minimum wage of employment in Saskatchewan. But young workers aged 14 and 15 may work if they fulfill certain requirements. They are required to complete the YWRCC and obtain a certificate of completion to work in Saskatchewan.

[ccohs.ca](http://ccohs.ca)

The Canadian Centre for Occupational Health and Safety (CCOHS) provides Canadians with unbiased, relevant information and advice that supports responsible decision-making and promotes safe and healthy working environments. CCOHS makes a vast scope of OHS information readily available, in clear language that is appropriate for all users, from the general public to the health and safety professional.

Internationally, the Centre is renowned as an innovative, authoritative occupational health and safety resource. CCOHS collaborates with agencies and organizations from Canada and around the world to improve the quality and quantity of resources and programs, as well as to expand the breadth of usage of OHS information to many different segments of society.

I wish to thank everyone for your participation in this course.

Stay for a few minutes after class if some students want to discuss concerns with you.

Collect the evaluations. Read them at an appropriate opportunity.

Keep evaluations and self-checks (if students submitted to you) on file for three years.

You must keep the evaluations and self-checks for each class that you teach on file for at least three years in case an OHO wishes to review them. You also need to send in a copy of the class registration (with contact information), self-checks and evaluations to the WCB.

## Self-check for Supervision and Safety

1. Use your copy of the SEA and regulations to find the correct information for each description.					
Where would you find...?	SEA, Part III	Regs	Title	Number	Marks
<i>Example: The definition of 'competent'.</i>		X	Interpretation	2(1)(l)	/4
(a) The definition of 'harassment'	X		Interpretation of Part	3-1(1)(l)	
(b) The duty of the employer to provide an adequate supply of clean and safe drinking water		X	Drinking water	76	
(c) The definition of 'train'	X		Interpretation of Part	3-1(1)(ff)	
(d) The duty of the employer to arrange for the regular examination of any plant under the control of the employer		X	Examination of plant	23	
1. Which of the following are a supervisor's responsibility? Circle the letters for responsibilities that apply.					
(a) Identify hazards on the job (b) Ensure workers are trained	(c) Implement OHS policies and procedures (d) Monitor when the OHC sends meeting minutes to OHS Division			/3	
1. Which of the following are examples of a supervisor demonstrating due diligence? Circle the letters for examples that apply.					
(a) Didn't conduct inspections (b) Assigned clear responsibilities for health and safety (c) Didn't investigate a worker's health and safety concern (d) Provided adequate orientation to new workers	(e) Assumed workers were working safely (f) Allowed the workplace to become cluttered and dirty (g) Closely supervised inexperienced workers (h) Checked to ensure controlled products have a current SDS			/4	
4. Identify duties of supervisors. Circle the letters for duties that apply.					
(a) Ensure OHC or representative investigate reportable incidents and dangerous occurrences (b) Ensure that workers under their direction know and comply with health and safety requirements (c) Set up the OHC (i) Cooperate with the OHC or representative (e) Handle concerns and refusals to work	(f) Ensure that workers under their direction receive adequate supervision (g) Know and comply with health and safety requirements (h) Arrange for the regular examination of the workplace (i) Inspect the work area (j) Integrate responsibilities for health and safety into each worker's regular work activities			/7	
5. Identify recommended procedures to identify hazards. Circle the letters for procedures that apply.					
(a) Listen to workers (b) Wait for experience to show you (c) Communicate to workers about hazards	(d) Review tasks, equipment, etc. (e) Review documents, conduct inspections, etc. (f) Become familiar with hazards in the work area			/5	
6. Which statements best describe principles of the workplace responsibility system (WRS)? Circle the letters for principles that apply.					
(a) Supervisors do not have to cooperate with the OHC (b) Worker participation is essential (c) Committees only cooperate with the employer when resolving hazards	(d) Workers must resolve their own concerns (e) Supervisors are independent of the WRS (f) Everyone shares the responsibilities in the WRS, each to the extent of their authority and ability			/2	







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**MISSION:  
ZERO**