

Workforce Participation

Workbook 2 CLB 6 to 8



Alberta 
Government


AWES
ALBERTA WORKFORCE ESSENTIAL SKILLS

A resource designed to build community capacity by developing
language, workplace, and intercultural skills

Workforce Participation Workbook 2

2016 (revised 2019)

The Alberta Workforce Essential Skills Society (AWES) is a non-profit organization that is dedicated to raising awareness of the importance of essential skills training for workers in Alberta among employers, government, and associations. AWES works with stakeholders to develop a strategic view of essential skills training within the larger business and industry framework through research, development, and training. Our mission is to provide integrated essential skills, language, and intercultural communication training solutions, generating returns at work, in the community, and society.

AWES was granted funding through the Government of Alberta to help build community capacity related to integrating workplace essential skills with language learning and workplace culture. The purpose of this project is to provide training and resources to community organizations that support newcomers and their workplaces. Community organizations are often the first point of entry for thousands of Alberta immigrants who may not have access to mainstream training programs. Better programming will allow more immigrants to learn the language, essential skills, and workplace culture needed to attain and retain employment.

The scope of the project includes the development of the following resources:

- Workforce Participation: Workbook 1 – CLB 3 to 5 (introductory workplace skills)
- Workforce Participation: Workbook 2 – CLB 6 to 8 (intermediate workplace skills)
- Workforce Participation: Facilitator guide
- Workplace Resources for English Language Learners: An annotated guide

The workbooks and facilitator guide develop language competence, intercultural communication skills, and workplace essential skills by incorporating authentic workplace documents and tasks.

The annotated guide is published separately from this document.

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ALBERTA WORKFORCE ESSENTIAL SKILLS

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Workforce Participation

Workbook 2 CLB 6 to 8

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Overview

This workbook has been designed to support English language learners in the workplace by providing skill-building activities in the following areas:

- Workplace essential skills
- Language and vocabulary
- Cultural differences in the workplace

This workbook will help you learn workplace skills that are transferable to any workplace. You will build skills using authentic workplace tasks and documents.

This is the second of two workbooks in the series. This workbook was developed for intermediate English language learners. It builds on and reinforces language, essential skills, and intercultural communication skills from Workforce Participation Workbook 1.

The topics and skills in this workbook were chosen after talking with experts in the road building, heavy equipment operator, welding, and construction fields. You can be confident that the skills you develop and the topics you read about will help you to be successful in your current or next workplace.

In this workbook, you will meet Yvonne, Jama, and Jose who are new to Canada and have been hired at B&H Equipment.¹ Through their experiences, you will learn skills that will help you at work.

In this workbook, you will develop skills in the following workplace topics:

Orientation to the workplace

- Find information quickly using headings and key words
- Use key expressions to communicate when you don't understand
- Complete a detailed shift report

Workplace communications

- Interpret unfamiliar workplace forms
- Paraphrase key expressions to confirm understanding
- Fill in logbooks with a complete set of information

Workplace safety

- Use strategies to predict the meanings of words you don't know
- Describe safety hazards and refuse unsafe work
- Complete incident reports

Is this workbook only for welders and heavy equipment operators?

The examples in this workbook are taken from the welding and heavy equipment operation occupations. The skills, however, are important in all workplaces. Finding information quickly, communicating about what needs to get done, and keeping records of work are critical no matter where you work.

The skills you will develop by completing tasks in this workbook are transferable to any workplace. That means that you can use your new skills to understand any workplace document.

¹ A fictional company

Topic 1: Orientation to the workplace

Objectives

At the end of this topic, you will be able to:

- Find information quickly using headings and key words
- Use key expressions to communicate when you don't understand
- Complete a detailed shift report

Unit 1: Document use

Finding information quickly

Yvonne at work

Yvonne is so excited. She just got a job with B&H Equipment as a heavy equipment operator. She loves this job because she likes the equipment and seeing the work she has accomplished at the end of the day. On her first day on the job, she met with her supervisor.

Her supervisor is responsible for all training related to the company and the equipment. Her supervisor handed her some of the Human Resources manuals and asked her to familiarize herself with all of the information. Yvonne counted over 100 pages in total.

After Yvonne had attended a couple staff meetings, she realized that she had a lot of questions related to her job. She wondered about her benefits, and what she should do when she gets sick. She thinks the answers might be in the policy manual that they handed her on the first day, but she really doesn't have time to read all of it!



Document use tip

Think about the first word of a question. This word tells you what type of information you are looking for.

Question words	Type of requested information	Example
Who	Person	Who is the supervisor on the day shift?
Where	Place/location	Where are the Safety Data Sheets kept?
How much	Amount	How much cleaning solution is used per 1 litre of water?
When	Time	When is the start date for the contract?
How	Manner – not process	How fast was the forklift moving?
Which	Criteria	Which brush should be used?
Why	Reason	Why are face masks required for this task?
What	All types	What is the difference between the two chemicals? What kind of insulation is recommended?

Adapted from: Controlling Complexity, SkillPlan

Strategies for finding information quickly

One of the most valuable skills you can have at work is the ability to find information quickly and accurately. You can use this skill when your supervisor needs information urgently, when you need to answer questions, or when you need to find out how to do something right away. You will use this skill everyday at work when you need to read a document quickly.

Here are the steps to finding information quickly and effectively:

Find type of information	What type of information do you need to find? Is your boss asking about a thing, a place, a person, an action, or a time?
Find key words	What are the key words or topics you need to know? Think about synonyms for these words.
Use headings	Look at the headings. Which section of the document has the closest meaning to the information you are trying to find? Are there any other format clues? For example, if you are looking for three similar things, they could be in a list with commas or they could be bullet points.
Scan	Scan for your key words (or synonyms of the key words) in the section that most matches what you need to find.
Check	Stop when you find a key word. Read the sentence with the key word, and the sentences before and after. Check to see whether this gives a full answer to your question.
Act or start again	Did you find the information you were looking for, or do you need to search again?

Definitions

Headings

The more prominent words at the top of a section of writing. These words usually describe the main idea of the section.

Key words

Important words that show the topic of the reading or conversation

Scan

To read something very quickly to find a specific word

Task: Find information in a policy manual

Using the excerpt from the B&H policy manual below, follow the process you just learned to find the answers to Yvonne's questions as quickly as possible. The first one has been done for you.

1. Who recruits quality staff?

STEPS:

- What type of information are you looking for?
(*Person*)
- What are the key words?
(*Recruit, quality*)
- Look at headings. Which heading fits best?
(*Human Resources or Staff Recruitment/Orientation/Development*)
- Scan for key words "recruit" and "quality" and read the sentence to see if it answers your questions.
(*Human Resources and yes, it answers the question*)
- Act on the information.
(*No action required*)

ANSWER: Human Resources

2. Where do important documents need to be stored?

- Type of information
- Key words
- Use headings
- Scan
- Check
- Act or start again

ANSWER: _____

3. How can people demonstrate competence?

- Type of information
- Key words
- Use headings
- Scan
- Check
- Act or start again

ANSWER: _____

Find type of information

Find key words

Use headings

Scan

Check

Act or start again

4. How often are payroll invoices distributed?

- Type of information
- Key words
- Use headings
- Scan
- Check
- Act or start again

ANSWER: _____

5. What do staff members need to have before they can request a company vehicle for use?

- Type of information
- Key words
- Use headings
- Scan
- Check
- Act or start again

ANSWER: _____

6. What three things are evaluated during an audit?

- Type of information
- Key words
- Use headings
- Scan
- Check
- Act or start again

ANSWER: _____

B&H equipment policies



4.0 Administration

4.1 Human Resources

It is the responsibility of B&H Equipment to recruit, select, train, develop, and then maintain quality staff who are satisfied and motivated to achieve company goals. B&H Equipment supports and encourages the personal growth and development of all our employees.

4.2 Staff Recruitment/Orientation/Development

B&H Equipment regards trained staff to be essential in maintaining the high standard of its equipment and services.

Management is responsible for reviewing the level of staff competence within the company and for identifying where additional training may be required. Training needs are discussed as part of B&H Equipment meetings.

Competence is demonstrated by the ability to do the job through:

- experience and/or
- qualifications and/or
- training (internal or external).

4.3 Records Management

All B&H Equipment staff are responsible for ensuring that all records are properly maintained to demonstrate the operation and the effectiveness of our business.

The following are examples of records:

- shift end reports
- driving logs
- apprentices' and trainees' training records
- approved supplier records
- management meeting minutes
- monitoring results reports
- complaints and appeals

All records must be legible and identifiable to the process concerned. They must be stored in the main filing cabinet of each worksite.

4.4 Invoicing

We aim to produce, distribute, and archive our payroll invoices in a serviceable and consistent manner on a weekly basis. It is our desire to maintain the continuity of invoicing and the flow of paperwork for easy accessibility, benefiting both our employees and our customers.

4.5 Payroll

Before processing payroll, all timesheets are verified with the supervisor to ensure there are no discrepancies.

The pay office, with the aid of a software package, produces the payroll and pay slips for all staff.

Before wages are transmitted electronically into the personal bank accounts of staff, a senior staff member checks the payroll.

B&H Equipment files all transmitted timesheets from host employers and apprentices/trainees and all payroll summary reports and copies of pay slips are filed in a secure area for future reference.

All pay slips are distributed to apprentices/trainees and staff.

4.6 Vehicle Management

The B&H Equipment vehicle fleet is both an asset and a vital resource in the conduct of our business.

Vehicles are provided to managers as part of a salary package. Other employees may be provided with a vehicle as a necessary requirement for carrying out a specific role. In all cases, during working hours, each vehicle is available upon request by any staff member who has a current driver's license, for company business.

4.7 Internal Audits

B&H Equipment maintains a process of internal audit of its compliance with the national standards for our industry. All aspects of the quality system are audited at regular intervals to:

- assess compliance with documented procedures
- identify system improvements
- identify any non-conformances
- instigate corrective action where required.

An audit program is maintained by the Assistant General Manager with such scope as to ensure that all aspects of the quality system are audited.

The frequency of such audits is determined according to the results of previous audits and the significance of individual system activities. In any event, all aspects of the quality system are audited at least once per year.

Audits include an evaluation of:

- activities, processes, work areas and process methods
- practices, systems, procedures and instructions
- documentation.

Audits are performed in line with documented procedures and checklists.

Suitably qualified staff who are not directly responsible for the area being audited, perform the audits.

Audit findings are documented and recorded.

The manager responsible for an audited area shall review and agree to any corrective actions necessary to correct non-conformances identified during the audit and take timely corrective and/or preventive action.

Task: Find information in a safety sheet

Using the document below, find the answers to the following questions as quickly as possible. If the answer is not in the text, write “not mentioned”.

1. What is the name of the equipment?
2. What are some of the dangers associated with this piece of equipment?
3. What are three obligations of the worker?
4. What are three safety precautions one can take when using this equipment?
5. Are there any other important notes or cautions?

Safety rules for using the WIDOS hand-held heating tool¹



Essential to the safe handling and the fault-free operation of the industrial welding iron is the knowledge of the basic safety warnings and rules. These working instructions contain the most important information to operate this equipment safely. The safety warnings are to be followed by everyone working with the equipment.

Responsibilities of the employer

The employer is responsible to ensure that all workers who use the equipment have:

- Completed reading safety topics 1 to 5
- Read and understood the safety precaution sheets for this equipment

Responsibilities of the worker

All workers who use the equipment are obliged to:

- Follow the basic safety and accident protection rules
- Complete all required safety training
- Report any potential safety hazard to their supervisor
- Refuse any unsafe work
- Train with an experienced worker before using independently

Requirements of the organization

- All equipment required for personal safety is to be provided by the employer.
- All available safety equipment is to be inspected regularly.
- Training for the safe usage of all equipment must be provided.
- It must be clearly defined who is responsible for transport, tooling, operation, maintenance, inspection and repair of the equipment.

Information about safety precautions

- Work instructions are to be at the operator's disposal at all times
- In addition to the manual, the local accident protection rules and regulations for environmental protection must be available and followed.
- All safety and danger warning labels have to be clear and easy to read.
- Every time the equipment changes hands, the working instructions are to be sent along with it and their importance is to be emphasized.

General safety precautions

- Do not leave the equipment unsupervised.
- Do not touch the surfaces of the equipment.
- Do wear safety gloves.
- When cleaning the hot equipment with detergents there is the danger that it could start on fire. For this reason, take care that the temperature that the product would start on fire is above the actual temperature of the equipment.
- The electrical components of the equipment have to be checked regularly. Loose connections and damaged cables have to be replaced or repaired immediately.
- Make sure that no person has to step over the equipment wires.

Caution

The equipment heats up to more than 250°C.

- You can burn yourself.
- Materials can be ignited.

Specific dangers:

Danger of combustion by equipment

Adapted from: WIDOS hand-held heating tool, www.widos.de

Unit 2: Oral communication

Using key expressions to show you understand

Have you ever done something at work, only to be told you did it incorrectly? Have you ever seen two co-workers disagreeing about how something should be done? You can use the expressions below when you are listening to instructions to make sure you understand.

Strategy	Reason	Example
Asking for instructions	Use this strategy when your supervisor asks you to do something, but you don't know how to do it. Sometimes employees just say "yes" or "okay" because they are embarrassed to admit they don't know how.	Can you tell me/show me...?
Saying you do not understand	Use this strategy to let the speaker know that you don't understand the meaning of something or that you do not follow the order of instructions.	I am not following. I don't understand. Will you please repeat that?
Repeating a word or phrase to check for understanding	To check that you do understand or to show that you don't understand. English speakers often do this if they think they misheard a word.	<i>Supervisor:</i> A reference point is a landmark. <i>You:</i> A landmark? <i>Supervisor:</i> Yes.
Repeating a phrase and following it by "and" to confirm the order of steps	This strategy is often used just to confirm the order of steps. It gives the advantage of letting you confirm one step while asking the person to repeat the second step.	<i>Supervisor:</i> Look first and then back up. <i>You:</i> Look first and... <i>Supervisor:</i> And then you back up.
Asking for a definition or an explanation	Use this strategy to make sure you have the same understanding of a word that the speaker has. You may understand but you want the speaker's personal opinion of the word.	I don't know what _____ means? Can you explain what _____ means? What do you mean by _____ ?

Read the conversation between two co-workers discussing a near miss at work. Juan is a senior employee at this site and he is working with Yvonne who is new at her job.

Pay attention to the bolded words. They show how to ask for clarification, meaning, or for more information. There are several strategies being used such as repeating words or phrases to either indicate a lack of understanding or to ensure that something has been understood correctly; asking directly for information; and expressing directly that the information was not understood.

Note: This is just a dialogue for language practice and should not be used to learn about *how* to operate heavy equipment.

Definition

Near miss

An accident that almost happened.

Juan: Hey! What happened? That was a near miss. You almost backed into that building.

Yvonne: Huh?

Juan: A near miss!

Yvonne: **A near miss?**

Juan: Come on! The building you almost destroyed when you backed up?

Yvonne: WHAT!

Juan: So, I guess you didn't see it.

Yvonne: No, I didn't. Wait, wait, wait... **Could you please show me how to back up properly so that it never happens again?**

Juan: You don't know?

Yvonne: I thought someone would show me the first day but no one ever did.

Juan: Why didn't you ask then?

Yvonne: I couldn't ask that! I thought they would fire me.

Juan: If you destroy property they really won't want to keep you!

Yvonne: **Show me what to do.** I never want this to happen again.

Juan: Okay, fine. Before you do anything, you'd better get out of the truck and check your back-up route.

Yvonne: Okay. **So I get out of my truck and...**

Juan: Make sure nothing is in your way. When you are checking the area behind you, pick out some reference points and then back up in their direction.

Yvonne: Umm...What is "**reference points**"?

Juan: For example, look at the orange pylons. They are the reference points and you need to steer the truck toward them.

3. Repeating a word or phrase to check for understanding
4. Repeating a phrase and following it by “and” to confirm the order of steps
5. Asking for a definition or an explanation

Culture note:

Should I let people know when I don't understand?

Many immigrants to Canada struggle with knowing whether or not it is okay to ask questions. Supervisors know that immigrants *think* they can be fired for asking too many questions about how to do their jobs. Supervisors want them to know that they would rather be asked questions than have to fix problems created by them not asking.

What does this mean?

Many immigrants to Canada have the same experience. The reason might be that, compared to other countries in the world, people in Canada are comfortable not having all the answers at once – they don't mind waiting for more information about a situation until it unfolds naturally. Companies may not offer as much training as other countries in the world. Many companies believe that employees will learn on the job and ask questions when they need to.

Furthermore, Canadians are not as concerned with hierarchy as many other cultures are. People from some countries may be reluctant to ask their supervisors questions. Canadian supervisors expect that their employees will ask questions when they don't understand. If they don't ask questions, the supervisor will assume everything is fine and then find the employees at fault if something goes wrong. They are at fault because they didn't ask questions when they didn't understand.

What does this mean for you?

Supervisors will answer your questions when you do not understand something. In fact, you are expected to ask questions.

Workplace training is ongoing and it is your responsibility to learn by asking questions.

Unit 3: Writing

Communicating using shift reports

On Yvonne's first day of work, she had a lot of new tasks to complete. At the end of the day, her supervisor gave her a shift report to fill in. Yvonne did not know what to do with it, and she was too shy to ask for help. The report she returned to her supervisor looked like this:

Shift report	B&H EQUIPMENT
Date: <u>September 30, 2020</u> Employee name: <u>Yvonne Walker</u> Employee number: <u>908789</u>	
<i>Everything went well</i>	

Yvonne's supervisor came to her and said that the report was unacceptable and she needed to redo it. Her supervisor was about to leave when Yvonne decided to speak up and ask what she needed to do differently. Her supervisor was very glad to help!

He said that shift reports need to be as detailed as possible to help the employees on the next shift. He asked her to include the following information:

- A list of each activity she did in the order it was completed
- The number of times she did each activity
- A description of the equipment used
- A description of the safety precautions taken
- A description of any incidents or near misses

Yvonne's supervisor decided to show Yvonne one of her co-worker's reports as an example. He said that this report was especially good because the information was detailed and complete.

Shift report



Date: September 25, 2020

Employee name: Yordanos Tefley

Employee number: 990945

7:45 Arrived on site, put on PPE (hardhat and vest)

8:00 Attended safety meeting

8:30-8:45 Inspection of the front end loader – vehicle 34200

8:45-10:15 Loaded approximately 500 lbs of sand into the dump truck

10:15-10:30 Coffee break

10:30-11:45 Loaded remainder of sand into dump truck. Near miss at approximately 10:45. The top of my shovel almost hit some low hanging power lines. I kept the shovel lower from that point on.

11:45-12:00 Acted as spotter for Scott as he backed up to take the truck to the next site

12:00-1:00 Lunch

1:00-1:30 Trained Igor on shifting gears

1:30-2:30 Worked with Igor in the skid steers to move gravel from the back northwest corner of the lot to the site for the cement pad

2:30-2:45 Coffee break

2:45-4:00 Shovelled the gravel into the cement form with Igor, Ben and Fatima

Task: Fill in a shift report

Imagine that you are Yvonne. Use the pictures as a guide. Complete the shift report to describe the activities that she performed at work.

Be sure to name the equipment and PPE she used as well as any other details you can learn from the pictures.

Yvonne's day at work



I arrived at work and started my shift at 8 am. I knew I was running machines today so I put on my vest and hearing protection. I was assigned to the skid steer until coffee break.

Coffee break was from 10:15 to 10:30.



After my break, I was reassigned to the fork lift.

I spent the rest of the morning moving pallets of wire to the warehouse.

Lunch is an hour and it starts at noon.



After lunch, Beth trained me on how to use the front end loader.



Just before the second coffee break there was a safety meeting for all the team. It lasted about 30 minutes.

Then we took our last 15-minute coffee break at 2:30.



The final task of the day was spotting for Beth while she was driving the front end loader.

The day was busy but it went very quickly.

Finish time is 4:00 pm.

Shift report



Date: September 30, 2020

Employee name: Yvonne Walker

Employee number: 908789

Transferable skills

The skills you have learned and practiced in this topic are transferable. They can be applied to many other documents and situations, both at work and in your daily life.

In this topic, you have learned the answers to the questions below.

1. What are the six strategies for finding information quickly in a document?
2. List three communication strategies for letting people know you understand.
3. What are three types of information to include in a shift report?

Topic 2: Workplace communications

Objectives

At the end of this topic, you will be able to:

- Interpret unfamiliar workplace forms
- Paraphrase key expressions to confirm understanding
- Fill in logbooks with a complete set of information

Unit 1: Document use

Interpreting unfamiliar forms at work

Jama at work

Jama has just been hired by B&H Equipment as part of their long-haul trucking team. He is so excited because he has the chance to see Canada and get paid to do it! He is looking forward to travelling and working on his own, but he was very surprised by the amount of record keeping he has to do as a long-haul truck driver.

Learning about a new workplace may include knowing how to accurately keep records. It is important to have a set of skills and strategies for understanding how to use documents.



Strategies for interpreting unfamiliar forms

When you encounter unfamiliar forms at work, there are a few strategies you can use to understand them. Forms are organized using similar structures and styles.

- Read the heading at the top of the page first. This is the title of the document. From the title you can usually guess the purpose of the document and what kind of information it requires. Sometimes you can google the title of the form and get instructions on how to fill it in.
- Read all instructions carefully so you complete the form correctly.
- Look at the headings or subheadings related to each separate section in order to understand the different sets of information required.
- Check to see if there are any sections that you should NOT fill in – for example sections that say “for office use only” or sections that are highlighted in grey.
- Look for changes in the letters such as size, bolding, italics, or highlights that are used to show special kinds of information.
- Look for characters or symbols used to provide special instructions, for example: * (asterisks).
- Look at any units that are used (cm, km, ft, lbs, kg, hrs) to understand what information is expected in the blank.
- Look for any other symbols, like number signs, that tell you the type of information required.
- Look for any sections that are formatted differently and require different information.
- Ask questions if you do not understand.

Task: Read an unfamiliar form

Use the strategies above to answer the following questions about the *Driver's Daily Log*.

1. Read the title. What do you think the purpose of the form is?
In other words, what kind of information is collected with this form?
2. Are there any instructions on how to fill in this form?
3. Look for headings. List three headings found in the daily log.
4. Look at the different sections. Are there any sections that shouldn't be filled in?
5. Look for letter size difference, italics, bolding, or highlighting.
Are there any?
6. Are there any other symbols (asterisks, number signs) that tell you the type of information required?
7. Are there any units used (cm, km, ft, lbs, kg, hrs)? What are they and what kind of information should be connected to those units?
8. Are there any sections that are formatted differently and require different information?

<h2 style="margin: 0;">DRIVER'S DAILY LOG</h2>		Day	Month	Year																																																						
		Ending Odometer Reading																																																								
Kms / Miles																																																										
Driver's Name (Print)		Truck Plate or Unit #	Trailer Plate or Unit #	Starting Odometer Reading																																																						
Driver's Signature		Trailer Plate or Unit #	Trailer Plate or Unit #	Kms / Miles																																																						
Co-Driver's Name		Km's / Miles Driven Today																																																								
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Unit 2: Oral communication

Paraphrasing to show you understand

One of the most powerful techniques you can use at work is to paraphrase what you hear others say to you. Paraphrasing is repeating someone's ideas using your own words. Paraphrasing will help you check that you understand what your supervisor wants you to do.

Paraphrasing can help you when:

- You are learning a new skill
- You are trying to understand another person's point of view
- You want to summarize a conversation or discussion
- You want someone to reconsider an idea

There are things you can say to show someone you are about to paraphrase or repeat what they said.

In the conversation below, an experienced employee, Rachid, is explaining the driver's log to Jama. Read the dialogue and pay attention to the bolded expressions that both Jama and Rachid use to before they paraphrase.

Jama: Uh... Rachid, can you help me for a minute?

Rachid: Sure! What's up?

Jama: Well, uh, I got this driver's log and I understand most of the spaces I need to fill in, but I really don't understand what I am supposed to do with this big space.

Rachid: Oh, **so you are asking me to** help you fill out the daily status grid, **right**?

Jama: Could you?

Rachid: No problem. So, uh, the first thing you have to do is look at those words in the column.

Jama: **You mean** 1, 2, 3, 4?

Rachid: 1, 2, 3, 4? What do you mean?

Jama: Like, um, "off duty", "sleeper berth", "driving" and "on duty"?

Rachid: Ya, that's it! Okay ya, so first you need to figure out what hours you were off duty and what hours you were sleeping in the truck. Then you record what hours you were driving, when you were filling up the truck and so on.

Jama: **So, if I understand correctly**, when I sleep in the back of the truck, that is time I was in the “sleeper berth” but if I go to a hotel to sleep, it is off duty.

Rachid: Yep. That is right. And “on duty” is when you are doing something for the company but you aren’t driving.

Jama: **I am not sure I am following, would an example of this be** when I am filing in paperwork?

Rachid: Ya, or when you are filling up the truck with fuel.

Jama: Okay, **so if I understand correctly**, these are the different kinds of time I spend during a 24-hour period. What is this grid for?

Rachid: So, so here you draw a line through the hours in the row that shows how you spent them.

Jama: Hmmm, **so you are telling me that** if I slept from midnight until 10:00 am in a hotel, I draw a long line here to show I was off duty?

Rachid: Yep. Why don’t you try it out in pencil and then bring it to me.

Jama: Okay, but what about this space down here?

Rachid: Oh ya, that is where you write what location you were in when you changed activities.

Jama: Ah, **so in other words**, what towns I was in when I filled up and so on?

Rachid: Exactly.

Jama: Thanks! I really appreciate this!

Rachid: No worries.

Task: Practice paraphrasing

Read the workplace instructions below.

Use a variety of the key phrases above, then paraphrase each instruction. The first one has been done for you.

1. You have to check behind you with the mirrors and by turning to look around before you back the truck up.

So if I understand correctly, I need to turn around and look, and also check in my mirrors before I back the truck up.

2. The company requires you to complete a driver's log every 24 hours and submit all of them at the end of the week.

3. At the end of every shift you have to complete a shift end form so that the next worker knows what you have done and what he needs to do.

4. When you use this product, it is a good idea to wear a respirator.

5. Pay close attention when you are paired with Bob. He sometimes falls asleep on shift.

6. When you start your shift, you need to sign in to this book every day.

7. Before you start working in your vehicle, you need to do a 360° inspection.

8. Especially during your first few months at work, I would use this checklist during your 360° inspections so that you don't miss anything.

9. You need to put the PPE on outside before you walk into the welding area.

Unit 3: Writing

Keeping records: Logbooks

Logbooks are important workplace documents

Logbooks provide a record of communication. Companies use logbooks to keep a record of what has happened during the day. Logbooks provide information to the next employee about what has happened during the previous shift. At regular intervals, staff complete the logbook with the details the other staff need to do their jobs well.

Logbooks are important to help companies keep track of what is happening and to record how work develops over time. Logbooks are workplace tools that can be used as evidence in court, help administration keep track of hours worked for payroll and equipment, or help companies find patterns in what happens at work. This is why they must be filled in accurately and completely.

In Unit 2, you looked at a driver's daily log. This is one type of logbook. Some other examples of logbooks are:

- Fuel use logs
- Vehicle inspection logs
- Vehicle maintenance logs
- Shipping and receiving logs

Task: Write a log

Jama has to do regular inspections of his truck. He shares this responsibility with all of the other people who drive the same company vehicle. All drivers add information to the log. They complete an inspection of the vehicle to ensure the truck is working reliably.

Look at each of the pictures below and use the information to fill in the log sheet that all the drivers share. The first one has been done for you.

Workplace tip:

Details are important

When interviewed, one supervisor said, "If staff work for me, they must record ALL information accurately in their logbooks. They need to explain the 'who, what, where, when, why and how' of everything they report on. It has to be so detailed that if we need to, we can use the document as evidence in court".

A complete set of details is critical when completing logbooks.

What's the difference between a logbook and a shift report?

The main difference between a logbook and a shift report is time. Logbooks often keep a record over many days, weeks, or sometimes months. Shift reports record information for only one shift.



Inspection log

Month: *October*Year: *2020*Registration number of vehicle inspected: *98729301*

Date	Part of truck inspected	Notes from inspection	Geographical location of check	Driver performing inspection	Confirmation from supervisor
<i>October 10, 2020</i>	<i>Coolant tank</i>	<i>Coolant at 1.5 L</i>	<i>Red Deer, AB</i>	<i>Juan Garcia</i>	<i>H.N.</i>



"Coolant added to correct level".

Juan Garcia on October 10, 2020
14:00
Red Deer, AB



"Mirror mounts are secure".

Mansour Tabib on October 11, 2020
8:00 am
Lloydminster, AB



"Airbrake build rate is acceptable".

Oleg Federov on October 12, 2020
10:00 am
Edson, AB



"All safety gauges are in the normal position".

Noor Memmon on October 13, 2020
7:00 am
Whitecourt, AB



"Visual inspection of truck tires and axles shows good alignment".

Jama Ali on October 14, 2020
17:00
Brooks, AB

Culture note:**Why is it so important to write everything down?**

Workplaces have so much paperwork. Have you ever wondered why?

What does this mean?

Canada is a country that has standards and models to follow in the workplace. You can see what this means when you are at work. For example, Canadian businesses frequently ask their employees to document their actions and interactions. They do this so that in the future, if there is any conflict or a question about the way something was done, the company can produce the documentation to find out what exactly happened. In general, workplaces and authorities value a focus on facts that can be checked.

What does this mean for you?

When you write official reports you focus on the following:

- **Facts you can check and verify** – Focus on what you can see, touch, hear, or measure. Do not report on what you think happened, but on what you can prove did happen. When possible use numbers as they can be checked and are more accurate. For example, “He was exposed for approximately 60 seconds” is better than “He was exposed for a little while”.
- **Actions** – what was done and by whom. Keep the focus on what happened and keep the focus away from blaming. For example, “The chemical was released” compared to “John released the chemical”. Important information is kept at the front of English sentences
- **Clear language** – Don’t use abbreviations or other special words that only some people understand.
- **Emotions** – Personal emotions are not usually mentioned unless the emotions have an impact on the sequence of events or the decisions to be made. If describing emotion, keep it simple and observable. For example, “The employee appeared to be frightened and in a lot of pain”.
- **Complete sets of information** – As with logbooks, supervisors and authorities need to know the “who, what, where, when, why and how” of each situation.

Transferable skills

The skills you have learned and practiced in this topic are transferable. They can be applied to many other documents and situations, both at work and in your daily life.

In this topic, you have learned the answers to the questions below.

1. What are three key strategies you can use to interpret unfamiliar forms at work?
2. What are three phrases you can use before you paraphrase instructions?
3. What are logbooks for and why are they important?

Topic 3: Workplace safety

Objectives

At the end of this topic, you will be able to:

- Find information in complex documents
- Describe safety hazards and refuse unsafe work
- Complete incident reports

Unit 1: Document use

Navigating complex documents

Jose learns about Safety Data Sheets

Jose arrived at B&H Equipment on his first day of work to discover a lot of paperwork waiting for him. He quickly realized that most of his training would be based on his ability to read instructions and product information. On his desk, there was a large pile of Safety Data Sheets (formerly known as Material Safety Data Sheets – MSDS). Safety Data Sheets (SDS) contain all the information workers need to know about the hazardous products they are working with.

By law, the company that sells the product must produce these information sheets and employers must give their staff access to these sheets. Jose was relieved to see that all of the SDSs contain at least sixteen of the same sections.

His boss mentioned that Jose could use the sections of an SDS to:

- Find the name of each dangerous chemical
- Find the hazards
- Figure out what to do if there is an emergency with the product
- Understand how to handle and store the product

Jose decided he would try to use the skill he had learned to navigate different types of documents to understand the many SDSs he needed to read.



Applying the strategies to more complex documents

In Topic 1, you learned about and practiced strategies that can help you find information in documents quickly. Just like other documents, Safety Data Sheets are formatted to make it easy to find information quickly. When looking for information, you will apply the same strategies you have practiced.

Find type of information

Find key words

Use headings

Scan

Check

Act or start again

What does it mean?

Use the following tips to try and understand what a new word means:

- Is it capitalized? Then it is the name of something.
- Does it have “will”, “can”, “could” or “may” before it? Then it is a verb, which means an action.
- Does it have an “a”, “the” or “an” before it? Then it is probably a person, place, or thing.
- What is the heading of the section the word is in? What are the words around the new word? If you understand those words, try to guess what the new word means.

Although Safety Data Sheets have many pages, Jose’s boss told him there are 16 sections to any SDS he will look at. Knowing what is in these sections will help him to find information quickly.

The document below lists the 16 sections and the information required for each section.

SDS sections	Information requirements
1. Identification	Product identifier, recommended use and restrictions on use, supplier contact information, emergency phone number.
2. Hazardous identification	Classification (hazard class and category), label elements (including hazard pictogram, signal word, hazard statement and precautionary statements) and other hazards, such as thermal hazards.
3. Composition/ ingredients	<p>For a hazardous product that is a substance: the chemical name, synonyms, CAS No. and the chemical name of impurities, stabilizing solvents and stabilizing additives where classified and that contribute to the classification of the product.</p> <p>For a hazardous product that is a mixture: for ingredients that present a health hazard, the chemical name, synonyms, CAS No. and concentration.</p> <p>Note: Confidential Business Information Rules may apply.</p>
4. First-aid measures	First-aid measures by route of exposure as well as most important symptoms/effects.
5. Fire-fighting measures	Suitable (and unsuitable) extinguishing media, specific hazards, special equipment and precautions for fire fighters.
6. Accidental-release measures	Protective equipment, emergency procedures, methods and materials for containment and clean up.
7. Handling and storage	Precautions for safe handling, conditions for storage, including any incompatibilities.
8. Exposure controls/ personal protection	Exposure limits, engineering controls, Personal Protective Equipment.
9. Physical and chemical properties	Appearance, odour, odour threshold, pH, melting/freezing point, boiling point and range, flash point, upper and lower flammable or explosive limits.
10. Stability and reactivity	Reactivity, chemical stability, possible hazardous reactions, conditions to avoid, incompatible materials, hazardous decomposition products.
11. Toxicological information	Description of various toxic effects by route of entry, including effects of acute or chronic exposure, carcinogenicity, reproductive effects, respiratory sensitization.
12. Ecological information	Aquatic and terrestrial toxicity (if available), persistence and degradability, bio accumulative potential, mobility in soil.
13. Disposal considerations	Safe handling and methods of disposal, including contaminated packaging.
14. Transport information	UN number and proper shipping name, hazard classes, packing group.
15. Regulatory information	Safety, health and environmental regulations specific to the product.
16. Other information	Other information, including date of the latest revision of the SDS.

Task: Apply the skills

Using the six steps to finding information you learned in Unit 1, you will practice looking through an SDS to find information and answer questions that your boss needs you to know about the chemical you are going to use.

Answer the following questions using the SDS for Propanethionide that follows.

NOTE: Sections 9 to 16 were removed from the original document for the instructional purposes of the workbook.

1. What is the emergency telephone number for this product?
2. Which section describes what to do if the product comes into contact with a worker's eyes?
3. List the PPE items needed to use this chemical.
4. How should the substance be stored?
5. When was this SDS last revised?
6. What four types of extinguishers can you use in case of fire.
7. What is the environmental precaution?

Definitions

Acute exposure

A single exposure to a substance that causes severe harm, or even death

Additive

Something added to a mixture, usually to make it last longer

Carcinogenic

Cancer causing

Chronic exposure

Occurs over a long period of time and causes negative health effects

Classification

How things are organized into categories

Composition

The different parts that make up a chemical

Containment

To control something

Contaminated

Harmful or poisonous

Disposal

How something is thrown away

Exposure

To be in contact with something

Extinguish

To put a fire out

Identifier

The name or sometimes number that identifies the chemical

Impurities

The things that make a pure substance not clean

Incompatibilities

Things that do not go well together

Precautionary

Something that is done to prevent possible harm

Reactivity

How the chemical will react

Stabilize

To make something not change or react

Terrestrial

Related to the earth

SIGMA-ALDRICH

sigma-aldrich.com

SAFETY DATA SHEET

Version 5.1

Revision Date 08/29/2014

Print Date 05/25/2016

1. PRODUCT AND COMPANY IDENTIFICATION**1.1 Product identifiers**

Product name : Propanethioamide

Product Number : CDS000328

Brand : Aldrich

1.2 Relevant identified uses of the substance or mixture and uses advised against

Identified uses : Laboratory chemicals, Manufacture of substances

1.3 Details of the supplier of the safety data sheetCompany : Sigma-Aldrich
3050 Spruce Street
SAINT LOUIS MO 63103
USA

Telephone : +1 800-325-5832

Fax : +1 800-325-5052

1.4 Emergency telephone number

Emergency Phone # : (314) 776-6555

2. HAZARDS IDENTIFICATION**2.1 Classification of the substance or mixture****GHS Classification in accordance with 29 CFR 1910 (OSHA HCS)**

Acute toxicity, Oral (Category 4), H302

For the full text of the H-Statements mentioned in this Section, see Section 16.

2.2 GHS Label elements, including precautionary statements

Pictogram



Signal word : Warning

Hazard statement(s)

H302 : Harmful if swallowed.

Precautionary statement(s)

P264 : Wash skin thoroughly after handling.

P270 : Do not eat, drink or smoke when using this product.

P301 + P312 : IF SWALLOWED: Call a POISON CENTER or doctor/ physician if you feel unwell.

P330 : Rinse mouth.

P501 : Dispose of contents/ container to an approved waste disposal plant.

2.3 Hazards not otherwise classified (HNOC) or not covered by GHS - none**3. COMPOSITION/INFORMATION ON INGREDIENTS****3.1 Substances**Formula : C₃H₇N₁S₁

Molecular weight : 89.16 g/mol

Aldrich - CDS000328

Page 1 of 7

Hazardous components

Component	Classification	Concentration
Propanethioamide		
		90 - 100 %

For the full text of the H-Statements mentioned in this Section, see Section 16.

4. FIRST AID MEASURES**4.1 Description of first aid measures****General advice**

Consult a physician. Show this safety data sheet to the doctor in attendance. Move out of dangerous area.

If inhaled

If breathed in, move person into fresh air. If not breathing, give artificial respiration. Consult a physician.

In case of skin contact

Wash off with soap and plenty of water. Consult a physician.

In case of eye contact

Rinse thoroughly with plenty of water for at least 15 minutes and consult a physician.

If swallowed

Never give anything by mouth to an unconscious person. Rinse mouth with water. Consult a physician.

4.2 Most important symptoms and effects, both acute and delayed

The most important known symptoms and effects are described in the labelling (see section 2.2) and/or in section 11

4.3 Indication of any immediate medical attention and special treatment needed

No data available

5. FIREFIGHTING MEASURES**5.1 Extinguishing media****Suitable extinguishing media**

Use water spray, alcohol-resistant foam, dry chemical or carbon dioxide.

5.2 Special hazards arising from the substance or mixture

No data available

5.3 Advice for firefighters

Wear self-contained breathing apparatus for firefighting if necessary.

5.4 Further information

No data available

6. ACCIDENTAL RELEASE MEASURES**6.1 Personal precautions, protective equipment and emergency procedures**

Use personal protective equipment. Avoid dust formation. Avoid breathing vapours, mist or gas. Ensure adequate ventilation. Avoid breathing dust.
For personal protection see section 8.

6.2 Environmental precautions

Do not let product enter drains.

6.3 Methods and materials for containment and cleaning up

Pick up and arrange disposal without creating dust. Sweep up and shovel. Keep in suitable, closed containers for disposal.

6.4 Reference to other sections

For disposal see section 13.

7. HANDLING AND STORAGE**7.1 Precautions for safe handling**

Avoid contact with skin and eyes. Avoid formation of dust and aerosols.

Aldrich - CDS000328

Page 2 of 7

Provide appropriate exhaust ventilation at places where dust is formed.
For precautions see section 2.2.

7.2 Conditions for safe storage, including any incompatibilities

Keep container tightly closed in a dry and well-ventilated place.

7.3 Specific end use(s)

Apart from the uses mentioned in section 1.2 no other specific uses are stipulated

8. EXPOSURE CONTROLS/PERSONAL PROTECTION

8.1 Control parameters

Components with workplace control parameters

Contains no substances with occupational exposure limit values.

8.2 Exposure controls

Appropriate engineering controls

Handle in accordance with good industrial hygiene and safety practice. Wash hands before breaks and at the end of workday.

Personal protective equipment

Eye/face protection

Safety glasses with side-shields conforming to EN166 Use equipment for eye protection tested and approved under appropriate government standards such as NIOSH (US) or EN 166(EU).

Skin protection

Handle with gloves. Gloves must be inspected prior to use. Use proper glove removal technique (without touching glove's outer surface) to avoid skin contact with this product. Dispose of contaminated gloves after use in accordance with applicable laws and good laboratory practices. Wash and dry hands.

Body Protection

Complete suit protecting against chemicals, The type of protective equipment must be selected according to the concentration and amount of the dangerous substance at the specific workplace.

Respiratory protection

For nuisance exposures use type P95 (US) or type P1 (EU EN 143) particle respirator. For higher level protection use type OV/AG/P99 (US) or type ABEK-P2 (EU EN 143) respirator cartridges. Use respirators and components tested and approved under appropriate government standards such as NIOSH (US) or CEN (EU).

Control of environmental exposure

Do not let product enter drains.

SDS generated from: www.chemicalsafety.com/sds

Unit 2: Oral communication

Identifying and refusing unsafe work

In Canada, it is the employee's responsibility to report anything that could be a hazard and to refuse to work in unsafe working conditions. Legally, employers are not allowed to punish employees for refusing work that they consider to be unsafe. Saying "no" in the workplace is not easy, especially if you are a new worker. It is a skill to learn and it takes practice.

In English there is a pattern to saying "no". In Canada, one way to accidentally offend someone is by being too direct when saying "no". In English we decline requests, offers, and invitations by following a similar pattern. Simply saying "no" or "no, thanks" without giving a reason isn't always acceptable.

Saying "no" often includes three steps:

1. Start by saying something polite to show you are sorry for having to refuse:

- I'm sorry, but I won't be able to do this.
- I'd really like to, but I can't do this today.

2. Explain why the answer is no

- I don't have the right safety equipment.
- My PPE for this is in my locker.

3. Offer an alternative, if possible

- I can go find the right safety equipment.
- John might be able to help you with that.

Sometimes co-workers or supervisors might feel that they can't wait for you to get training or to get your PPE. That's when you need to respond more directly. Here are two suggestions that might help:

- Acknowledge that saying "no" might be a short-term inconvenience:
"I know it is a problem that I can't do this now but I don't want anyone to get hurt."
- Asking your supervisor, co-worker, or team for a solution:
"Do you know a safer way for us to do this so that we can avoid any injuries or OH&S issues?"

Jose overheard Marcella, his co-worker, speaking up for her safety rights. Read the conversation below and see how Marcella says "no" to unsafe work. In the dialogue, you will see several instances when she reports a safety hazard. You will also see her refuse unsafe work. Pay attention to polite ways of saying "no" compared to times when Marcella needed to be more direct.

Culture note:

Is there a difference in how supervisors and employees are looked at between countries?

In a Canadian workplace, responsibility for workplace safety is shared. This means although your supervisor is above you in the organizational chart, you have similar rights and responsibilities to recognize hazards or unsafe work. Your supervisor expects you to ask, speak up, participate, and initiate.

The beliefs you bring about responsibility from your first culture will affect your behaviours in the Canadian workplace. If you originate from a culture in which workers rarely question leaders or ask questions, then you will soon see that the Canadian workplace is different.

Your understanding of responsibility can affect how comfortable and willing you are to:

- Speak up about safety
- Participate in safety committees and activities
- Ask questions during safety training
- Share your ideas
- Take initiative to make the workplace safer
- Refuse unsafe work

Marcella: Uh, John, I saw something that you should know about.

John: Just a sec.

Marcella: Actually, there is something I am pretty worried about.

John: Okay, what is it?

Marcella: I was just reviewing the SDS for the product we work with. The SDS says that there is a risk of damage to the lungs.

John: Oh ya, I know, but we have been using that product for years and nothing has happened.

Marcella: Well, the SDS recommends a respirator. I really think we should be wearing respirators while we are working with that stuff.

John: Look, I have used it myself and nothing has happened to me.

Marcella: I am really glad for that, but I am still a bit concerned that we might be putting ourselves at risk.

John: Uh, it isn't really a concern for me because, well, we don't have respirators and the deadline for this project is coming up really fast.

Marcella: Well, the SDS says that it is a long-term risk. We wouldn't notice any damage right away.

John: I have been here five years and I feel fine.

Marcella: Can we work on the other part of the project until we order respirators?

John: Hmm, there may not be time for that. Can we figure out something else?

Marcella: I am not sure I am comfortable working with that product until I have the proper PPE.

John: Are you saying that you won't do your job?

Marcella: I am saying that I refuse to do work that I believe to be unsafe.

John: Uh, okay, I will contact the manager and explain the situation.

Workplace tip: Why it's hard to speak up

Saying "no" at work is hard for many reasons:

- Some people don't want to refuse unsafe work because they don't want to feel embarrassed or they do not want to embarrass their colleague, co-worker, or supervisor.
- Some people worry they might lose their job.
- Some people are shy or lack confidence.

Staying safe at work is too important not to speak up. You have the right to refuse unsafe work for yourself and others.

Task: Talk about unsafe work

Answer the following questions based on the dialogue above:

1. How did Marcella make her responses more polite in the beginning of the conversation?
2. What did Marcella say to get her supervisor's attention?
3. What were four expressions Marcella used to introduce a worry, risk, or concern?
4. What were three expressions Marcella used to suggest a plan or refuse work?

Unit 3: Writing

Completing reports

Incident reports are one of the most important safety documents at work. There can be several types of incident forms – near miss, accident, or general incident forms. Incident forms collect important information that affect safety decisions at workplaces.

Incident reports can be used:

- To identify hazards
- To identify and assign responsibility
- To support workers' compensation claims
- To provide feedback to equipment manufacturers
- As evidence in court

When we write incident reports we try to be as objective as possible and provide a complete set of facts.

Be sure that your report includes:

- A complete set of information – the “who, what, where, when, why, and how” of each situation
- Facts you can verify – when possible include things that can be checked like numbers, times and dates
- A focus on the actions
- No abbreviations or unusual terms
- No emotions

Task: Correct an incident report

Look at the picture and facts below. Correct the incident report so that it is more objective and more complete.



- Bob Lewinsky (left) and Fred Jones (right)
- Bob slipped off the platform while working.
- Bob was not using a tether.
- Location: 20m above ground on Alberta's Bank downtown branch construction site, 10211-78 Avenue, Edmonton
- Time: 2:10 pm to 2:20 pm
- Bob's cell phone number: (403) 333-1659
Fred's cell phone number: (403) 333-4457
- Kathy Smith witnessed the incident.



Incident report

Safety is everyone's responsibility. Use this form to report any accidents/incidents immediately.

Location: <i>The downtown site</i>	Date: <i>Today</i>
	Time: <i>This afternoon</i>
Name of person involved: <i>Fred</i>	Phone:
Name of person involved: <i>Bob</i>	Phone:
Incident description: <i>I was so scared. I saw Bob fall. I think there was oil up there and that he slipped. Fred caught him with his hand. Bob got back up on the steel beam. Everybody is okay.</i>	
Correction/prevention:	
Signature(s) of people involved: <i>Fred Bob</i>	
Signature of witness: <i>Kathy</i>	

Task: Write an incident report

Look at the picture and the facts below. There are two possible near misses to report on. Choose one and complete the incident report.



<https://commons.wikimedia.org>

- Northlake's west warehouse, northeast entrance
- People involved: Burt Sanders (walking downstairs), and Keiko Ito (carrying boxes from storage)
- Burt's phone: ext. 2560
Keiko's phone: ext. 1768
- Witness Jesse Woods (operating floor cleaner)
- Time: 2:00 pm
- Date: November 12, 2020



Near miss incident report

Safety is everyone's responsibility. Use this form to report any near misses immediately.

Location:	Date:
	Time:
Name of person involved:	Phone:
Name of person involved:	Phone:
Near miss description:	
Correction/prevention:	
Signature(s) of people involved:	
Signature of witness:	

Transferable skills

The skills you have learned and practiced in this topic are transferable. They can be applied to many other documents and situations, both at work and in your daily life.

In this topic, you have learned the answers to the questions below.

1. List six steps you take to find information quickly in any document.
2. What are three expressions you can use to let your supervisor know about a safety hazard.
3. What are three key expressions you can use to refuse unsafe work?
4. What key information should be included in an incident report?
5. Explain why you must be objective when you write an incident report.



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