

Silviculture Supervisor Assessment

Assessment	<p>This document can be used:</p> <ul style="list-style-type: none"> • For gathering evidence in a training environment, • As a competency check of knowledge on an existing worker; or • As part of a summative assessment.
Candidate Name	
Assessor Name	
Date of Assessment	
Summary of Assessment	<p><input type="checkbox"/> The candidate met all outcomes of the worker assessment</p> <p><input type="checkbox"/> The candidate has NOT met all outcomes of the worker assessment</p> <p><input type="checkbox"/> Gap training plan developed</p>
Date of Reassessment	
Summary of Reassessment	<p><input type="checkbox"/> The candidate met all outcomes of the worker assessment</p> <p><input type="checkbox"/> The candidate has NOT met all outcomes of the worker assessment</p>
Instructions	<ul style="list-style-type: none"> • Complete the assessment with the candidate, adding notes to justify your decisions. • Ensure the first page of this document is completed (all fields). • Develop a gap training plan for practical deficiencies if required. • Use the same form for reassessment (if applicable), only reassessing the areas where gaps exist. • Conduct the competency conversation before conducting the practical assessment.

Note: This worker assessment covers the technical components of a specific role. For general knowledge and a complete picture of a worker's competency, BC Forest Safety recommends the optional Basic Forest Worker competency profile and assessment tools that can be found at www.bcforestsafesafe.org.

Part 1 - Competency Conversation

General Instructions	
<p>To conduct a competency conversation, ask the worker the questions in this first part of the assessment to determine if they understand the knowledge components of their role.</p> <p>It is acceptable to rephrase the question in a way that the worker understands, but the worker cannot be given hints to the correct answer.</p> <p>The assessment should not be used as a training opportunity; instead, any deficiencies identified in this assessment should be collected into a gap training plan and addressed with the worker later.</p> <p>Important Note: Do not conduct competency conversation while operating equipment.</p>	
Training and Assessment Rubric	
Assessment Instruction	<ul style="list-style-type: none">S - This means that the candidate must supply all responses listed, as the knowledge is safety critical or important.B - This means the candidate must at a minimum verbalize the bolded responses, and additional responses are further proof of competence.P - The candidate must give a percentage of responses correctly to reasonably show competence in the area.

Pre-Assessment Form

- This page is for assessment only. It is not required for training activities.
- Complete this document once per candidate, prior to the beginning of assessment.

BY MY SIGNATURE BELOW, I SIGNIFY THAT I HAVE BEEN PROVIDED WITH AN ORIENTATION CONTAINING THE FOLLOWING ELEMENTS PRIOR TO BEGINNING MY ASSESSMENTS.

The following information has been verbally and visually communicated with me by the Assessor whose name resides within this document.

(Candidate must confirm by checking each of the following eight statements):

- The purpose and outcomes of all parts of the assessment process were explained to me. Any questions I asked regarding the assessment were answered sufficiently.
- I was introduced to the individuals who will be present during the assessment if applicable (including other Supervisors, assistants, venue staff and/or observers); their roles were explained to me.
- I was provided with timelines for my assessment, as well as timing and protocols around rest and breaks.
- I am satisfied that I have the necessary information, equipment, supplies, and tools to allow me to demonstrate my competency during the assessment.
- It was explained to me that I would be given credit for areas where I have met the outcomes and a gap-training plan will be provided if there are areas where I am found “not yet competent” against the industry standard. If there are gaps, I understand I will only be reassessed on the gaps identified.
- It was explained to me that the Assessor would not be giving his/her assessment decision today.
- I understand that the Assessor, at his/her sole discretion, may stop the assessment at any time if an unsafe situation arises.
- I am physically able, not injured, not impaired, and ready for my assessment.

Candidate name:	Candidate signature:
Assessor name:	Assessor signature:

Date: _____

1098 – Describe and Apply Safety Culture and Safety Management Systems

Locator	Questions		
1.1	<p>What are the steps in a feedback loop?</p> <p><input type="checkbox"/> Plan, do, check, adjust</p> <p>Assessment Instruction: S</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.2	<p>As a supervisor, what is your hazard assessment process before sending a crew into a block?</p> <p><input type="checkbox"/> Pre- work meeting related to block planning</p> <p><input type="checkbox"/> Walk the block to identify and validate site specific hazards</p> <p><input type="checkbox"/> Document the hazards on a site hazard assessment form including corrective actions if needed</p> <p><input type="checkbox"/> Review ERPs as needed for site - often part of same document used for hazard assessment</p> <p><input type="checkbox"/> Communicate the hazards all applicable people including sign off</p> <p>Assessment Instruction: S</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.3	<p>What should be done when the supervisor recognizes a worker is potentially unfit for work?</p> <p><input type="checkbox"/> Address any immediate safety concerns</p> <p><input type="checkbox"/> Speak to worker privately</p> <p><input type="checkbox"/> Ask questions and investigate root cause</p> <p><input type="checkbox"/> Create a plan and implement it, to address concerns and safety issues which can include sending home safely or adjusting workload or assignment</p> <p><input type="checkbox"/> Document outcome</p> <p><input type="checkbox"/> Follow up</p> <p>Assessment Instruction: P – 5 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

2.1	<p>What is WorkSafeBC’s 5-step process of the right to refuse unsafe work?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Report the unsafe condition to Supervisor <input type="checkbox"/> Supervisor / employer must investigate and rectify <input type="checkbox"/> If worker disagrees with outcome and still views conditions as unsafe then formal investigation with worker safety representative or JOHSC representative, supervisor/employer <input type="checkbox"/> If investigation fails to resolve, WorkSafeBC is notified <input type="checkbox"/> WorkSafeBC determines if this is safe or unsafe <p>Assessment Instruction: S</p>			
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.3	<p>How do Safe Work Procedures promote safety in the workplace?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Standardize safe methods of work based on past experiences <input type="checkbox"/> Removes subjectivity <input type="checkbox"/> Gives workers a baseline for work activities <input type="checkbox"/> Acts as training material for new workers <p>Assessment Instruction: P – 3 from list</p>			
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
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2.4	<p>What is the relationship between safety statistics and WorkSafeBC rates?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annual premiums paid are based on the organization’s safety-related claims by category <p>Assessment Instruction: S</p>			
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
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3.4	<p>What effects do language and literacy issues have on safety?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hazards may persist if not understood <input type="checkbox"/> Safe work practices not followed or understood <input type="checkbox"/> Two-way communication may be compromised <input type="checkbox"/> Specific groups can be disadvantaged if needs not addressed <p>Assessment Instruction: P – 2 from list</p>			
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3.4	What are ways to manage language and literacy issues in the workplace? <ul style="list-style-type: none"> <input type="checkbox"/> Pictures or videos <input type="checkbox"/> Translation of documents or verbal instructions <input type="checkbox"/> Demonstration <input type="checkbox"/> Use of technology <input type="checkbox"/> Use an intermediary <input type="checkbox"/> Be patient (take time) <p style="color: red; margin-top: 10px;">Assessment Instruction: P – 3 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

1099 – Describe and Apply Communication Skills

Locator	Questions		
1.1	What must a supervisor take into consideration when using verbal communication? <ul style="list-style-type: none"> <input type="checkbox"/> Tone <input type="checkbox"/> Volume <input type="checkbox"/> Appropriate language <input type="checkbox"/> Clear and concise wording <input type="checkbox"/> Language of choice / comfort <input type="checkbox"/> Awareness of attention of audience <p style="color: red; margin-top: 10px;">Assessment Instruction: P – 3 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

1.2	<p>What can a supervisor do to promote safety through communication?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be open and available <input type="checkbox"/> Lead by example <input type="checkbox"/> Ensure message is received and understood <input type="checkbox"/> Follow up <input type="checkbox"/> Know when to talk (not during safety critical activity) <input type="checkbox"/> Positive reinforcement is effective when promoting safety <input type="checkbox"/> Knowing boundaries and communicating consequences (address the behaviour not person) <input type="checkbox"/> Implementing consequences (without shaming) <p>Assessment Instruction: P – 3 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
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1.3	<p>What are qualities of professional communication?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respectful <input type="checkbox"/> Active listening <input type="checkbox"/> Clear and concise <input type="checkbox"/> Know your audience <input type="checkbox"/> Keep professional boundaries <input type="checkbox"/> Know what you are talking about <input type="checkbox"/> Choosing correct method of communication <input type="checkbox"/> Time management <input type="checkbox"/> Be transparent and honest <p>Assessment Instruction: P – 5 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
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2.1	<p>How can the use of social media affect how a supervisor is perceived?</p> <ul style="list-style-type: none"> <input type="checkbox"/> It may blur the lines between personal and professional <input type="checkbox"/> It may paint a picture of individual that may not be accurate <input type="checkbox"/> Can have real world impacts <input type="checkbox"/> Promote safety culture <p>Assessment Instruction: P – 3 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.3	<p>What must a supervisor take into consideration when using non-verbal communication?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facial expression <input type="checkbox"/> Posture <input type="checkbox"/> Gestures and movement <input type="checkbox"/> Appearance <input type="checkbox"/> Eye contact <input type="checkbox"/> Proximity and position (i.e., standing above someone, or backing them into a corner) <input type="checkbox"/> Audience <p>Assessment Instruction: P – 4 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
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2.4	<p>Why is it important to maintain confidentiality?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Legal reasons <input type="checkbox"/> Trust and respect between workers and supervisors <input type="checkbox"/> Maintains integrity of information <p>Assessment Instruction: S</p>			
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1100 – Describe and Apply Legal, Regulatory, and Legislative Requirements

Locator	Questions		
2.1	<p>What part of the Workers Compensation Act deals with due diligence penalties and policies?</p> <p><input type="checkbox"/> Part 3, division 12</p> <p><input type="checkbox"/> Part 3, division 15</p> <p>Assessment Instruction: S</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
2.2	<p>What items and activities are required to be inspected in the workplace by OHS Regulation 3.5?</p> <p><input type="checkbox"/> Structures/ buildings</p> <p><input type="checkbox"/> Equipment</p> <p><input type="checkbox"/> Work practices</p> <p><input type="checkbox"/> Worksite (grounds)</p> <p><input type="checkbox"/> Tools</p> <p>Assessment Instruction: P – 4 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
2.2	<p>How often must inspections occur?</p> <p><input type="checkbox"/> If conditions change</p> <p><input type="checkbox"/> Frequency related to risk</p> <p><input type="checkbox"/> Intervals that will prevent the development of unsafe working condition/ intervals related to risk</p> <p>Assessment Instruction: S</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

1101 – Describe and Apply Due Diligence

Locator	Questions		
1.1	<p>What is due diligence in relation to safety?</p> <p><input type="checkbox"/> Taking all reasonable steps that you would take to ensure that the worksite is safe</p> <p>Assessment Instruction: S</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.3	<p>What does the term “reasonable” mean in relation to due diligence?</p> <p><input type="checkbox"/> Meeting minimum requirements as set out in regulations and legislation</p> <p><input type="checkbox"/> Practices are comparable to normal practices in other organizations within the industry</p> <p>Assessment Instruction: S</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.4	<p>What activities can be done to support due diligence?</p> <p><input type="checkbox"/> Inspections / audits</p> <p><input type="checkbox"/> Documenting</p> <p><input type="checkbox"/> Worker assessments</p> <p><input type="checkbox"/> Ensuring workers follow Safe Work Procedures</p> <p><input type="checkbox"/> Pre-work meetings</p> <p><input type="checkbox"/> Managing hazards</p> <p><input type="checkbox"/> Reviewing and applying Standard Operating Procedures</p> <p><input type="checkbox"/> Training and orientation including new workers</p> <p><input type="checkbox"/> Incident investigations</p> <p><input type="checkbox"/> Keeping a personal work journal</p> <p><input type="checkbox"/> Awareness of industry best practices</p> <p><input type="checkbox"/> Collecting feedback from workers</p> <p>Assessment Instruction: P – 7 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

1.4	<p>What types of documentation supports due diligence?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Forms and checklists <input type="checkbox"/> Daily journal <input type="checkbox"/> Videos <input type="checkbox"/> Photos <input type="checkbox"/> Contracts <input type="checkbox"/> Training records <input type="checkbox"/> Job descriptions <input type="checkbox"/> Health and safety policies <input type="checkbox"/> Safe Work Procedures <input type="checkbox"/> Standards and guidelines <input type="checkbox"/> Inspections <input type="checkbox"/> Investigation reports <input type="checkbox"/> Corrective action log <p>Assessment Instruction: P – 7 from list</p>			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>		Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.1	<p>What punitive actions can occur when due diligence is not demonstrated?</p> <ul style="list-style-type: none"> <input type="checkbox"/> WorkSafeBC penalties <input type="checkbox"/> Criminal charges <input type="checkbox"/> Internal punitive actions / discipline <input type="checkbox"/> Contractual penalties <p>Assessment Instruction: P – 2 from list</p>			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>		Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.1	<p>What makes a form complete?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dates <input type="checkbox"/> Signatures <input type="checkbox"/> Written comments <p>Assessment Instruction: P – 2 from list</p>			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>		Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
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2.4	<p>What systems must be in place to have a successful safety program?</p> <p>Systems to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> verify workers are qualified <input type="checkbox"/> investigate and learn from incidents <input type="checkbox"/> document <input type="checkbox"/> update Safe Work Procedures <input type="checkbox"/> communicate safety related information <input type="checkbox"/> identify hazards and control risk <input type="checkbox"/> manage upset / unplanned conditions <input type="checkbox"/> monitor work activities <input type="checkbox"/> coordinate different processes <input type="checkbox"/> ensure compliance (holding people accountable) <p>Assessment Instruction: P – 5 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
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2.5	<p>What must be done to meet the test of due diligence as a defense?</p> <ul style="list-style-type: none"> <input type="checkbox"/> You must establish that you took all precautions that a reasonable, prudent and informed person would take in the circumstances <p>Assessment Instruction: S</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
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1102 – Describe and Apply Leadership and Professionalism

Locator	Questions		
1.1	<p>What types of personal limitations can affect the ability to supervise?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reserved <input type="checkbox"/> Too easy going <input type="checkbox"/> Overbearing / aggressive <input type="checkbox"/> Chatty/gossipy <input type="checkbox"/> No work ethic <input type="checkbox"/> Under / overconfident <input type="checkbox"/> Know it all <input type="checkbox"/> Lack of patience <input type="checkbox"/> Too much patience <input type="checkbox"/> Condoning poor behaviour <input type="checkbox"/> Adverse to conflict <input type="checkbox"/> Process becomes your product (over planning) <input type="checkbox"/> Needs of individual over needs of organization <input type="checkbox"/> Not able to delegate <input type="checkbox"/> Imposing personal values <input type="checkbox"/> Vulgar language <input type="checkbox"/> Patronizing or condescending <input type="checkbox"/> Inexperience <input type="checkbox"/> Personal relationships with crew members <input type="checkbox"/> Inability to manage stress <p>Assessment Instruction: P – 8 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

1.1	<p>What types of personal strengths promote good leadership?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accountable <input type="checkbox"/> Observant <input type="checkbox"/> Lead by example (on time etc.) <input type="checkbox"/> Flexible <input type="checkbox"/> Active listener <input type="checkbox"/> Makes decision <input type="checkbox"/> Confidence <input type="checkbox"/> Respectful <input type="checkbox"/> Sense of humour <input type="checkbox"/> Professional <input type="checkbox"/> Integrity <input type="checkbox"/> Self-awareness <input type="checkbox"/> Patient <input type="checkbox"/> Approachable <input type="checkbox"/> Fair <input type="checkbox"/> Positive attitude <p>Assessment Instruction: P – 8 from list</p>			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>		Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
1.2	<p>Why is it important as a supervisor to be able to adapt or modify your leadership style?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Because one style doesn't fit all <input type="checkbox"/> Changing expectations in industry and society <p>Assessment Instruction: S</p>			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>		Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
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2.1	<p>What is effective leadership?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Right level of supervision (no micromanagement) <input type="checkbox"/> Effective communication including active listening <input type="checkbox"/> Lead by example <input type="checkbox"/> Admitting you don't know <input type="checkbox"/> Being accountable for mistakes <input type="checkbox"/> Delegation <input type="checkbox"/> Look to results <input type="checkbox"/> Crew acts the same if you are there or not <input type="checkbox"/> Planning and project management skills <input type="checkbox"/> Identifying strengths and weakness in others <input type="checkbox"/> Build a good team <input type="checkbox"/> Vulnerability where appropriate <input type="checkbox"/> Transparency <input type="checkbox"/> Take criticism and be willing to change <input type="checkbox"/> Act proactively, not reactively <p>Assessment Instruction: P – 7 from list</p>			
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Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.2	<p>What are common direct behaviors of leaders?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sets goals and objectives, and clarifies expectations <input type="checkbox"/> Plans and organizes work in advance <input type="checkbox"/> Identifies job priorities <input type="checkbox"/> Clarifies the leader and employee roles <input type="checkbox"/> Establishes timelines <input type="checkbox"/> Determines methods of evaluation and checks work <input type="checkbox"/> Teaches employees to do a specific task <p>Assessment Instruction: P – 5 from list</p>			
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2.2	<p>What are common supportive behaviours of leaders?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages, reassures and praises <input type="checkbox"/> Listens and provides support <input type="checkbox"/> Asks for suggestions and input <input type="checkbox"/> Explains why <input type="checkbox"/> Encourages self-reliant problem solving <input type="checkbox"/> Makes information about the organization accessible <input type="checkbox"/> Discloses information about self <input type="checkbox"/> Encourages teamwork <input type="checkbox"/> Involves others in decision making <input type="checkbox"/> Respects privacy <input type="checkbox"/> Welcomes dissenting opinions <input type="checkbox"/> Coaching <p>Assessment Instruction: P – 5 from list</p> <table border="1" data-bbox="350 945 1495 1018"> <tr> <td data-bbox="350 945 740 1018">Assessment</td> <td data-bbox="740 945 1122 1018"><input type="checkbox"/> Met</td> <td data-bbox="1122 945 1495 1018"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.4	<p>How can a leader positively affect the safety culture of an organization?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Non-punitive reporting <input type="checkbox"/> Pro-active towards safety (not reactive) <input type="checkbox"/> Robust safety management systems <input type="checkbox"/> Transparency and honesty <input type="checkbox"/> Top-down accountability <input type="checkbox"/> Adequate resourcing <input type="checkbox"/> Lead by example <input type="checkbox"/> Acknowledge, highlight, and reward safety initiatives <p>Assessment Instruction: P – 4 from list</p> <table border="1" data-bbox="350 1596 1495 1669"> <tr> <td data-bbox="350 1596 740 1669">Assessment</td> <td data-bbox="740 1596 1122 1669"><input type="checkbox"/> Met</td> <td data-bbox="1122 1596 1495 1669"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

2.5	<p>How can a leader build trust in relationships?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintain confidentiality <input type="checkbox"/> Honesty <input type="checkbox"/> Transparency <input type="checkbox"/> Empathy <input type="checkbox"/> Share something about yourself <input type="checkbox"/> Respect <input type="checkbox"/> Consistency <input type="checkbox"/> Present (be there) <input type="checkbox"/> Have your employees back (supportive) <input type="checkbox"/> Competent in what you do <input type="checkbox"/> Fair, firm and friendly <p>Assessment Instruction: P – 8 from list</p> <table border="1" data-bbox="344 886 1503 961"> <tr> <td data-bbox="344 886 743 961">Assessment</td> <td data-bbox="743 886 1122 961"><input type="checkbox"/> Met</td> <td data-bbox="1122 886 1503 961"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.6	<p>What must be considered when resolving conflict?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take people aside (one on one) <input type="checkbox"/> Identify root cause <input type="checkbox"/> Take all workers concerns into account <input type="checkbox"/> Active listening <input type="checkbox"/> Suggest possible solutions <input type="checkbox"/> Take a time out when needed <input type="checkbox"/> Delayed response (reflect before responding) <input type="checkbox"/> Picking the right time and location for discussion <p>Assessment Instruction: P – 6 from list</p> <table border="1" data-bbox="344 1539 1503 1614"> <tr> <td data-bbox="344 1539 743 1614">Assessment</td> <td data-bbox="743 1539 1122 1614"><input type="checkbox"/> Met</td> <td data-bbox="1122 1539 1503 1614"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

2.7	<p>What are positive ways to motivate people?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compliment and acknowledgement (validation) <input type="checkbox"/> Provide interesting work <input type="checkbox"/> Change tasks when appropriate <input type="checkbox"/> Set goals <input type="checkbox"/> Monetary goals <input type="checkbox"/> Challenges <input type="checkbox"/> Opportunity to learn new things <input type="checkbox"/> Ownership of the plan <input type="checkbox"/> Meaningful work <input type="checkbox"/> Believe in something <input type="checkbox"/> Working with good people <input type="checkbox"/> Respectful environment <input type="checkbox"/> Opportunity for career advancement <input type="checkbox"/> Giving responsibility <p>Assessment Instruction: P – 10 from list</p> <table border="1" data-bbox="344 961 1503 1037"> <tr> <td data-bbox="344 961 740 1037">Assessment</td> <td data-bbox="740 961 1120 1037"><input type="checkbox"/> Met</td> <td data-bbox="1120 961 1503 1037"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
3.1	<p>What are characteristics of good workers?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrity <input type="checkbox"/> Conscientious <input type="checkbox"/> Willing to learn <input type="checkbox"/> Positive attitude <input type="checkbox"/> Respectful of others <input type="checkbox"/> Fit for work <input type="checkbox"/> Aptitude for work <input type="checkbox"/> Self-starters <input type="checkbox"/> Willing to ask for support <input type="checkbox"/> Team player <input type="checkbox"/> Flexibility <input type="checkbox"/> Risk management <p>Assessment Instruction: P – 9 from list</p> <table border="1" data-bbox="344 1791 1503 1866"> <tr> <td data-bbox="344 1791 740 1866">Assessment</td> <td data-bbox="740 1791 1120 1866"><input type="checkbox"/> Met</td> <td data-bbox="1120 1791 1503 1866"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

3.2	<p>What are characteristics of effective teams?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrity <input type="checkbox"/> Complimentary skill sets <input type="checkbox"/> Think of others <input type="checkbox"/> Supportive of each other <input type="checkbox"/> Leadership <input type="checkbox"/> Independent thinkers <input type="checkbox"/> Everyone pulls their weight <input type="checkbox"/> Everyone knows their role <input type="checkbox"/> Accountability <input type="checkbox"/> Transparency <input type="checkbox"/> Ownership <input type="checkbox"/> Trusting <input type="checkbox"/> Respectful environment <input type="checkbox"/> Shared goals <input type="checkbox"/> Disagreement are opportunities to grow <input type="checkbox"/> Good communication <input type="checkbox"/> Humour <input type="checkbox"/> Disciplined and focused <p>Assessment Instruction: P – 14 from list</p>		
Assessment		<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
3.2	<p>What are common reactions to over-supervision?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less involvement <input type="checkbox"/> Frustration <input type="checkbox"/> Resentment <input type="checkbox"/> Less self-starting <input type="checkbox"/> Less independent job performance <p>Assessment Instruction: P – 3</p>		
Assessment		<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

3.2	What are common reactions to under-supervision? <ul style="list-style-type: none"> <input type="checkbox"/> Potential greater risk <input type="checkbox"/> Less success <input type="checkbox"/> Frustration <input type="checkbox"/> Resentment <input type="checkbox"/> Less self-starting <input type="checkbox"/> Lack of respect <input type="checkbox"/> Less effective job performance <p style="color: red; margin-top: 10px;">Assessment Instruction: P – 3</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

1103 – Describe Human Factors

Locator	Questions		
1.1	What is a workplace system? <p>A workplace system is characterized as being:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dynamic <input type="checkbox"/> Interactive <input type="checkbox"/> Organised <input type="checkbox"/> Interconnected <input type="checkbox"/> Interdependent <input type="checkbox"/> Integrated <input type="checkbox"/> Greater than the sum of its parts; and having a central objective <p style="color: red; margin-top: 10px;">Assessment Instruction: P – 5 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.2	Describe what the local rationality principle is <ul style="list-style-type: none"> <input type="checkbox"/> The actions that workers take make sense (are rational) based on the context of the work environment and the goals of the organization <p style="color: red; margin-top: 10px;">Assessment Instruction: S</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

2.1	<p>What skills do workers contribute to safety?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expertise or “know how” <input type="checkbox"/> Experience <input type="checkbox"/> Adaptability <input type="checkbox"/> Variability <input type="checkbox"/> Flexibility <input type="checkbox"/> Performance adjustments to match conditions <p>Assessment Instruction: P – 3 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.2	<p>What skills do experts use to manage a dynamic workplace?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Flexibly applying of rules to situations and adapt as needed <input type="checkbox"/> Knowing when and how to improvise <input type="checkbox"/> Identifying and reorganizing existing/additional resources <input type="checkbox"/> Recognizing context (“we’ve seen this before”) <input type="checkbox"/> Determining applicability of measures <input type="checkbox"/> Using complex adaptive problem solving and critical thinking to achieve results <input type="checkbox"/> Using “know how” and intuition to know if and/or when to depart from the plan <input type="checkbox"/> Knowing limits, and recognizing incontrovertible boundaries and standards <p>Assessment Instruction: P – 5 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

2.3

What are the differences between novice and expert workers?

Novices tend to:

- Comply with instructions
- Know basic rules, regulations, policies & procedures
- Know and follow the plan
- Rigidly apply known rules
- Have limited discretionary judgement
- Have reduced ability to contextualize facts and rules
- Be judged by how well they follow rules

Assessment Instruction: P – 4 from list

Experts tend to:

- Flexibly apply rules
- Do what works
- Often deliberate before acting
- Critically reflect on the situation
- Not solely rely on rules and guidelines
- Exhibit decisions and actions that are rapid, intuitive, holistic and visual
- Apply analytic approach in new situations

Assessment Instruction: P – 4 from list

Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
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2.4	<p>How can error manifest and perpetuate through the workplace?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Competitive bidding process <input type="checkbox"/> Bonus and piece-rate payments <input type="checkbox"/> Safety defects <input type="checkbox"/> Poorly designed, aging, poorly maintained tools and equipment <input type="checkbox"/> Continually changing workplace <input type="checkbox"/> Differing resources <input type="checkbox"/> Demanding working environments <input type="checkbox"/> Latent or hidden conditions <input type="checkbox"/> Poor communication <input type="checkbox"/> Fatigue <input type="checkbox"/> Incorrect procedures <input type="checkbox"/> Not following procedures <input type="checkbox"/> Fear of (unfair) consequences <p>Assessment Instruction: P – 7 from list</p>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>		Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
3.1	<p>What workplace system factors influence performance?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical workplace conditions <input type="checkbox"/> Rewards, recognition, incentives <input type="checkbox"/> Workplace management <input type="checkbox"/> Workplace culture <input type="checkbox"/> Education & training <input type="checkbox"/> Documentation in the workplace (inspections, investigations, policy, procedures, etc.) <input type="checkbox"/> Individual / personal factors <input type="checkbox"/> Teamwork, feedback <input type="checkbox"/> Communication <input type="checkbox"/> Environmental conditions <p>Assessment Instruction: P – 6 from list</p>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>		Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

3.2	<p>Name industry and company factors that affect performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Executive decisions <input type="checkbox"/> Forestry management planning <input type="checkbox"/> Pay rates and compensation <input type="checkbox"/> Work volume <input type="checkbox"/> Production pressures <input type="checkbox"/> Company culture <input type="checkbox"/> Turnover rate <input type="checkbox"/> Relationships with clients and regulators <p>Assessment Instruction: P – 3 from list</p>			
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
3.3	<p>Name the 4 main areas of an occupation that affect individual performance. Give examples of each</p> <ul style="list-style-type: none"> <input type="checkbox"/> Environment – Noise, lighting, vibration, terrain, weather, air quality, temperature, remoteness <input type="checkbox"/> Workplace – Documentation (SWP's, inspections, etc.), accessibility, team, supervision, task <input type="checkbox"/> Equipment & Tools – Availability, intended use, ease of use, weight of tools, maintenance, vibration, noise, controls <input type="checkbox"/> Task Factors – Forceful exertions, repetitive work, extended durations, awkward postures, and static postures <p>Assessment Instruction: S</p>			
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

3.4	<p>Name the individual factors that affect performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Familiarity <input type="checkbox"/> Expertise <input type="checkbox"/> Expectations <input type="checkbox"/> Experience <input type="checkbox"/> Sensory limitations – vision, touch, hearing, smell <input type="checkbox"/> Biases <input type="checkbox"/> Heuristics (rules of thumb) <input type="checkbox"/> Mental health <input type="checkbox"/> Fitness level <input type="checkbox"/> Education and training <input type="checkbox"/> Impairment (fatigue etc.) <p>Assessment Instruction: P – 5 from list</p> <table border="1" data-bbox="350 888 1495 961"> <tr> <td data-bbox="350 888 743 961">Assessment</td> <td data-bbox="743 888 1122 961"><input type="checkbox"/> Met</td> <td data-bbox="1122 888 1495 961"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
4.2	<p>What is a just culture? (Part 1)</p> <ul style="list-style-type: none"> <input type="checkbox"/> A just culture is one which balances the need for an open and honest reporting environment with the end of a quality learning environment and culture. Just culture requires a change in focus from errors and outcomes to system design and management of the behavioural choices of all employees. <p>Assessment Instruction: S</p> <p>Why is a just culture important? (Part 2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides an opportunity and means for workers to report errors without fear of discipline/punitive action <input type="checkbox"/> Creates the opportunity for all learning from error at all levels in an organization <input type="checkbox"/> It is a fair and objective approach <input type="checkbox"/> A just culture helps establish trust and can strengthen employer / employee relationships <input type="checkbox"/> A just culture can improve productivity and morale <input type="checkbox"/> Promotes safety culture <p>Assessment Instruction: P – 4 from list</p> <table border="1" data-bbox="350 1780 1495 1854"> <tr> <td data-bbox="350 1780 743 1854">Assessment</td> <td data-bbox="743 1780 1122 1854"><input type="checkbox"/> Met</td> <td data-bbox="1122 1780 1495 1854"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

4.3	Why is teamwork and communication an important part of learning about error?		
	<input type="checkbox"/> Lack of teamwork and poor communication can lead to mishaps <input type="checkbox"/> In a supportive team environment, it is possible to critically assess one's own weaknesses Assessment Instruction: S		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

1104 – Report and Investigate Incidents

Locator	Questions		
1.2	What are the legislated timelines related to an investigation for WorkSafeBC?		
	<input type="checkbox"/> Preliminary within 48 hours <input type="checkbox"/> Full investigation within 30 days Assessment Instruction: S		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
2.1	What types of things may trigger an internal investigation?		
	<input type="checkbox"/> An incident or injury <input type="checkbox"/> Environmental incident (spills, trespass, water) <input type="checkbox"/> Close call <input type="checkbox"/> Property or equipment damage <input type="checkbox"/> Impairment in the workplace <input type="checkbox"/> Bullying or harassment allegations <input type="checkbox"/> Medical treatment (for work-related reason) <input type="checkbox"/> First Aid Report Assessment Instruction: P – 4 from list		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
2.2	What is the connection between investigations and incident reduction?		
	<input type="checkbox"/> Investigations identify root causes which, when better controlled, reduce further incidents Assessment Instruction: S		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

2.3	<p>Why, from a business perspective, is it important to investigate?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preventing incidents saves money <input type="checkbox"/> Due diligence may save punitive action <input type="checkbox"/> Business reputation will be affected by safety records <input type="checkbox"/> WorkSafeBC rates <input type="checkbox"/> Direct and indirect costs (lost time, medical costs, replacement worker costs) <input type="checkbox"/> Shows professionalism <input type="checkbox"/> Continuous improvement regarding worker/employee safety <input type="checkbox"/> Reduces company exposure to risk <p>Assessment Instruction: P – 4 from list</p>			
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
3.4	<p>What steps should a supervisor take when investigating?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiate the reporting process <input type="checkbox"/> Inform workers of investigation process <input type="checkbox"/> Establish expectations around privacy and sharing of information connected to the incident <input type="checkbox"/> Preserve the scene of an incident (where applicable) <input type="checkbox"/> Gather information and evidence <input type="checkbox"/> Analyze the evidence <input type="checkbox"/> Corrective actions <input type="checkbox"/> Follow up <input type="checkbox"/> Document <p>Assessment Instruction: P – 5 from list</p>			
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
3.4	<p>What are the 5 categories of evidence collected in an investigation? (5 P's)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Position – layout of site <input type="checkbox"/> People – people involved in the incidents <input type="checkbox"/> Process – how the work is conducted (SWP) <input type="checkbox"/> Parts – tools and equipment <input type="checkbox"/> Paper – supporting documentation (inspection, training records, media) <p>Assessment Instruction: S</p>			
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

3.5	<p>What is important to remember and apply, about immediate and root cause analysis?</p> <ul style="list-style-type: none"> <input type="checkbox"/> There is always more than one cause <input type="checkbox"/> Need to identify root causes for every immediate cause (if possible) <p>Assessment Instruction: S</p>			
3.5	<p>Why is it important to continually ask 'why' in an investigation?</p> <ul style="list-style-type: none"> <input type="checkbox"/> It may reveal previously missed evidence <input type="checkbox"/> To get to root causes <p>Assessment Instruction: S</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
4.1	<p>What is required in a corrective action plan?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear action that can be verified once it is complete <input type="checkbox"/> Corrective action for each cause <input type="checkbox"/> Timeframe for the action to be completed <input type="checkbox"/> Who is responsible for corrective action <input type="checkbox"/> That it was completed and when it was completed <p>Assessment Instruction: S</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
1.2	<p>Why is it important to report incidents?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence is documented <input type="checkbox"/> Details are remembered <input type="checkbox"/> Claims can be resolved quickly and accurately <input type="checkbox"/> Major injuries can seem minor at first <input type="checkbox"/> Areas to improve (PPE, training etc.) <input type="checkbox"/> Provides the starting point for incident investigations <input type="checkbox"/> Help make industry safer by spotting trends <input type="checkbox"/> Help initiate change within an organization <p>Assessment Instruction: P – 5 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

1.1	<p>How can a supervisor promote reporting?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lead by example and report <input type="checkbox"/> Emphasize the company wants to know <input type="checkbox"/> Show how the information improves safety in the workplace <input type="checkbox"/> Reporting in good faith - does not lead to punishment <p>Assessment Instruction: P – 2 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
2.5	<p>What do WorkSafeBC officers have a right to do?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arrive at a worksite at any time without notice <input type="checkbox"/> Tour, observe and inspect worksite <input type="checkbox"/> Ask that work process commence, or tools be used <input type="checkbox"/> Take photos <input type="checkbox"/> Interview workers <input type="checkbox"/> Stop unsafe work <input type="checkbox"/> Remove items for further investigation <input type="checkbox"/> Attend relevant employer training <input type="checkbox"/> Inspect records <input type="checkbox"/> Issue orders for changes in the workplace <input type="checkbox"/> To shut the workplace down (stop work order) <input type="checkbox"/> Require accompaniment by a member of the JOHSC <p>Assessment Instruction: P – 5 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

	<p>What are factors that make us more tolerant to risk?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Overestimating capability or experience <input type="checkbox"/> Familiarity with the task <input type="checkbox"/> Voluntary actions and being in control <input type="checkbox"/> Over confidence in the equipment <input type="checkbox"/> Over confidence in protection and rescue <input type="checkbox"/> Potential profit or gain from actions <input type="checkbox"/> Role models/organization accepting risk <input type="checkbox"/> Personal experience with a positive outcome <input type="checkbox"/> Impairment (fatigue etc.) <input type="checkbox"/> Rushing <p>Assessment Instruction: S</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
	<p>What are factors that make us less tolerant to risk?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seriousness of outcome <input type="checkbox"/> Personal or other people’s experience with a negative outcome <input type="checkbox"/> Results of non-compliance <input type="checkbox"/> Likelihood of detection and potential for penalty <input type="checkbox"/> Organisational culture <input type="checkbox"/> Training <input type="checkbox"/> Less perceived reward <p>Assessment Instruction: S</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

1106 – Plan and Manage Day to Day Activities

Locator	Questions		
3.2	<p>As a supervisor what can you never delegate?</p> <p><input type="checkbox"/> Legal responsibilities</p> <p>Assessment Instruction: S</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
4.1	<p>What are examples of minor changes that need to be managed in forestry operations?</p> <p><input type="checkbox"/> Change in weather</p> <p><input type="checkbox"/> Change in the people</p> <p><input type="checkbox"/> Minor change to equipment on site</p> <p><input type="checkbox"/> Changes to ERP</p> <p><input type="checkbox"/> Change of operational plan</p> <p><input type="checkbox"/> Change of worksite location</p> <p><input type="checkbox"/> Mechanical breakdowns</p> <p><input type="checkbox"/> Change in machinery operator/driver</p> <p><input type="checkbox"/> Work specifications (ergonomics)</p> <p><input type="checkbox"/> Change to deployment</p> <p>Assessment Instruction: P – 7 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
4.1	<p>A minor change is occurring. What are the steps to manage minor changes in operations?</p> <p><input type="checkbox"/> Conduct a risk assessment</p> <p><input type="checkbox"/> Communicate change to everyone on site</p> <p><input type="checkbox"/> Document the change</p> <p><input type="checkbox"/> Follow up / check understanding</p> <p><input type="checkbox"/> Open to feedback</p> <p>Assessment Instruction: P – 4 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

4.2	<p>What are examples of the types of major changes that need to be managed in forestry operations?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Change in work procedures <input type="checkbox"/> Change in company policy <input type="checkbox"/> Change in work responsibilities or deliverables <input type="checkbox"/> Introduction / change in technology <input type="checkbox"/> Change in process <input type="checkbox"/> Change of machinery or equipment <input type="checkbox"/> Change in deployment <input type="checkbox"/> Arrival or action of unexpected outside party (i.e., public, protestors, or visitors) <p>Assessment Instruction: P – 5 from list</p>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>		Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
4.3	<p>What are the steps of an effective change management process?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly define the change <input type="checkbox"/> Clearly define rationale for change <input type="checkbox"/> Align change with organization's goals <input type="checkbox"/> Senior management must embody/own the change <input type="checkbox"/> Identify the effects of the change and those affected <input type="checkbox"/> Create a team to help implement change/change champions <input type="checkbox"/> Develop communications plan <input type="checkbox"/> Effective training <input type="checkbox"/> Create a support structure / remove barrier to change <input type="checkbox"/> Create short term wins/celebrate successes <input type="checkbox"/> Measure / Observe the change process <input type="checkbox"/> Update change process as needed <p>Assessment Instruction: P – 8 from list</p>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>		Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

4.4	<p>What are the responsibilities for supervisors / managers in implementing change?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conduct a risk assessment <input type="checkbox"/> Minimize those risks by developing / adapting SOP's <input type="checkbox"/> Develop change management standards <input type="checkbox"/> Inspect and audit to confirm that the SOPs are adequate, and the standards are being met <p>Assessment Instruction: P – 3 from list</p>			
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
4.5	<p>What are some common problems / challenges that occur during change management?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individuals may be resistance to change <input type="checkbox"/> Difficult to sustain long term <input type="checkbox"/> Poor communication <input type="checkbox"/> Not enough resources/budget <input type="checkbox"/> Changes to the risk profile of the workplace <input type="checkbox"/> Phase congestion (multiple activities in too small a space) <input type="checkbox"/> Change must occur to policy and not just practice in order to achieve enduring difference <p>Assessment Instruction: P – 4 from list</p>			
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
4.5	<p>Why is successfully managing change important for safety?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Risks are identified and mitigated before the change is implemented <input type="checkbox"/> Everyone is aware of the change and reduces confusion <input type="checkbox"/> Documentation is in place to prove due diligence <input type="checkbox"/> Increases communication <input type="checkbox"/> Helps organizes emergency response <p>Assessment Instruction: P – 4 from list</p>			
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

1107 – Describe and Apply Productivity and Performance for Supervisors

Locator	Questions		
1.1	<p>What issues in a block would trigger you to contact the owner or manager?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Legal (trespass, blockades) <input type="checkbox"/> Critical safety issue - time loss incident - activation of ERP <input type="checkbox"/> Significant cost <input type="checkbox"/> Prescription cannot be met as written <input type="checkbox"/> Change to quality control requirements <p>Assessment Instruction: P – 3 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
6.1	<p>List common measures of supervisor productivity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has a plan <input type="checkbox"/> Maximized planting time <input type="checkbox"/> Minimizing downtime <input type="checkbox"/> Lays out the block in a logical and efficient way <input type="checkbox"/> Optimizes piece sizes for each planter <input type="checkbox"/> Keeps caches stocked with all the required seedlings <input type="checkbox"/> Makes sure crew is punctual <input type="checkbox"/> Reports crew tallies promptly <input type="checkbox"/> Completes documentation and paperwork promptly <input type="checkbox"/> Anticipates potential issues and has a back-up plan <input type="checkbox"/> Maintains equipment in good working order <p>Assessment Instruction: P – 7 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

6.2	<p>List common measures of supervisor performance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Performance Reviews (Top down and bottom up) <input type="checkbox"/> Planting quality results (Audit plots meet the required standard) <input type="checkbox"/> Crew tally numbers (Accurately recorded in a timely fashion) <input type="checkbox"/> Stock balancing (Request Keys in each block correctly balanced) <input type="checkbox"/> Safety Documentation (Completed in an accurate and timely fashion) <input type="checkbox"/> Accuracy of completed block maps (Request Key locations mapped correctly) <input type="checkbox"/> Client Review <input type="checkbox"/> Equipment inspections and maintenance completed <input type="checkbox"/> Camp facilities and vehicles organized and clean <p>Assessment Instruction: P – 7 from list</p> <table border="1" data-bbox="344 758 1503 831"> <tr> <td data-bbox="344 758 740 831">Assessment</td> <td data-bbox="740 758 1122 831"><input type="checkbox"/> Met</td> <td data-bbox="1122 758 1503 831"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
3.1	<p>What information must be communicated when you change projects or in a handover?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Block Prescription <input type="checkbox"/> Hazard Assessment and ERP <input type="checkbox"/> Block Maps <input type="checkbox"/> Plan for the unit <input type="checkbox"/> Current Status of plan in a Handover (i.e. - where are people working, what area is left, etc.) <input type="checkbox"/> Specific quality requirements of the client (New Project) <input type="checkbox"/> Personnel: i.e. - 1st Aid Attendant(s), Driver(s), Planter(s) <input type="checkbox"/> Client representative and contact information <input type="checkbox"/> Other phases or activities in the area <p>Assessment Instruction: P – 7 from list</p> <table border="1" data-bbox="344 1530 1503 1606"> <tr> <td data-bbox="344 1530 740 1606">Assessment</td> <td data-bbox="740 1530 1122 1606"><input type="checkbox"/> Met</td> <td data-bbox="1122 1530 1503 1606"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

1109 – Orientate New Workers

Locator	Questions		
2.1	<p>What ERP and First Aid protocols should new hires understand?</p> <ul style="list-style-type: none"> <input type="checkbox"/> New hires will need to review and understand the company ERP and block plan <input type="checkbox"/> They will need to understand what, if any, their responsibility may be if an ERP is initiated <input type="checkbox"/> They will need to understand what their requirements are if they are required to provide first aid <input type="checkbox"/> Muster point and back up muster point for main site <input type="checkbox"/> Emergency signals <input type="checkbox"/> Identity of first aid attendants <input type="checkbox"/> Location of first aid equipment <input type="checkbox"/> Evacuation plan (primary and secondary) for main site <input type="checkbox"/> Location of communication equipment (and how to use) <input type="checkbox"/> Proximity of mutual aid (if applicable) <input type="checkbox"/> Hierarchy in an emergency (including seconds in command) <p>Assessment Instruction: S</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
2.2	<p>What employment standards should new hires understand?</p> <ul style="list-style-type: none"> <input type="checkbox"/> With regards to employment standards and collective bargaining agreements (when applicable), new hires should understand their pay/wage, hours of work, holidays, and termination <p>Assessment Instruction: S</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

2.3	<p>What legal requirements should new hires understand?</p> <p>New hires:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have the right to refuse unsafe work <input type="checkbox"/> Have the right to know about hazards in the workplace <input type="checkbox"/> Must report any hazards to their employer immediately <input type="checkbox"/> Must follow the established SWP <input type="checkbox"/> Cooperate with Joint OHS Committees and WSBC officers <p>Assessment Instruction: S</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

1110 – Describe and Apply Disciplinary Process

Locator	Questions	
2.1	<p>What are triggers of discipline in the workplace?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Absenteeism <input type="checkbox"/> Tardiness <input type="checkbox"/> Alcohol or drugs <input type="checkbox"/> Theft <input type="checkbox"/> Sexual and personal harassment <input type="checkbox"/> Discrimination <input type="checkbox"/> Safety violations <input type="checkbox"/> Fraud <input type="checkbox"/> Misrepresentation <input type="checkbox"/> Insubordination <input type="checkbox"/> Abusive language <input type="checkbox"/> Bullying <input type="checkbox"/> Assault (any type of physical violence) <input type="checkbox"/> Conduct outside work hours <input type="checkbox"/> Failure to carry out instructions <input type="checkbox"/> Low productivity <input type="checkbox"/> Poor quality <input type="checkbox"/> Minor violations of policy and procedures <input type="checkbox"/> Failure to report serious health and safety issues <input type="checkbox"/> Horseplay <input type="checkbox"/> Destruction of property <p style="color: red;">Assessment Instruction: P – 10 from list</p>	
	Assessment	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

2.4	<p>What are the steps in progressive discipline?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbal warning that is documented <input type="checkbox"/> Written warning <input type="checkbox"/> Suspension / other measures <input type="checkbox"/> Termination <p>Assessment Instruction: P – 3 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.4	<p>What type of serious infractions may cause a deviation from progressive discipline?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assault <input type="checkbox"/> Harassment or discrimination <input type="checkbox"/> Fighting <input type="checkbox"/> Use of weapon <input type="checkbox"/> Theft <input type="checkbox"/> Sabotage <input type="checkbox"/> Serious safety infractions <input type="checkbox"/> Unfit for duty (impairment) <p>Assessment Instruction: P – 5 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.5	<p>What is culpable misconduct?</p> <ul style="list-style-type: none"> <input type="checkbox"/> An employee's unacceptable attendance, performance, or behaviour is culpable when the behaviour is intentional. In other words, the employee is at fault. The employee knows what's expected, can meet the expectations, but chooses not to do so <p>Assessment Instruction: S</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

2.7	<p>What are potentially non-culpable grounds where you would not apply discipline?</p> <p><input type="checkbox"/> Absenteeism</p> <p><input type="checkbox"/> Illness</p> <p>Assessment Instruction: S</p>			
	<table border="1"> <tr> <td data-bbox="344 394 740 470">Assessment</td> <td data-bbox="740 394 1120 470"><input type="checkbox"/> Met</td> <td data-bbox="1120 394 1500 470"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.6	<p>Why is understanding culpable misconduct important for a supervisor?</p> <p><input type="checkbox"/> Guides the course of discipline (severity)</p> <p>Assessment Instruction: S</p>			
	<table border="1"> <tr> <td data-bbox="344 640 740 716">Assessment</td> <td data-bbox="740 640 1120 716"><input type="checkbox"/> Met</td> <td data-bbox="1120 640 1500 716"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.8	<p>What is just cause?</p> <p><input type="checkbox"/> The employer must prove that the employee's conduct warranted some discipline, and that the penalty was appropriate, having regard for all the circumstances in the case</p> <p>Assessment Instruction: S</p>			
	<table border="1"> <tr> <td data-bbox="344 955 740 1031">Assessment</td> <td data-bbox="740 955 1120 1031"><input type="checkbox"/> Met</td> <td data-bbox="1120 955 1500 1031"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.8	<p>Why is important for supervisors to understand the concept of just cause?</p> <p><input type="checkbox"/> Fairness in discipline</p> <p><input type="checkbox"/> Consistency in application</p> <p><input type="checkbox"/> Process is followed (proper documentation and proof)</p> <p>Assessment Instruction: P – 2 from list</p>			
	<table border="1"> <tr> <td data-bbox="344 1316 740 1392">Assessment</td> <td data-bbox="740 1316 1120 1392"><input type="checkbox"/> Met</td> <td data-bbox="1120 1316 1500 1392"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.9	<p>What is condonation?</p> <p><input type="checkbox"/> Condonation is where unacceptable behaviour has been tolerated for a period of time</p> <p>Assessment Instruction: S</p>			
	<table border="1"> <tr> <td data-bbox="344 1589 740 1663">Assessment</td> <td data-bbox="740 1589 1120 1663"><input type="checkbox"/> Met</td> <td data-bbox="1120 1589 1500 1663"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

2.9	<p>How does condonation affect discipline in the workplace?</p> <p><input type="checkbox"/> Unsafe practice becomes normalized</p> <p>Assessment Instruction: S</p>			
	<table border="1"> <tr> <td data-bbox="344 373 740 380">Assessment</td> <td data-bbox="740 373 1120 380"><input type="checkbox"/> Met</td> <td data-bbox="1120 373 1503 380"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.10	<p>What is onus of proof in relation to discipline?</p> <p><input type="checkbox"/> Allegation / action must be supported by evidence</p> <p><input type="checkbox"/> Onus is on the employer to prove</p> <p>Assessment Instruction: S</p>			
	<table border="1"> <tr> <td data-bbox="344 669 740 676">Assessment</td> <td data-bbox="740 669 1120 676"><input type="checkbox"/> Met</td> <td data-bbox="1120 669 1503 676"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.10	<p>What is standard of proof?</p> <p><input type="checkbox"/> Balance of probability based upon the judgement of a reasonable person</p> <p>Assessment Instruction: S</p>			
	<table border="1"> <tr> <td data-bbox="344 909 740 915">Assessment</td> <td data-bbox="740 909 1120 915"><input type="checkbox"/> Met</td> <td data-bbox="1120 909 1503 915"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.11	<p>What are the qualities of good discipline?</p> <p><input type="checkbox"/> Fair</p> <p><input type="checkbox"/> Impartial</p> <p><input type="checkbox"/> Consistent</p> <p><input type="checkbox"/> Prompt and timely</p> <p><input type="checkbox"/> Predictable</p> <p><input type="checkbox"/> Non-punitive</p> <p><input type="checkbox"/> Progressive</p> <p><input type="checkbox"/> Clear</p> <p>Assessment Instruction: P – 4 from list</p>			
	<table border="1"> <tr> <td data-bbox="344 1556 740 1562">Assessment</td> <td data-bbox="740 1556 1120 1562"><input type="checkbox"/> Met</td> <td data-bbox="1120 1556 1503 1562"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

1112 – Describe and Apply Return to Work and Modified Programs

Locator	Questions		
2.2	<p>What are some return-to-work strategies?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Refresher <input type="checkbox"/> Training or skills upgrading <input type="checkbox"/> Graduated return to work <input type="checkbox"/> Work assessment <input type="checkbox"/> Modified worksite or equipment <input type="checkbox"/> Training on the job <p>Assessment Instruction: P – 3 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

1113 – Describe and Manage Grievance Process

Locator	Questions		
3.7	<p>What techniques and knowledge will help resolve conflict in an effective manner?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seek advice from management <input type="checkbox"/> Understanding common causes <input type="checkbox"/> When you should act <input type="checkbox"/> Timelines <input type="checkbox"/> Communication techniques (active listening) <input type="checkbox"/> Keep to the facts <input type="checkbox"/> Maintain confidentiality <p>Assessment Instruction: P – 5 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

4.1	<p>What are things to remember when conducting a meeting to resolve conflict?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Status of parties <input type="checkbox"/> Privileged communication <input type="checkbox"/> Statements in writing <input type="checkbox"/> Overcoming barriers to communication <input type="checkbox"/> Evaluating proposed resolutions <input type="checkbox"/> When to abandon and withdraw <input type="checkbox"/> Right time / location <p>Assessment Instruction: P – 5 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
5.1	<p>What are basic requirements for success when resolving issues?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Patience <input type="checkbox"/> Fairness <input type="checkbox"/> Following procedures <input type="checkbox"/> Knowing rights and obligations <input type="checkbox"/> Prompt decision and communication including documenting results <input type="checkbox"/> Assurance of non-retaliation <input type="checkbox"/> Follow up <p>Assessment Instruction: P – 5 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

1115 – Manage, Inspect and Maintain Assets

Locator	Questions		
1.1	<p>What is an asset?</p> <p><input type="checkbox"/> An item, thing or entity that has value to an organization</p> <p>Assessment Instruction: S</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
2.1	<p>What are common assets in forestry operations?</p> <p><input type="checkbox"/> Vehicles (Trucks, ATV's etc.)</p> <p><input type="checkbox"/> Buildings</p> <p><input type="checkbox"/> Camps</p> <p><input type="checkbox"/> Tools (Backpack pump, shovels, chainsaws etc.)</p> <p><input type="checkbox"/> Office equipment (computers, printers etc.)</p> <p><input type="checkbox"/> Boat</p> <p><input type="checkbox"/> Materials (fuel etc.)</p> <p>Assessment Instruction: P – 4 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
2.3	<p>What can poor asset management result in?</p> <p><input type="checkbox"/> Deterioration in the performance of the asset</p> <p><input type="checkbox"/> Asset being unsafe to use</p> <p><input type="checkbox"/> The person using the asset being put at risk</p> <p><input type="checkbox"/> Loss of productivity (Asset unavailable or not performing at peak capacity)</p> <p><input type="checkbox"/> Increased costs (Frequent asset repair and replacement)</p> <p><input type="checkbox"/> Asset loss or theft (misplaced)</p> <p><input type="checkbox"/> Environmental damage</p> <p><input type="checkbox"/> Illness (poor health outcomes)</p> <p>Assessment Instruction: P – 5 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

2.3	<p>What are some benefits of good asset management?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrated compliance with legal, statutory, regulatory and manufacturer requirements <input type="checkbox"/> Better risk management including improvements in health and safety <input type="checkbox"/> Informed asset investment decisions <input type="checkbox"/> Increased productivity <input type="checkbox"/> Appearance of professionalism <p>Assessment Instruction: P – 3 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.3	<p>What are the fundamental requirements of an asset management plan?</p> <ul style="list-style-type: none"> <input type="checkbox"/> All assets are identified and documented <input type="checkbox"/> On a maintenance schedule <input type="checkbox"/> Assigned responsibility <input type="checkbox"/> Training as required <p>Assessment Instruction: P – 3 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

2.3	<p>What are a supervisor's responsibilities in an asset management plan?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify all the assets that will be used in the project <input type="checkbox"/> Identify all the relevant information and documentation in relation to those assets (asset management plan) <input type="checkbox"/> Ensure the inspection of assets to ensure that they are in good working condition <input type="checkbox"/> Have a system to retain and maintain that information <input type="checkbox"/> Determine the required compliance requirements of those assets <input type="checkbox"/> Ensure all the maintenance requirements are up to date <input type="checkbox"/> Ensure the roles and responsibilities for employees using those assets are made known <input type="checkbox"/> Have a system to ensure that all necessary remedial action (identified in maintenance, inspection, operator report) is rectified in a timely fashion <input type="checkbox"/> Have an audit system in place to ensure that the asset management plan is working <input type="checkbox"/> Ensure that any employee who operates an asset has been trained and/or deemed competent (by a supervisor/manager) to operate that asset <p>Assessment Instruction: P – 5 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

1066 – Fundamentals of Coaching

Locator	Questions		
1.1	<p>What are three common roles in the training environment?</p> <p><input type="checkbox"/> Trainer</p> <p><input type="checkbox"/> Coach</p> <p><input type="checkbox"/> Mentor</p> <p>Assessment Instruction: P – 2 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.2	<p>Give examples of how a trainer might not provide what is needed in a coaching relationship</p> <p><input type="checkbox"/> Micromanaging – too involved</p> <p><input type="checkbox"/> Not being available – too distant</p> <p><input type="checkbox"/> Not providing timely, accurate feedback</p> <p><input type="checkbox"/> Not observing</p> <p><input type="checkbox"/> Not supporting safety decisions</p> <p><input type="checkbox"/> Being biased in conflict resolution</p> <p><input type="checkbox"/> Not following up to ensure lessons lead to progress</p> <p><input type="checkbox"/> Not providing a path forward (road map) to improve</p> <p>Assessment Instruction: P – 4 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

1.3	<p>What can a coach do to motivate learners?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Showing gaps before training <input type="checkbox"/> Understand reason for learning <input type="checkbox"/> Be positive and confident <input type="checkbox"/> Be respectful of the learner <input type="checkbox"/> Keep learners included and engaged <input type="checkbox"/> Respect previous experience of learner <input type="checkbox"/> Lead by example <input type="checkbox"/> Speak to the level of the learner <input type="checkbox"/> Ask for feedback <input type="checkbox"/> Set daily learning objectives <input type="checkbox"/> Stimulate to optimize performance <input type="checkbox"/> Recognize when to acknowledge through positive reinforcement <input type="checkbox"/> Understand adult learners <input type="checkbox"/> Recognize incremental progress <p>Assessment Instruction: P – 8 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
1.4	<p>What personal attributes must a coach be aware of in the training environment?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leading by example <input type="checkbox"/> Communication style <input type="checkbox"/> Patience <input type="checkbox"/> Positivity and confidence <input type="checkbox"/> Empathy and ease <p>Assessment Instruction: P – 3 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

1.4	<p>What attributes of the trainee must a coach be aware of?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fitness level <input type="checkbox"/> Physical / mental abilities <input type="checkbox"/> Education level <input type="checkbox"/> Native language <input type="checkbox"/> Attitude <p>Assessment Instruction: P – 3 from list</p>			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>		Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
1.4	<p>What are essential non-verbal attributes that coaches must keep in mind when coaching learners?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Position in class or movement during lesson (in the field, sun in the eyes) <input type="checkbox"/> Eye contact / movement <input type="checkbox"/> Facial expressions <input type="checkbox"/> Gestures <input type="checkbox"/> Body posture <input type="checkbox"/> Don't fidget <input type="checkbox"/> Open vs. closed by position <input type="checkbox"/> Body language <input type="checkbox"/> Personal space <p>Assessment Instruction: P – 5 from list</p>			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>		Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
1.6	<p>What are common questioning techniques used by coaches to improve learners' performance?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Open <input type="checkbox"/> Closed <input type="checkbox"/> Probing <p>Assessment Instruction: S</p>			
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Assessment</td> <td style="width: 33%;"><input type="checkbox"/> Met</td> <td style="width: 33%;"><input type="checkbox"/> Not Met</td> </tr> </table>		Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

1.7	<p>List examples of situational awareness that coaches must keep in mind when coaching</p> <ul style="list-style-type: none"> <input type="checkbox"/> Flexibility <input type="checkbox"/> Adaptability <input type="checkbox"/> Personal traits and bias <input type="checkbox"/> Personal and professional boundaries <input type="checkbox"/> Time pressure <input type="checkbox"/> Level of risk <p>Assessment Instruction: P - 3 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
1.7	<p>List examples of environmental awareness that coaches must keep in mind when training</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weather <input type="checkbox"/> Noise <input type="checkbox"/> Location <input type="checkbox"/> Who else is around? <input type="checkbox"/> Type of terrain <p>Assessment Instruction: P - 3 from list</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.1	<p>What items need to remain confidential in a coaching relationship?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Medical information <input type="checkbox"/> Personnel files <input type="checkbox"/> Disciplinary records <p>Assessment Instruction: S</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
3.2	<p>What are the components of a gap training plan?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Areas of improvement mapped to a standard <input type="checkbox"/> Plan or resources to bridge the gap <input type="checkbox"/> Follow up <p>Assessment Instruction: S</p>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Assessment</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Met</td> <td style="width: 33%; text-align: center;"><input type="checkbox"/> Not Met</td> </tr> </table>	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

Part 2 – Practical Assessment

General Instructions	
<p>The following outcomes can be met by visual inspection.</p> <p>To conduct the practical assessment, monitor the worker in a variety of situations to determine if they can consistently perform the skill components of their role in a safe and effective manner. Once confident that the worker can conduct the skills consistently, mark the outcome met. If the worker cannot consistently perform the skills required, add this component to the gap training plan.</p> <p>Remember not to distract the worker when conducting the practical assessment.</p>	
Training and Assessment Rubric	
<p>Outcome Not Met (ONM)</p>	<p>Skills: Can complete the task but only with direct instruction and supervision, may lack consistency in application.</p> <p>Knowledge: Does not understand what they are doing, or are not aware of a knowledge deficiency, or need guidance and support.</p> <p>Attributes: Displays limited or no professional attributes including being fit for work, prepared for the day, working in an organized manner, achieving work outcomes, or lacks in consistency.</p>
<p>Outcome Met (OM)</p>	<p>Skills: Consistently completes the task using safe work practices multiple times in a variety of contexts.</p> <p>Knowledge: Has a solid grasp of underpinning knowledge, consistently applies it, and can explain it.</p> <p>Attributes: Consistently displays professional attributes including being fit for work, prepared for the day, working in and organized manner and achieving work outcomes.</p>

A) PREPARE FOR THE DAY	OM	ONM	N/A
Arrived on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clothing for conditions <ul style="list-style-type: none"> Layered clothing appropriate to the elements for working and transport conditions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition and water <ul style="list-style-type: none"> Adequate food for the day Sufficient hydration for work and weather conditions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fit for work <ul style="list-style-type: none"> Candidate is physically able to do the task 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not noticeably impaired <ul style="list-style-type: none"> Candidate is not obviously physically or mentally impaired (by drugs, alcohol, personal situations, fatigue) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B) FOLLOW PRESCRIPTION	OM	ONM	N/A
Has a plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correct request keys for site / Seedling transfer guidelines and constraints followed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Microsite (individual tree selection) as per prescription	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MITD (Minimum Inter-Tree Distance) as per prescription	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality – depth / shape of plug / scarring / leaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stock handling - correct cache and correct tarping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows FS704 or appropriate quality assurance process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C) SITE SAFETY	OM	ONM	N/A
Hazard Assessment complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has ERP - Fire safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has general ERP <ul style="list-style-type: none"> • ERP communicated (message received and understood) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dangerous Trees have been identified marked and communicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mustering points clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access - cache is located in a place that provides safe access to land	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Aid location is identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Aid attendant(s) identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correct first aid supplies and equipment for site (risk assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correct fire tools (see fire regs.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication type identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prime contractor assigned (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Protective Equipment (inspected and maintained)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Signage posted: <ul style="list-style-type: none"> • Radio frequency • Who to contact • How to contact • Reverse side of sign has road channel 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternate Supervisor identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trucks pointed towards exit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access and egress marked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D) BLOCK LAYOUT	OM	ONM	N/A
Piece size <ul style="list-style-type: none"> • Outcomes can be achieved (for workers) • For safety, and supervisor efficiency 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Piece shape <ul style="list-style-type: none"> • Can be accessed (not cutting off the planters' front) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maximum production / organization (planters can work all day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work assigned based on experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Species size and selection is correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caches <ul style="list-style-type: none"> • Correct number of trees for planter bag-ups • Correct species for the area planters are accessing from cache location 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E) DOCUMENTATION / DUE DILIGENCE	OM	ONM	N/A
Pre-trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ERP preplan communication - ask workers / air service if applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hazard Assessment – ask workers about hazard assessment / method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New and Young workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspection reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency assessments of workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Danger Tree Assessment and Mitigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Block and area map	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Aid, close calls and incident reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driver's license (as applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Aid certificate (as applicable) or designate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Journal (daily, plan, upset conditions, record of interaction with crew)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other certifications (as applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F) WORKER INSPECTION	OM	ONM	N/A
Worker assessment / inspection as per policy or contract <ul style="list-style-type: none"> • Safety inspection • PPE inspection • Quality inspection • New workers 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask: What might trigger a performance review or gap training? <ul style="list-style-type: none"> • Negative outcome from an assessment/inspection • Complaint • Due diligence requirement 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G) ASSET MANAGEMENT	OM	ONM	N/A
All defects reported	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-trips completed as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services completed as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good housekeeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lock out used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operators of equipment are competent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H) NEW AND YOUNG WORKERS	OM	ONM	N/A
More frequent check-in (documented)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I) HOME SITES (if applicable)	OM	ONM	N/A
Camp chores are assigned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing personal / professional boundaries / social power	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

This is the last page of the assessment.

In consultation with industry subject matter experts, the BC Forest Safety Council (BCFSC) facilitated the production of this material. Funding was provided by the Government of Canada, the Province of British Columbia, and industry in-kind contributions.

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Feedback is welcomed and may be sent to training@bcforestsafe.org

Canada



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BC Forest Safety