

# Wood Products Manufacturing Supervisor Assessment

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

**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](http://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><b>Important Note:</b> Do not conduct competency conversation while operating equipment.</p>	
Training and Assessment Rubric	
<b>Assessment Instruction</b>	<ul style="list-style-type: none"><li><b>S</b> - This means that the candidate must supply all responses listed, as the knowledge is <b>safety</b> critical or important.</li><li><b>B</b> - This means the candidate must at a minimum verbalize the <b>bolded</b> responses, and additional responses are further proof of competence.</li><li><b>P</b> - The candidate must give a <b>percentage</b> of responses correctly to reasonably show competence in the area.</li></ul>

## 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: \_\_\_\_\_

# Level 1:

## 1098 – Describe and Apply Safety Culture and Safety Management Systems

Locator	Questions		
1.1	<p><b>Describe key parts of a good safety culture.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continual improvement</li> <li><input type="checkbox"/> Reduction in injuries</li> <li><input type="checkbox"/> Importance of reporting</li> <li><input type="checkbox"/> Don't take shortcuts</li> <li><input type="checkbox"/> Don't walk by hazards</li> <li><input type="checkbox"/> Fix the root cause(s) of problems</li> </ul> <p><b>Assessment Instruction: P – 4 from list</b></p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.2	<p><b>As a supervisor, what is your hazard assessment process?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize the hazard</li> <li><input type="checkbox"/> Evaluate the hazard</li> <li><input type="checkbox"/> Control the hazard</li> </ul> <p><b>Assessment Instruction: S</b></p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.3	<p><b>What should be done when the supervisor recognizes a worker is potentially unfit for work?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Address any immediate safety concerns</li> <li><input type="checkbox"/> Speak to worker privately</li> <li><input type="checkbox"/> Ask questions and investigate root cause</li> <li><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</li> <li><input type="checkbox"/> Complete company specific requirements if it is determined the worker is unfit</li> <li><input type="checkbox"/> Document outcome</li> <li><input type="checkbox"/> Follow up</li> </ul> <p><b>Assessment Instruction: P – 5 from list</b></p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

2.1	<p><b>What is the process when a worker refuses potentially unsafe work?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Report the unsafe condition to Supervisor</li> <li><input type="checkbox"/> Supervisor / employer must investigate and rectify</li> <li><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</li> <li><input type="checkbox"/> If investigation fails to resolve, WorkSafeBC is notified</li> <li><input type="checkbox"/> WorkSafeBC determines if this is safe or unsafe</li> <li><input type="checkbox"/> Provide written notice of the work refusal before allowing other workers to perform that work</li> </ul> <p><b>Assessment Instruction: S</b></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><b>How do Safe Work Procedures promote safety in the workplace?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Standardize safe methods of work based on past experiences</li> <li><input type="checkbox"/> Removes subjectivity</li> <li><input type="checkbox"/> Gives workers a baseline for work activities</li> <li><input type="checkbox"/> Acts as training material for new workers</li> </ul> <p><b>Assessment Instruction: P – 3 from list</b></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><b>What effects do language and literacy issues have on safety?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hazards may persist if not understood</li> <li><input type="checkbox"/> Safe work practices not followed or understood</li> <li><input type="checkbox"/> Two-way communication may be compromised</li> <li><input type="checkbox"/> Specific groups can be disadvantaged if needs not addressed</li> </ul> <p><b>Assessment Instruction: P – 2 from list</b></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><b>What are ways to manage language and literacy issues in the workplace?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pictures or videos</li> <li><input type="checkbox"/> Translation of documents or verbal instructions</li> <li><input type="checkbox"/> Demonstration</li> <li><input type="checkbox"/> Use of technology</li> <li><input type="checkbox"/> Use an intermediary</li> <li><input type="checkbox"/> Be patient (take time)</li> </ul> <p><b>Assessment Instruction: P – 3 from list</b></p>	
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

**1099 – Describe and Apply Communication Skills**

Locator	Questions	
1.1	<p><b>What must a supervisor take into consideration when using verbal communication?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tone</li> <li><input type="checkbox"/> Volume</li> <li><input type="checkbox"/> Appropriate language</li> <li><input type="checkbox"/> Clear and concise wording</li> <li><input type="checkbox"/> Language of choice / comfort</li> <li><input type="checkbox"/> Awareness of attention of audience</li> <li><input type="checkbox"/> Confirm that it can be heard in noisy work environment</li> </ul> <p><b>Assessment Instruction: P – 3 from list</b></p>	
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

1.2	<p><b>What can a supervisor do to promote safety through communication?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be open and available</li> <li><input type="checkbox"/> Lead by example</li> <li><input type="checkbox"/> Ensure message is received and understood</li> <li><input type="checkbox"/> Follow up</li> <li><input type="checkbox"/> Know when to talk (not during safety critical activity)</li> <li><input type="checkbox"/> Positive reinforcement is effective when promoting safety</li> <li><input type="checkbox"/> Knowing boundaries and communicating consequences (address the behaviour not person)</li> <li><input type="checkbox"/> Implementing consequences (without shaming)</li> </ul> <p><b>Assessment Instruction: P – 3 from list</b></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		
1.3	<p><b>What are qualities of professional communication?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Respectful</li> <li><input type="checkbox"/> Active listening</li> <li><input type="checkbox"/> Clear and concise</li> <li><input type="checkbox"/> Know your audience</li> <li><input type="checkbox"/> Keep professional boundaries</li> <li><input type="checkbox"/> Know what you are talking about</li> <li><input type="checkbox"/> Choosing correct method of communication</li> <li><input type="checkbox"/> Time management</li> <li><input type="checkbox"/> Be transparent and honest</li> </ul> <p><b>Assessment Instruction: P – 5 from list</b></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><b>How can the use of social media affect how a supervisor is perceived?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It may blur the lines between personal and professional</li> <li><input type="checkbox"/> It may paint a picture of individual that may not be accurate</li> <li><input type="checkbox"/> Can have real world impacts</li> <li><input type="checkbox"/> Promote safety culture</li> </ul> <p>Assessment Instruction: P – 3 from list</p>			
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2.3	<p><b>What must a supervisor take into consideration when using non-verbal communication?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facial expression</li> <li><input type="checkbox"/> Posture</li> <li><input type="checkbox"/> Gestures and movement</li> <li><input type="checkbox"/> Appearance</li> <li><input type="checkbox"/> Eye contact</li> <li><input type="checkbox"/> Proximity and position (i.e., standing above someone, or backing them into a corner)</li> <li><input type="checkbox"/> Audience</li> </ul> <p>Assessment Instruction: P – 4 from list</p>			
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2.4	<p><b>Why is it important to maintain confidentiality?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Legal reasons</li> <li><input type="checkbox"/> Trust and respect between workers and supervisors</li> <li><input type="checkbox"/> Maintains integrity of information</li> </ul> <p>Assessment Instruction: S</p>			
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## 1101 – Describe and Apply Due Diligence

Locator	Questions		
1.1	<p><b>What is due diligence in relation to safety?</b></p> <p><input type="checkbox"/> Taking all reasonable steps that you would take to ensure that the worksite and workers are safe</p> <p><input type="checkbox"/> Evidence is documented and proves comprehensiveness of safety program</p> <p><b>Assessment Instruction: S</b></p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.3	<p><b>What does the term “reasonable” mean in relation to due diligence?</b></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><b>Assessment Instruction: S</b></p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.4	<p><b>What activities can be done to support due diligence?</b></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><b>Assessment Instruction: P – 7 from list</b></p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

1.4	<p><b>What types of documentation supports due diligence?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Forms and checklists</li> <li><input type="checkbox"/> Daily journal</li> <li><input type="checkbox"/> Videos</li> <li><input type="checkbox"/> Photos</li> <li><input type="checkbox"/> Contracts</li> <li><input type="checkbox"/> Training records</li> <li><input type="checkbox"/> Job descriptions</li> <li><input type="checkbox"/> Health and safety policies</li> <li><input type="checkbox"/> Safe Work Procedures</li> <li><input type="checkbox"/> Standards and guidelines</li> <li><input type="checkbox"/> Inspections</li> <li><input type="checkbox"/> Investigation reports</li> <li><input type="checkbox"/> Corrective action log</li> </ul> <p>Assessment Instruction: P – 7 from list</p>			
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Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.1	<p><b>What punitive actions can occur when due diligence is not demonstrated?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WorkSafeBC penalties</li> <li><input type="checkbox"/> Criminal charges</li> <li><input type="checkbox"/> Internal punitive actions / discipline</li> <li><input type="checkbox"/> Contractual penalties</li> </ul> <p>Assessment Instruction: P – 2 from list</p>			
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2.1	<p><b>What makes a form complete?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dates</li> <li><input type="checkbox"/> Signatures</li> <li><input type="checkbox"/> Written comments</li> <li><input type="checkbox"/> Demonstrates that the activity was comprehensively completed</li> </ul> <p><b>Assessment Instruction: P – 2 from list</b></p>			
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2.4	<p><b>What systems must be in place to have a successful safety program?</b></p> <p><b>Systems to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Verify workers are qualified</li> <li><input type="checkbox"/> Investigate incidents and correct hazards/issues identified</li> <li><input type="checkbox"/> Required documentation completed</li> <li><input type="checkbox"/> Process for updating Safe Work Procedures (includes stakeholder involvement)</li> <li><input type="checkbox"/> Communicate safety related information</li> <li><input type="checkbox"/> Inspect, identify hazards and control risk</li> <li><input type="checkbox"/> Manage upset / unplanned conditions</li> <li><input type="checkbox"/> Observe workers and monitor work activities</li> <li><input type="checkbox"/> Coordinate different processes</li> <li><input type="checkbox"/> Supervisors coach, enforce requirements and hold people accountable</li> </ul> <p><b>Assessment Instruction: P – 5 from list</b></p>			
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Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
2.5	<p><b>What must be done to meet the test of due diligence as a defense?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> You must establish that you took all precautions that a reasonable, practical and informed person would take in the circumstances</li> </ul> <p><b>Assessment Instruction: S</b></p>			
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Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

## 1104 – Report and Investigate Incidents

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

2.3	<p><b>Why, from a business perspective, is it important to investigate?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Preventing incidents saves money</li> <li><input type="checkbox"/> Due diligence may save punitive action</li> <li><input type="checkbox"/> Business reputation will be affected by safety records</li> <li><input type="checkbox"/> WorkSafeBC rates</li> <li><input type="checkbox"/> Direct and indirect costs (lost time, medical costs, replacement worker costs)</li> <li><input type="checkbox"/> Shows professionalism</li> <li><input type="checkbox"/> Continuous improvement regarding worker/employee safety</li> <li><input type="checkbox"/> Reduces company exposure to risk</li> </ul> <p><b>Assessment Instruction: P – 4 from list</b></p>			
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Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
3.4	<p><b>What steps should a supervisor take when investigating?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure the work area and people exposed to any risks are safe</li> <li><input type="checkbox"/> Initiate the reporting process</li> <li><input type="checkbox"/> Inform the workers/personnel involved of the investigation process</li> <li><input type="checkbox"/> Establish expectations around privacy and sharing of information connected to the incident</li> <li><input type="checkbox"/> Preserve the scene of an incident (where applicable)</li> <li><input type="checkbox"/> Gather information and evidence, including witness statements</li> <li><input type="checkbox"/> Analyze the evidence</li> <li><input type="checkbox"/> Corrective actions</li> <li><input type="checkbox"/> Follow up</li> <li><input type="checkbox"/> Document</li> </ul> <p><b>Assessment Instruction: P – 5 from list</b></p>			
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Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

3.4	<p><b>What are the 5 categories of evidence collected in an investigation? (5 P's)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Position</b> – layout of site</li> <li><input type="checkbox"/> <b>People</b> – people involved in the incidents</li> <li><input type="checkbox"/> <b>Process</b> – how the work is conducted (SWP)</li> <li><input type="checkbox"/> <b>Parts</b> – tools and equipment</li> <li><input type="checkbox"/> <b>Paper</b> – supporting documentation (inspection, training records, media)</li> </ul> <p><b>Assessment Instruction: S</b></p>
3.5	<p><b>What is important to remember and apply about immediate and root cause analysis?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There is always more than one cause</li> <li><input type="checkbox"/> Need to identify root causes for every immediate cause (if possible)</li> </ul> <p><b>Assessment Instruction: S</b></p>
3.5	<p><b>Why is it important to continually ask 'why' in an investigation?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It may reveal previously missed evidence</li> <li><input type="checkbox"/> To get to root causes</li> </ul> <p><b>Assessment Instruction: S</b></p>
4.1	<p><b>What is required in a corrective action plan?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear action that can be verified once it is complete</li> <li><input type="checkbox"/> Corrective action for each cause</li> <li><input type="checkbox"/> The specific date for the action to be completed</li> <li><input type="checkbox"/> The name of the person responsible to complete each corrective action</li> <li><input type="checkbox"/> That it was completed and when it was completed</li> </ul> <p><b>Assessment Instruction: S</b></p>

1.2	<p><b>Why is it important to report incidents?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence is documented</li> <li><input type="checkbox"/> Details are remembered</li> <li><input type="checkbox"/> Claims can be resolved quickly and accurately</li> <li><input type="checkbox"/> Major injuries can seem minor at first</li> <li><input type="checkbox"/> Areas to improve (PPE, training etc.)</li> <li><input type="checkbox"/> Provides the starting point for incident investigations</li> <li><input type="checkbox"/> Help make industry safer by spotting trends</li> <li><input type="checkbox"/> Help initiate change within an organization</li> </ul> <p><b>Assessment Instruction: P – 5 from list</b></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><b>How can a supervisor promote reporting?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lead by example and report</li> <li><input type="checkbox"/> Emphasize the company wants to know</li> <li><input type="checkbox"/> Show how the information improves safety in the workplace</li> <li><input type="checkbox"/> Reporting in good faith (no discipline unless required by company policy)</li> </ul> <p><b>Assessment Instruction: P – 2 from list</b></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><b>What do WorkSafeBC officers have a right to do?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Arrive at a worksite at any time without notice</li> <li><input type="checkbox"/> Tour, observe and inspect worksite</li> <li><input type="checkbox"/> Ask that work process commence, or tools be used</li> <li><input type="checkbox"/> Take photos</li> <li><input type="checkbox"/> Interview workers</li> <li><input type="checkbox"/> Stop unsafe work</li> <li><input type="checkbox"/> Remove items for further investigation</li> <li><input type="checkbox"/> Attend relevant employer training</li> <li><input type="checkbox"/> Inspect records</li> <li><input type="checkbox"/> Issue orders for changes in the workplace</li> <li><input type="checkbox"/> To shut the workplace down (stop work order)</li> <li><input type="checkbox"/> Require accompaniment by a member of the JOHSC</li> </ul> <p>Assessment Instruction: P – 5 from list</p> <table border="1" data-bbox="344 945 1502 1018"> <tr> <td data-bbox="344 945 738 1018">Assessment</td> <td data-bbox="738 945 1120 1018"><input type="checkbox"/> Met</td> <td data-bbox="1120 945 1502 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				
	<p><b>What are factors that make us more tolerant to risk?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Overestimating capability or experience</li> <li><input type="checkbox"/> Familiarity with the task (complacency)</li> <li><input type="checkbox"/> Voluntary actions and being in control</li> <li><input type="checkbox"/> Over confidence in the equipment</li> <li><input type="checkbox"/> Over confidence in protection and rescue</li> <li><input type="checkbox"/> Potential profit or gain from actions (i.e. shortcut, easier, quicker)</li> <li><input type="checkbox"/> Role models / organization accepting risk</li> <li><input type="checkbox"/> Personal experience with a positive outcome</li> <li><input type="checkbox"/> Impairment (fatigue etc.)</li> <li><input type="checkbox"/> Rushing</li> <li><input type="checkbox"/> Frustration</li> </ul> <p>Assessment Instruction: S</p> <table border="1" data-bbox="344 1753 1502 1831"> <tr> <td data-bbox="344 1753 738 1831">Assessment</td> <td data-bbox="738 1753 1120 1831"><input type="checkbox"/> Met</td> <td data-bbox="1120 1753 1502 1831"><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				



<b>What are factors that make us less tolerant to risk?</b>		
<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		
<b>Assessment Instruction: S</b>		
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

**1106 – Plan and Manage Day to Day Activities**

Locator	Questions			
3.2	<b>As a supervisor what can you never delegate?</b>  <input type="checkbox"/> Legal responsibilities  <b>Assessment Instruction: S</b>			
	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Assessment</td> <td style="text-align: center;"><input type="checkbox"/> Met</td> <td style="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	<b>What are examples of minor changes that need to be managed in manufacturing operations?</b>  <input type="checkbox"/> Change in weather <input type="checkbox"/> Change in the people <input type="checkbox"/> Minor change to equipment on site <input type="checkbox"/> Changes to ERP <input type="checkbox"/> Change of operational plan <input type="checkbox"/> Change of worksite location <input type="checkbox"/> Mechanical breakdowns <input type="checkbox"/> Change in machinery operator/driver <input type="checkbox"/> Work specifications (ergonomics)  <b>Assessment Instruction: P – 6 from list</b>			
	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Assessment</td> <td style="text-align: center;"><input type="checkbox"/> Met</td> <td style="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><b>A minor change is occurring. What are the steps to manage minor changes in operations?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct a risk assessment</li> <li><input type="checkbox"/> Communicate change to everyone on site (plan for those arriving in future)</li> <li><input type="checkbox"/> Document the change</li> <li><input type="checkbox"/> Follow up / check understanding</li> <li><input type="checkbox"/> Open to feedback</li> </ul> <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
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		
4.2	<p><b>What are examples of the types of major changes that need to be managed in manufacturing operations?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Change in work procedures</li> <li><input type="checkbox"/> Change in company policy</li> <li><input type="checkbox"/> Change in work responsibilities or deliverables</li> <li><input type="checkbox"/> Introduction / change in technology</li> <li><input type="checkbox"/> Change in process</li> <li><input type="checkbox"/> Change of machinery or equipment</li> <li><input type="checkbox"/> Change in deployment</li> </ul> <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
Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met		

4.3	<p><b>What are the steps of an effective change management process?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly define the change</li> <li><input type="checkbox"/> Clearly define rationale for change</li> <li><input type="checkbox"/> Align change with organization's goals</li> <li><input type="checkbox"/> Senior management must embody/own the change</li> <li><input type="checkbox"/> Identify the effects of the change and those affected</li> <li><input type="checkbox"/> Create a team to help implement change/change champions</li> <li><input type="checkbox"/> Develop communications plan</li> <li><input type="checkbox"/> Effective training</li> <li><input type="checkbox"/> Create a support structure / remove barrier to change</li> <li><input type="checkbox"/> Create short term wins / celebrate successes</li> <li><input type="checkbox"/> Measure / Observe the change process</li> <li><input type="checkbox"/> Update change process as needed</li> </ul> <p>Assessment Instruction: P – 8 from list</p>			
	<table border="1" style="width: 100%;"> <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><b>What are the responsibilities for supervisors / managers in implementing change?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct a risk assessment</li> <li><input type="checkbox"/> Minimize those risks by developing / adapting Safe Operating Procedures (SOP's)</li> <li><input type="checkbox"/> Develop change management standards</li> <li><input type="checkbox"/> Inspect and audit to confirm that the SOPs are adequate, and the standards are being met</li> </ul> <p>Assessment Instruction: P – 3 from list</p>			
	<table border="1" style="width: 100%;"> <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		

4.5	<p><b>What are some common problems / challenges that occur during change management?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individuals may be resistant to change</li> <li><input type="checkbox"/> Difficult to sustain long term</li> <li><input type="checkbox"/> Poor communication</li> <li><input type="checkbox"/> Not enough resources/budget</li> <li><input type="checkbox"/> Changes to the risk profile of the workplace</li> <li><input type="checkbox"/> Change must occur to policy and not just practice in order to achieve enduring difference</li> </ul> <p><b>Assessment Instruction: P – 4 from list</b></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><b>Why is successfully managing change important for safety?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Risks are identified and mitigated before the change is implemented</li> <li><input type="checkbox"/> Everyone is aware of the change and reduces confusion</li> <li><input type="checkbox"/> Documentation is in place to prove due diligence</li> <li><input type="checkbox"/> Increases communication</li> <li><input type="checkbox"/> Helps organizes emergency response</li> </ul> <p><b>Assessment Instruction: P – 4 from list</b></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		

## 1109 – Orientate New Workers

Locator	Questions	
2.1	<p><b>What ERP and First Aid protocols should new hires understand?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How to report an injury or incident</li> <li><input type="checkbox"/> New hires will need to review and understand the company ERP</li> <li><input type="checkbox"/> They will need to understand what, if any, their responsibility may be if an ERP is initiated</li> <li><input type="checkbox"/> They will need to understand what their requirements are if they are required to provide first aid</li> <li><input type="checkbox"/> Muster point and back up muster point for main site</li> <li><input type="checkbox"/> Emergency signals</li> <li><input type="checkbox"/> Identity of first aid attendants</li> <li><input type="checkbox"/> Location of first aid equipment</li> <li><input type="checkbox"/> Evacuation plan (primary and secondary) for main site</li> <li><input type="checkbox"/> Location of communication equipment (and how to use)</li> <li><input type="checkbox"/> Proximity of mutual aid (if applicable)</li> <li><input type="checkbox"/> Who takes the lead in an emergency (including who is the second in command)</li> </ul> <p><b>Assessment Instruction: S</b></p>	
	Assessment	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

2.2	<p><b>What employment standards should new hires understand?</b></p> <p><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, who their supervisor is and termination protocols</p> <p><b>Assessment Instruction: S</b></p>	
	Assessment	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

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

## 1110 – Describe and Apply Disciplinary Process

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

2.4	<b>What are the steps in progressive discipline?</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Verbal warning that is documented</li> <li><input type="checkbox"/> Written warning</li> <li><input type="checkbox"/> Suspension / other measures</li> <li><input type="checkbox"/> Termination</li> <li><input type="checkbox"/> Additional steps identified in the Collective Bargaining Agreement (if present)</li> </ul> <p style="color: red;">Assessment Instruction: P – 3 from list</p>	
	Assessment	<input type="checkbox"/> Met <span style="margin-left: 100px;"><input type="checkbox"/> Not Met</span>

2.4	<b>What type of serious infractions may cause a deviation from progressive discipline?</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assault</li> <li><input type="checkbox"/> Harassment or discrimination</li> <li><input type="checkbox"/> Fighting</li> <li><input type="checkbox"/> Use of weapon</li> <li><input type="checkbox"/> Theft</li> <li><input type="checkbox"/> Sabotage</li> <li><input type="checkbox"/> Serious safety infractions</li> <li><input type="checkbox"/> Unfit for duty (impairment)</li> </ul> <p style="color: red;">Assessment Instruction: P – 5 from list</p>	
	Assessment	<input type="checkbox"/> Met <span style="margin-left: 100px;"><input type="checkbox"/> Not Met</span>

2.5	<b>What is culpable misconduct?</b> <ul style="list-style-type: none"> <li><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</li> </ul> <p style="color: red;">Assessment Instruction: S</p>	
	Assessment	<input type="checkbox"/> Met <span style="margin-left: 100px;"><input type="checkbox"/> Not Met</span>



2.7	<p><b>What are potentially non-culpable grounds where you would not apply discipline?</b></p> <p><input type="checkbox"/> Absenteeism</p> <p><input type="checkbox"/> Illness</p> <p><b>Assessment Instruction: S</b></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 1502 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><b>Why is understanding culpable misconduct important for a supervisor?</b></p> <p><input type="checkbox"/> Guides the course of discipline (severity)</p> <p><b>Assessment Instruction: S</b></p>			
	<table border="1"> <tr> <td data-bbox="344 638 740 714">Assessment</td> <td data-bbox="740 638 1120 714"><input type="checkbox"/> Met</td> <td data-bbox="1120 638 1502 714"><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><b>What is just cause?</b></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><b>Assessment Instruction: S</b></p>			
	<table border="1"> <tr> <td data-bbox="344 1008 740 1083">Assessment</td> <td data-bbox="740 1008 1120 1083"><input type="checkbox"/> Met</td> <td data-bbox="1120 1008 1502 1083"><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><b>Why is important for supervisors to understand the concept of just cause?</b></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><b>Assessment Instruction: P – 2 from list</b></p>			
	<table border="1"> <tr> <td data-bbox="344 1423 740 1499">Assessment</td> <td data-bbox="740 1423 1120 1499"><input type="checkbox"/> Met</td> <td data-bbox="1120 1423 1502 1499"><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><b>What is condonation?</b></p> <p><input type="checkbox"/> Condonation is where unacceptable behaviour has been tolerated for a period of time</p> <p><b>Assessment Instruction: S</b></p>			
	<table border="1"> <tr> <td data-bbox="344 1701 740 1776">Assessment</td> <td data-bbox="740 1701 1120 1776"><input type="checkbox"/> Met</td> <td data-bbox="1120 1701 1502 1776"><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><b>How does condonation affect discipline in the workplace?</b></p> <p><input type="checkbox"/> Unsafe practice becomes normalized</p> <p><b>Assessment Instruction: S</b></p>
2.10	<p><b>What is onus of proof in relation to discipline?</b></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><b>Assessment Instruction: S</b></p>
2.10	<p><b>What is standard of proof?</b></p> <p><input type="checkbox"/> Balance of probability based upon the judgement of a reasonable person</p> <p><b>Assessment Instruction: S</b></p>
2.11	<p><b>What are the qualities of good discipline?</b></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><b>Assessment Instruction: P – 4 from list</b></p>

## 1072 – Manage Problems and Emergencies

Locator	Questions	
2.1	<p><b>What are some steps involved in problem solving?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify root cause</li> <li><input type="checkbox"/> Identify other locations of the problem</li> <li><input type="checkbox"/> Corrective action planning</li> <li><input type="checkbox"/> Determine unintended consequences of corrective action</li> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Documentation</li> </ul> <p>Assessment Instruction: P – 4 from list</p>	
	Assessment	<input type="checkbox"/> Met <input type="checkbox"/> Not Met
2.3	<p><b>What are some defects that require equipment to be taken out of service?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Missing guarding</li> <li><input type="checkbox"/> Missing or malfunctioning safeguards</li> <li><input type="checkbox"/> Fire or electrical hazard</li> <li><input type="checkbox"/> Loss of steering or braking control</li> <li><input type="checkbox"/> Worn or stressed beyond safe working limit</li> <li><input type="checkbox"/> Past expiry or inspection date</li> <li><input type="checkbox"/> Issue stated in manufacturer’s instruction</li> </ul> <p>Assessment Instruction: P – 5 from list</p>	
	Assessment	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

3.2	<b>What are the responsibilities of a supervisor during an emergency?</b>	
	<input type="checkbox"/> Follow emergency response plan <input type="checkbox"/> Account for all their workers and ensure they are safe <input type="checkbox"/> Communicate with emergency responders <input type="checkbox"/> Follow post emergency procedures <input type="checkbox"/> Render the work area safe from hazards <input type="checkbox"/> Securing scene for investigation  <b>Assessment Instruction: S</b>	
	Assessment	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

### 1148 – Supervising a Leadhand / Chargehand

Locator	Questions
1.1	<b>What are the typical tasks of a leadhand / chargehand?</b>  <input type="checkbox"/> Relief of other workers on shift <input type="checkbox"/> Relief of supervisor <input type="checkbox"/> Specially assigned tasks <input type="checkbox"/> Troubleshooting and repair <input type="checkbox"/> Work assistance at machinery line bottlenecks  <b>Assessment Instruction: P – 3 from list</b>
	Assessment <input type="checkbox"/> Met <input type="checkbox"/> Not Met
1.2	<b>Describe how to assign tasks and responsibilities to a leadhand / chargehand.</b>  <input type="checkbox"/> Only assign tasks within skill and experience level of leadhand / chargehand <input type="checkbox"/> Clear communication of task expectations and limitations <input type="checkbox"/> When and how to contact supervisor if there are issues <input type="checkbox"/> Current or anticipated challenges with task <input type="checkbox"/> Resources required to complete task  <b>Assessment Instruction: P – 4 from list</b>
	Assessment <input type="checkbox"/> Met <input type="checkbox"/> Not Met

3.2	<p><b>Describe mentoring techniques that can be used to build supervisory skills in a leadhand / chargehand.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Motivation</li> <li><input type="checkbox"/> Performance feedback</li> <li><input type="checkbox"/> Knowledge and skill gap analysis</li> <li><input type="checkbox"/> Identifying opportunities for growth</li> </ul> <p><b>Assessment Instruction: P – 3 from list</b></p>	
	Assessment	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

## Level 2:

### 1066 – Fundamentals of Coaching

Locator	Questions		
1.1	<p><b>What are three common roles in the training environment?</b></p> <p><input type="checkbox"/> Trainer</p> <p><input type="checkbox"/> Coach</p> <p><input type="checkbox"/> Mentor</p> <p><b>Assessment Instruction: P – 2 from list</b></p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.2	<p><b>Give examples of how a trainer might not provide what is needed in a coaching relationship.</b></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><b>Assessment Instruction: P – 4 from list</b></p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

1.3	<p><b>What can a coach do to motivate learners?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Showing gaps before training</li> <li><input type="checkbox"/> Understand reason for learning</li> <li><input type="checkbox"/> Be positive and confident</li> <li><input type="checkbox"/> Be respectful of the learner</li> <li><input type="checkbox"/> Keep learners included and engaged</li> <li><input type="checkbox"/> Respect previous experience of learner</li> <li><input type="checkbox"/> Lead by example</li> <li><input type="checkbox"/> Speak to the level of the learner</li> <li><input type="checkbox"/> Ask for feedback</li> <li><input type="checkbox"/> Set daily learning objectives</li> <li><input type="checkbox"/> Stimulate to optimize performance</li> <li><input type="checkbox"/> Recognize when to acknowledge through positive reinforcement</li> <li><input type="checkbox"/> Understand adult learners</li> <li><input type="checkbox"/> Recognize incremental progress</li> </ul> <p><b>Assessment Instruction: P – 8 from list</b></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><b>What personal attributes must a coach be aware of in the training environment?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leading by example</li> <li><input type="checkbox"/> Communication style</li> <li><input type="checkbox"/> Patience</li> <li><input type="checkbox"/> Positivity and confidence</li> <li><input type="checkbox"/> Empathy and ease</li> </ul> <p><b>Assessment Instruction: P – 3 from list</b></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><b>What attributes of the trainee must a coach be aware of?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fitness level</li> <li><input type="checkbox"/> Physical / mental abilities</li> <li><input type="checkbox"/> Education level</li> <li><input type="checkbox"/> Native language</li> <li><input type="checkbox"/> Attitude</li> </ul> <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><b>What are essential non-verbal attributes that coaches must keep in mind when coaching learners?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Position in class or movement during lesson (in the field, sun in the eyes)</li> <li><input type="checkbox"/> Eye contact / movement</li> <li><input type="checkbox"/> Facial expressions</li> <li><input type="checkbox"/> Gestures</li> <li><input type="checkbox"/> Body posture</li> <li><input type="checkbox"/> Don't fidget</li> <li><input type="checkbox"/> Open vs. closed by position</li> <li><input type="checkbox"/> Body language</li> <li><input type="checkbox"/> Personal space</li> </ul> <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><b>What are common questioning techniques used by coaches to improve learners' performance?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Open</li> <li><input type="checkbox"/> Closed</li> <li><input type="checkbox"/> Probing</li> </ul> <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><b>List examples of situational awareness that coaches must keep in mind when coaching.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Flexibility</li> <li><input type="checkbox"/> Adaptability</li> <li><input type="checkbox"/> Personal traits and bias</li> <li><input type="checkbox"/> Personal and professional boundaries</li> <li><input type="checkbox"/> Time pressure</li> <li><input type="checkbox"/> Level of risk</li> </ul> <p><b>Assessment Instruction: P - 3 from list</b></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><b>List examples of environmental awareness that coaches must keep in mind when training.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Weather</li> <li><input type="checkbox"/> Noise</li> <li><input type="checkbox"/> Location</li> <li><input type="checkbox"/> Who else is around?</li> <li><input type="checkbox"/> Type of terrain</li> </ul> <p><b>Assessment Instruction: P - 3 from list</b></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><b>What items need to remain confidential in a coaching relationship?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Medical information</li> <li><input type="checkbox"/> Personnel files</li> <li><input type="checkbox"/> Disciplinary records</li> </ul> <p><b>Assessment Instruction: S</b></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><b>What are the components of a gap training plan?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Areas of improvement mapped to a standard</li> <li><input type="checkbox"/> Plan or resources to bridge the gap</li> <li><input type="checkbox"/> Follow up</li> </ul> <p><b>Assessment Instruction: S</b></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		

## 1100 – Describe and Apply Legal, Regulatory, and Legislative Requirements

Locator	Questions			
2.2	<p><b>What items and activities are required to be inspected in the workplace by OHS Regulation 3.5?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structures / buildings</li> <li><input type="checkbox"/> Equipment</li> <li><input type="checkbox"/> Work practices</li> <li><input type="checkbox"/> Worksite (grounds)</li> <li><input type="checkbox"/> Tools</li> </ul> <p><b>Assessment Instruction: P – 4 from list</b></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		
2.2	<p><b>How often must inspections occur?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> If conditions change</li> <li><input type="checkbox"/> Frequency related to risk</li> <li><input type="checkbox"/> Intervals that will prevent the development of unsafe working condition</li> </ul> <p><b>Assessment Instruction: S</b></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><b>What issues at a workplace would trigger you to contact your manager?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Critical safety issue - time loss incident - activation of ERP</li> <li><input type="checkbox"/> Significant break down or loss in production</li> <li><input type="checkbox"/> Significant cost</li> <li><input type="checkbox"/> Safety program expectations cannot be met</li> <li><input type="checkbox"/> Significant change to quality control requirements</li> </ul> <p><b>Assessment Instruction: P – 3 from list</b></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		

6.1	<p><b>List common measures of supervisor productivity.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has a plan that meets manager’s standards and expectations</li> <li><input type="checkbox"/> Maximizes safe production, without shortcuts</li> <li><input type="checkbox"/> Minimizing downtime, without compromising safety</li> <li><input type="checkbox"/> Maintains safe operations</li> <li><input type="checkbox"/> Optimizes tasks for each worker</li> <li><input type="checkbox"/> Makes sure crew is punctual</li> <li><input type="checkbox"/> Completes paperwork promptly and comprehensively</li> <li><input type="checkbox"/> Anticipates potential issues and has a back-up plan</li> <li><input type="checkbox"/> Ensures equipment is maintained in good working order</li> </ul> <p><b>Assessment Instruction: P – 6 from list</b></p>		
6.2	<p><b>List common measures of supervisor performance.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Performance Reviews (Top down and bottom up)</li> <li><input type="checkbox"/> Production and quality results</li> <li><input type="checkbox"/> Safety documentation completed (accurate, comprehensive, and timely)</li> <li><input type="checkbox"/> Equipment inspections and maintenance completed</li> </ul> <p><b>Assessment Instruction: P – 3 from list</b></p>		
3.1	<p><b>What information must be communicated when in a shift handover?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Any ongoing maintenance work</li> <li><input type="checkbox"/> Production or quality challenges</li> <li><input type="checkbox"/> Contractors on site</li> <li><input type="checkbox"/> Malfunctioning equipment</li> <li><input type="checkbox"/> Anticipated problems or challenges</li> <li><input type="checkbox"/> Any safety incidents</li> </ul> <p><b>Assessment Instruction: P – 4 from list</b></p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
	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><b>What are some return-to-work strategies?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Refresher training or skills upgrading</li> <li><input type="checkbox"/> Graduated return to work</li> <li><input type="checkbox"/> Work assessment</li> <li><input type="checkbox"/> Modified worksite or equipment</li> <li><input type="checkbox"/> Training on the job</li> </ul> <p><b>Assessment Instruction: P – 3 from list</b></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		

## 1115 – Manage, Inspect and Maintain Assets

Locator	Questions			
1.1	<p><b>What is an asset?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An item, thing or entity that has value to an organization</li> </ul> <p><b>Assessment Instruction: S</b></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><b>What are common assets in manufacturing operations?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vehicles (Trucks, heavy equipment, etc.)</li> <li><input type="checkbox"/> Buildings</li> <li><input type="checkbox"/> Stationary Mill Equipment</li> <li><input type="checkbox"/> Tools (chainsaws, pole saws, pike poles, maintenance tools)</li> <li><input type="checkbox"/> Office equipment (computers, printers etc.)</li> <li><input type="checkbox"/> Materials (fuel etc.)</li> </ul> <p><b>Assessment Instruction: P – 4 from list</b></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><b>What can poor asset management result in?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Deterioration in the performance of the asset</li> <li><input type="checkbox"/> Asset being unsafe to use</li> <li><input type="checkbox"/> The person using the asset being put at risk</li> <li><input type="checkbox"/> Loss of productivity (Asset unavailable or not performing at peak capacity)</li> <li><input type="checkbox"/> Increased costs (Frequent asset repair and replacement)</li> <li><input type="checkbox"/> Asset loss or theft (misplaced)</li> <li><input type="checkbox"/> Environmental damage</li> <li><input type="checkbox"/> Illness (poor health outcomes)</li> </ul> <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		
2.3	<p><b>What are some benefits of good asset management?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrated compliance with legal, statutory, regulatory and manufacturer requirements</li> <li><input type="checkbox"/> Better risk management including improvements in health and safety</li> <li><input type="checkbox"/> Informed asset investment decisions</li> <li><input type="checkbox"/> Increased productivity</li> <li><input type="checkbox"/> Appearance of professionalism</li> </ul> <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		
2.3	<p><b>What are the fundamental requirements of an asset management plan?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All assets are identified and documented</li> <li><input type="checkbox"/> On a maintenance schedule</li> <li><input type="checkbox"/> Assigned responsibility</li> <li><input type="checkbox"/> Training as required</li> </ul> <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		

2.3	<p><b>What are a supervisor's responsibilities in an asset management plan?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify all the assets that will be used</li> <li><input type="checkbox"/> Identify all the relevant information and documentation in relation to those assets (asset management plan)</li> <li><input type="checkbox"/> Ensure the inspection of assets to ensure that they are in good working condition</li> <li><input type="checkbox"/> Have a system to retain and maintain that information</li> <li><input type="checkbox"/> Determine the required compliance requirements of those assets</li> <li><input type="checkbox"/> Ensure all the maintenance requirements are up to date</li> <li><input type="checkbox"/> Ensure the roles and responsibilities for employees using those assets are made known</li> <li><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</li> <li><input type="checkbox"/> Have an audit system in place to ensure that the asset management plan is working</li> <li><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</li> </ul> <p><b>Assessment Instruction: P – 5 from list</b></p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

### Level 3:

#### 1102 – Describe and Apply Leadership and Professionalism

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

1.1	<p><b>What types of personal strengths promote good leadership?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accountable</li> <li><input type="checkbox"/> Observant</li> <li><input type="checkbox"/> Lead by example (on time etc.)</li> <li><input type="checkbox"/> Flexible</li> <li><input type="checkbox"/> Active listener</li> <li><input type="checkbox"/> Makes decision</li> <li><input type="checkbox"/> Confidence</li> <li><input type="checkbox"/> Respectful</li> <li><input type="checkbox"/> Sense of humour</li> <li><input type="checkbox"/> Professional</li> <li><input type="checkbox"/> Integrity</li> <li><input type="checkbox"/> Self-awareness</li> <li><input type="checkbox"/> Patient</li> <li><input type="checkbox"/> Approachable</li> <li><input type="checkbox"/> Fair</li> <li><input type="checkbox"/> Positive attitude</li> </ul> <p><b>Assessment Instruction: P – 8 from list</b></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><b>Why is it important as a supervisor to be able to adapt or modify your leadership style?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Because one style doesn't fit all</li> <li><input type="checkbox"/> Changing expectations in industry and society</li> </ul> <p><b>Assessment Instruction: S</b></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><b>What is effective leadership?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Right level of supervision (not too high level and not micromanagement)</li> <li><input type="checkbox"/> Effective communication including active listening</li> <li><input type="checkbox"/> Lead by example</li> <li><input type="checkbox"/> Admitting you don't know</li> <li><input type="checkbox"/> Being accountable for mistakes</li> <li><input type="checkbox"/> Delegation</li> <li><input type="checkbox"/> Look to results</li> <li><input type="checkbox"/> Crew acts the same if you are there or not</li> <li><input type="checkbox"/> Planning and project management skills</li> <li><input type="checkbox"/> Identifying strengths and weakness in others</li> <li><input type="checkbox"/> Build a good team</li> <li><input type="checkbox"/> Vulnerability where appropriate</li> <li><input type="checkbox"/> Transparency</li> <li><input type="checkbox"/> Take criticism and be willing to change</li> <li><input type="checkbox"/> Act proactively, not reactively</li> </ul> <p><b>Assessment Instruction: P – 7 from list</b></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		
2.2	<p><b>What are common direct behaviours of leaders?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sets goals and objectives, and clarifies expectations</li> <li><input type="checkbox"/> Plans and organizes work in advance</li> <li><input type="checkbox"/> Identifies job priorities</li> <li><input type="checkbox"/> Clarifies the leader and employee roles</li> <li><input type="checkbox"/> Establishes timelines</li> <li><input type="checkbox"/> Determines methods of evaluation and checks work</li> <li><input type="checkbox"/> Teaches employees to do a specific task</li> </ul> <p><b>Assessment Instruction: P – 5 from list</b></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		

2.2	<p><b>What are common supportive behaviours of leaders?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages, reassures and praises</li> <li><input type="checkbox"/> Listens and provides support</li> <li><input type="checkbox"/> Asks for suggestions and input</li> <li><input type="checkbox"/> Explains why</li> <li><input type="checkbox"/> Encourages self-reliant problem solving</li> <li><input type="checkbox"/> Makes information about the organization accessible</li> <li><input type="checkbox"/> Discloses information about self</li> <li><input type="checkbox"/> Encourages teamwork</li> <li><input type="checkbox"/> Involves others in decision making</li> <li><input type="checkbox"/> Respects privacy</li> <li><input type="checkbox"/> Welcomes dissenting opinions</li> <li><input type="checkbox"/> Coaching</li> </ul> <p>Assessment Instruction: P – 5 from list</p> <table border="1" data-bbox="344 945 1503 1018"> <tr> <td data-bbox="344 945 740 1018">Assessment</td> <td data-bbox="740 945 1120 1018"><input type="checkbox"/> Met</td> <td data-bbox="1120 945 1503 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><b>How can a leader positively affect the safety culture of an organization?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Non-punitive reporting</li> <li><input type="checkbox"/> Pro-active towards safety (not reactive)</li> <li><input type="checkbox"/> Robust safety management systems</li> <li><input type="checkbox"/> Transparency and honesty</li> <li><input type="checkbox"/> Top-down accountability</li> <li><input type="checkbox"/> Adequate resourcing</li> <li><input type="checkbox"/> Lead by example</li> <li><input type="checkbox"/> Acknowledge, highlight, and reward safety initiatives</li> </ul> <p>Assessment Instruction: P – 4 from list</p> <table border="1" data-bbox="344 1596 1503 1675"> <tr> <td data-bbox="344 1596 740 1675">Assessment</td> <td data-bbox="740 1596 1120 1675"><input type="checkbox"/> Met</td> <td data-bbox="1120 1596 1503 1675"><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><b>How can a leader build trust in relationships?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintain confidentiality</li> <li><input type="checkbox"/> Honesty</li> <li><input type="checkbox"/> Transparency</li> <li><input type="checkbox"/> Empathy</li> <li><input type="checkbox"/> Share something about yourself</li> <li><input type="checkbox"/> Respect</li> <li><input type="checkbox"/> Consistency</li> <li><input type="checkbox"/> Present (be there)</li> <li><input type="checkbox"/> Have your employees back (supportive)</li> <li><input type="checkbox"/> Competent in what you do</li> <li><input type="checkbox"/> Fair, firm and friendly</li> </ul> <p><b>Assessment Instruction: P – 8 from list</b></p> <table border="1" data-bbox="344 886 1502 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 1502 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><b>What must be considered when resolving conflict?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Take people aside (one on one)</li> <li><input type="checkbox"/> Identify root cause</li> <li><input type="checkbox"/> Take all workers concerns into account</li> <li><input type="checkbox"/> Active listening</li> <li><input type="checkbox"/> Suggest possible solutions</li> <li><input type="checkbox"/> Take a time out when needed</li> <li><input type="checkbox"/> Delayed response (reflect before responding)</li> <li><input type="checkbox"/> Picking the right time and location for discussion</li> </ul> <p><b>Assessment Instruction: P – 6 from list</b></p> <table border="1" data-bbox="344 1539 1502 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 1502 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><b>What are positive ways to motivate people?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compliment and acknowledgement (validation)</li> <li><input type="checkbox"/> Provide interesting work</li> <li><input type="checkbox"/> Change tasks when appropriate</li> <li><input type="checkbox"/> Set goals</li> <li><input type="checkbox"/> Monetary goals</li> <li><input type="checkbox"/> Challenges</li> <li><input type="checkbox"/> Opportunity to learn new things</li> <li><input type="checkbox"/> Ownership of the plan</li> <li><input type="checkbox"/> Meaningful work</li> <li><input type="checkbox"/> Believe in something</li> <li><input type="checkbox"/> Working with good people</li> <li><input type="checkbox"/> Respectful environment</li> <li><input type="checkbox"/> Opportunity for career advancement</li> <li><input type="checkbox"/> Giving responsibility</li> </ul> <p>Assessment Instruction: P – 10 from list</p> <table border="1" data-bbox="344 961 1502 1039"> <tr> <td data-bbox="344 961 740 1039">Assessment</td> <td data-bbox="740 961 1120 1039"><input type="checkbox"/> Met</td> <td data-bbox="1120 961 1502 1039"><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><b>What are characteristics of good workers?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Integrity</li> <li><input type="checkbox"/> Conscientious</li> <li><input type="checkbox"/> Willing to learn</li> <li><input type="checkbox"/> Positive attitude</li> <li><input type="checkbox"/> Respectful of others</li> <li><input type="checkbox"/> Fit for work</li> <li><input type="checkbox"/> Aptitude for work</li> <li><input type="checkbox"/> Self-starters</li> <li><input type="checkbox"/> Willing to ask for support</li> <li><input type="checkbox"/> Team player</li> <li><input type="checkbox"/> Flexibility</li> <li><input type="checkbox"/> Risk management</li> </ul> <p>Assessment Instruction: P – 9 from list</p> <table border="1" data-bbox="344 1789 1502 1864"> <tr> <td data-bbox="344 1789 740 1864">Assessment</td> <td data-bbox="740 1789 1120 1864"><input type="checkbox"/> Met</td> <td data-bbox="1120 1789 1502 1864"><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><b>What are characteristics of effective teams?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Integrity</li> <li><input type="checkbox"/> Complimentary skill sets</li> <li><input type="checkbox"/> Think of others</li> <li><input type="checkbox"/> Supportive of each other</li> <li><input type="checkbox"/> Leadership</li> <li><input type="checkbox"/> Independent thinkers</li> <li><input type="checkbox"/> Everyone pulls their weight</li> <li><input type="checkbox"/> Everyone knows their role</li> <li><input type="checkbox"/> Accountability</li> <li><input type="checkbox"/> Transparency</li> <li><input type="checkbox"/> Ownership</li> <li><input type="checkbox"/> Trusting</li> <li><input type="checkbox"/> Respectful environment</li> <li><input type="checkbox"/> Shared goals</li> <li><input type="checkbox"/> Disagreement are opportunities to grow</li> <li><input type="checkbox"/> Good communication</li> <li><input type="checkbox"/> Humour</li> <li><input type="checkbox"/> Disciplined and focused</li> </ul> <p>Assessment Instruction: P – 14 from list</p>		
Assessment		<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
3.2	<p><b>What are common reactions to over-supervision?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Less involvement</li> <li><input type="checkbox"/> Frustration</li> <li><input type="checkbox"/> Resentment</li> <li><input type="checkbox"/> Less self-starting</li> <li><input type="checkbox"/> Less independent job performance</li> </ul> <p>Assessment Instruction: P – 3</p>		
Assessment		<input type="checkbox"/> Met	<input type="checkbox"/> Not Met

3.2	<b>What are common reactions to under-supervision?</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Potential greater risk</li> <li><input type="checkbox"/> Less success</li> <li><input type="checkbox"/> Frustration</li> <li><input type="checkbox"/> Resentment</li> <li><input type="checkbox"/> Less self-starting</li> <li><input type="checkbox"/> Lack of respect</li> <li><input type="checkbox"/> Less effective job performance</li> </ul> <p style="color: red; margin-top: 10px;">Assessment Instruction: P – 3</p>	
	Assessment	<input type="checkbox"/> Met <span style="margin-left: 100px;"><input type="checkbox"/> Not Met</span>

### 1103 – Describe Human Factors

Locator	Questions	
2.1	<b>What workplace system factors influence performance?</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical workplace conditions</li> <li><input type="checkbox"/> Rewards, recognition, incentives</li> <li><input type="checkbox"/> Workplace management</li> <li><input type="checkbox"/> Workplace culture</li> <li><input type="checkbox"/> Education &amp; training</li> <li><input type="checkbox"/> Documentation in the workplace (inspections, investigations, policy, procedures, etc.)</li> <li><input type="checkbox"/> Individual / personal factors</li> <li><input type="checkbox"/> Teamwork, feedback</li> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Environmental conditions</li> </ul> <p style="color: red; margin-top: 10px;">Assessment Instruction: P – 6 from list</p>	
	Assessment	<input type="checkbox"/> Met <span style="margin-left: 100px;"><input type="checkbox"/> Not Met</span>

2.2	<p><b>Name organizational or company factors that affect performance.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Executive decisions</li> <li><input type="checkbox"/> Pay rates and compensation</li> <li><input type="checkbox"/> Work volume</li> <li><input type="checkbox"/> Production pressures</li> <li><input type="checkbox"/> Company culture</li> <li><input type="checkbox"/> Turnover rate</li> <li><input type="checkbox"/> Relationships with clients and regulators</li> </ul> <p><b>Assessment Instruction: P – 3 from list</b></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><b>Name the 4 main areas of an occupation that affect individual performance. Give examples of each.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Environment</b> – Noise, lighting, vibration, terrain, weather, air quality, temperature, remoteness</li> <li><input type="checkbox"/> <b>Workplace</b> – Documentation (SWP’s, inspections, etc.), accessibility, team, supervision, task</li> <li><input type="checkbox"/> <b>Equipment &amp; Tools</b> – Availability, intended use, ease of use, weight of tools, maintenance, vibration, noise, controls</li> <li><input type="checkbox"/> <b>Task Factors</b> – Forceful exertions, repetitive work, extended durations, awkward postures, and static postures</li> </ul> <p><b>Assessment Instruction: S</b></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		

## 1154 – Contractor Management

Locator	Questions		
2.1	<p><b>What are some best practices for managing contractors?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand written contract</li> <li><input type="checkbox"/> Complete safety orientation with contractor</li> <li><input type="checkbox"/> Assigns prime contractor if applicable</li> <li><input type="checkbox"/> Knows main contact for contractor</li> <li><input type="checkbox"/> Identifies sub-contractors</li> <li><input type="checkbox"/> Receive contractor's safety program</li> </ul> <p>Assessment Instruction: P – 4 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
3.1	<p><b>When is a prime contractor required?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When there is more than one employer on a worksite.</li> </ul> <p>Note: By default, the Prime Contractor is the owner (the Wood Product Manufacturing company) unless otherwise correctly assigned through a written agreement.</p> <p>Assessment Instruction: S</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
3.2	<p><b>What are the responsibilities of the prime contractor?</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinates the safety activities on site</li> <li><input type="checkbox"/> Makes sure the safety programs and procedures are being followed on site</li> <li><input type="checkbox"/> Two-way communication with designated supervisors</li> <li><input type="checkbox"/> Incident investigation</li> <li><input type="checkbox"/> Collects or completes appropriate safety documentation</li> </ul> <p>Assessment Instruction: P – 4 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met



## 1170 – Maintenance Project Management

Locator	Questions		
1.2	<p><b>Describe the steps that need to be followed when planning maintenance work.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the problem</li> <li><input type="checkbox"/> Inspect equipment and worksite where maintenance is needed</li> <li><input type="checkbox"/> Hazard assessment</li> <li><input type="checkbox"/> Hot work permit – if applicable</li> <li><input type="checkbox"/> Plan maintenance actions/repairs</li> <li><input type="checkbox"/> Order parts, supplies or tools</li> <li><input type="checkbox"/> Set priority level for the work</li> <li><input type="checkbox"/> Complete the maintenance work</li> <li><input type="checkbox"/> Documentation</li> </ul> <p>Assessment Instruction: P – 7 from list</p>		
	Assessment	<input type="checkbox"/> Met	<input type="checkbox"/> Not Met
1.4	<p><b>Describe the hazards that can occur during maintenance work.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hot work</li> <li><input type="checkbox"/> Lifts</li> <li><input type="checkbox"/> Removal of safeguards</li> <li><input type="checkbox"/> Working from height</li> <li><input type="checkbox"/> Securing mobile equipment</li> <li><input type="checkbox"/> Confined spaces</li> <li><input type="checkbox"/> Electrical</li> </ul> <p>Assessment Instruction: P – 5 from list</p>		
	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><b>Outcome Not Met (Not Met)</b></p>	<p><b>Skills:</b> Can complete the task but only with direct instruction and supervision, may lack consistency in application.</p> <p><b>Knowledge:</b> Does not understand what they are doing, or are not aware of a knowledge deficiency, or need guidance and support.</p> <p><b>Attributes:</b> 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><b>Outcome Met (Met)</b></p>	<p><b>Skills:</b> Consistently completes the task using safe work practices multiple times in a variety of contexts.</p> <p><b>Knowledge:</b> Has a solid grasp of underpinning knowledge, consistently applies it, and can explain it.</p> <p><b>Attributes:</b> Consistently displays professional attributes including being fit for work, prepared for the day, working in and organized manner and achieving work outcomes.</p>

<b>LEVEL 1</b>			
<b>A) PREPARE FOR THE DAY</b>	<b>MET</b>	<b>NOT MET</b>	<b>N/A</b>
<b>Arrived on time</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clothing for conditions</b> <ul style="list-style-type: none"> <li>Layered clothing appropriate for working conditions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Nutrition and water</b> <ul style="list-style-type: none"> <li>Adequate food for the day</li> <li>Sufficient hydration for work and weather conditions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fit for work</b> <ul style="list-style-type: none"> <li>Candidate is physically able to do the task</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Not noticeably impaired</b> <ul style="list-style-type: none"> <li>Candidate is not obviously physically or mentally impaired (by drugs, alcohol, personal situations, fatigue)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B) SAFETY CULTURE AND SAFETY MANAGEMENT SYSTEMS</b>	<b>MET</b>	<b>NOT MET</b>	<b>N/A</b>
<b>Train workers to use safe work practices</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Monitor workers for continued use of safe work practices</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C) COMMUNICATION</b>	<b>MET</b>	<b>NOT MET</b>	<b>N/A</b>
<b>Communicate in a professional manner</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Write effectively</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Conduct an effective meeting</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D) DUE DILIGENCE</b>	<b>MET</b>	<b>NOT MET</b>	<b>N/A</b>
<b>Use documentation to support due diligence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Follow due diligence best practices</b> <ul style="list-style-type: none"> <li>Monitors workers and worksite, corrects unsafe conditions and behaviour, provides training and information, and investigates incidents.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>E) REPORT AND INVESTIGATE INCIDENTS</b>	<b>MET</b>	<b>NOT MET</b>	<b>N/A</b>
Complete an incident investigation, including documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>F) PLAN AND MANAGE DAY TO DAY ACTIVITIES</b>	<b>MET</b>	<b>NOT MET</b>	<b>N/A</b>
Manage work schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate quality and quantity of work performed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prioritize and manage multiple tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate work schedules and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>G) ORIENTATE AND TRAIN WORKERS</b>	<b>MET</b>	<b>NOT MET</b>	<b>N/A</b>
Provide a worker orientation that meets company and legal requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide training and demonstrate work tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>H) DESCRIBE AND APPLY DISCIPLINARY PROCESS</b>	<b>MET</b>	<b>NOT MET</b>	<b>N/A</b>
Conduct a disciplinary investigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I) MANAGE PROBLEMS AND EMERGENCIES</b>	<b>MET</b>	<b>NOT MET</b>	<b>N/A</b>
Conduct and review inspections to identify problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervise workers during an emergency or drill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>J) SUPERVISING A LEADHAND / CHARGEHAND</b>	<b>MET</b>	<b>NOT MET</b>	<b>N/A</b>
Delegate tasks to a leadhand / chargehand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentor a leadhand / chargehand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>LEVEL 2</b>			
<b>K) PRODUCTIVITY AND PERFORMANCE FOR SUPERVISORS</b>	<b>MET</b>	<b>NOT MET</b>	<b>N/A</b>
Communicate with and monitor employees against benchmarks and goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommend process improvements to management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>L) COACHING</b>	<b>MET</b>	<b>NOT MET</b>	<b>N/A</b>
Give and receive constructive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>M) LEGAL REQUIREMENTS</b>	<b>MET</b>	<b>NOT MET</b>	<b>N/A</b>
Access legal or regulatory information when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>N) RETURN TO WORK PROGRAMS</b>	<b>MET</b>	<b>NOT MET</b>	<b>N/A</b>
Make a modified return to work plan for a worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify opportunities for modified work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage and monitor return to work plans <ul style="list-style-type: none"> <li>Includes communication and documentation of the plan.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>O) MANAGE ASSETS</b>	<b>MET</b>	<b>NOT MET</b>	<b>N/A</b>
Monitor and track maintenance and inspections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use inventory control system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>LEVEL 3</b>			
<b>P) LEADERSHIP AND PROFESSIONALISM</b>	<b>MET</b>	<b>NOT MET</b>	<b>N/A</b>
Lead by example using safe work practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognize and resolve conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Build relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivate people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Q) PROVIDE FEEDBACK AND PERFORMANCE EVALUATIONS</b>	<b>MET</b>	<b>NOT MET</b>	<b>N/A</b>
Conduct a performance evaluation	<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](mailto:training@bcforestsafe.org)

Canada



*Funding provided through the Canada-British Columbia  
Labour Market Development Agreement.*



**BC Forest Safety**