2015 BC TOURISM & HOSPITALITY
OCCUPATIONAL HEALTH & SAFETY SUMMIT

Case Study #1

The new & young worker

When it comes to New and Young Worker Training, employers are required to orientate and train all workers “before” work begins, on safe work procedures, and hazards related to the job. But the term “new worker” isn’t as obvious as it seems. In this case study, we will define what it is to be a new or young worker and the training required.

As a group, discuss the following:

1. Until what age are you considered a young worker, under WSBC Regulation?
   Answer: Under 25

2. If an employee - who has worked for a company for many years – is relocated to a different department, are they, by WSBC definition, considered a new worker, and should they have to undergo safety orientation and safe work procedure training again, and why?
   Answer: By definition, a new worker is any worker who is: affected by a change in the hazards of a workplace, or relocated to a new workplace if the hazards in that workplace are different from the hazards in the worker’s previous workplace.

3. If you leave a company, and a few months later get re-hired for the exact same job position, are you considered a new worker, and what type of training should follow?
   Answer: If the job position you are returning to has not changed at all since you left, you would not be considered a new worker in this case.

4. As a group, discuss the importance of young worker training, and list how and why it differs from the mature worker’s needs?
   Answer: For most young worker’s, it may be their first job ever, so they have no past experiences to relate to. Most mature workers have been around the block a few times so they have a better understanding of safety in the workplace. Young workers tend to bring a lot of energy, but not a lot of thought compared to the mature worker. Young workers often feel invincible compared to mature workers, and young workers don’t ask as many questions as the mature worker.

5. When putting together a training plan for new or young workers, what topics should be included in the training?
   Answer: Working alone, violence in the workplace, PPE, first aid, emergency procedures, rights & responsibilities, right to refuse unsafe work, bullying & harassment, job specific training, safe work procedures, accident investigation, job specific hazards.

6. What is the KEY takeaway your group has learned from this case study?
   Answer: The definition of New Worker can be defined several ways. It’s important that whenever a worker is put into a new environment, faced with new hazards, proper training is provided to make the transition as smooth as possible.
Case Study #2

The disengaged worker

When training a group of workers, often the challenge for the trainer is ensuring the key messages are getting through to everyone. In larger groups it’s not always easy keeping everyone engaged, and all too often, one or two of the workers are simply not paying attention. In the end, you have a roster sheet full of employee signatures to show that they’ve taken the training, “but how do you know they were actually trained?”

As a group, discuss the following topics:

1. When training a group of workers, what are some of the physical indicators that tell you whether or not a group is no longer attentive?
   Answers: limited eye contact, downcast eyes, whispering, restless hands, restless legs, looking around the room.

2. What can you do as trainer when you notice the workers attention span is waning?
   Answers: Get them involved. Be more interactive with the training not just by asking questions them but by using them in scenarios, or role playing. Move around the room, stand by them.

3. List several reasons why workers may not be engaged in a training session.
   Answers: The manager delivering the training is not engaged, the training is too broad and does not directly impact their job duties, the method of delivery is stale, the trainer is reading directly out of a guide book and does not involve the staff. Not using the style of learning they need.

4. As a trainer, list the different methods you can use to facilitate a successful group training session.
   Answers: Be creative, make sure your training session involves employee participation, ask lots of questions, and get lots of feedback, provide examples, get them physically involved. Real life stories, pictures, newspaper clippings, games, group work 3-4 people or groups of 2.

5. What are the main differences between a training session and a lecture?
   Answers: Training should always involve the worker both mentally through questions, answers, and opinions, and physically through participation, examples, or role playing. Lectures, involve 1 person telling everyone in the room what they need to know. No questions, no opinions, no involvement.

6. How important is it to “train the trainer”?
   Answers: Having a person on staff who is trained in proper technique, delivery, and content, will go a long way in ensuring workers are properly trained and engaged.

7. What is the KEY takeaway your group has learned from this case study?
   Answer: When training a group of workers, it’s important to get the group involved in the training both mentally, physically and emotionally.
Case Study #3

The language barrier

Tourism and hospitality is a diverse sector comprised of workers from varied cultures, backgrounds, ages, and languages. This is one of the reasons our industry is so unique. But with this diversity, comes its challenges.

In the case of a large hotel, where a housekeeping department is comprised of workers from all over the world, training can sometimes be a challenge due to language barriers. And although many corporate properties have developed strong training programs, it’s not always fully understood by each person in the room.

Knowing this, what types of tools, methods, and practices can an employer use to ensure proper training has been provided?

As a group, discuss the following topics:

1. Make a list of different training techniques you can use when trying to overcome a language barrier?
   Answer: Visual aids, physical examples, role playing, team them up with a co-worker who speaks the same language. Speak a bit slower and pronounce your words, having reading material helps, as lots of people who may not understand the language can look at the words and read it okay.

2. At the end of the training, what methods can you use to determine whether or not the worker understood?
   Answer: Have the worker physically show you what they learned (ie; proper lift technique, proper use of PPE, etc., leave time for a Q&A session at the end, summarize the training.

3. How effective are visual aids when it comes to training and why?
   Answer: Visual aids are often beneficial to workers who do not fully comprehend what you’re saying. For example, if you tell a worker that they need to wear goggles, an apron and chemical resistant gloves to do a task, they may not fully understand what goggles are, which apron (cloth or rubber) to use, and the difference between standard rubber dish gloves and chemical resistant gloves. But, if you actually provide them with examples of each of the PPE, have them try it on, they’ll know exactly what you’re talking about.

4. When developing a training plan for an employee who has English as a second language, what types of things should you consider when putting your training plan together?
   Answer: How will I communicate my message effectively, who is the best employee for them to shadow, which tools and resources will be most beneficial to the worker.

5. What is the KEY takeaway your group has learned from this case study?
   Answer: When developing a training plan for an employee with language barriers, it’s important to plan out the training to ensure they are given all the best tools, resources, and support, to achieve optimum success.
Case Study #4

Training planning

Larry, a high school kid looking for a summer job, was hired as a cook at a nearby restaurant. Larry had no experience working in kitchens, but the supervisor who hired him, explained that it wasn’t necessary, because they would train him.

On Larry’s first day, he was paired with a Senior Line Cook by the name of Tyler. Tyler wasn’t especially thrilled with the idea of having to train a new guy on the busiest night of the week, and expressed his concerns to the manager. “You’re our most senior employee, so that makes you the most qualified person to do the training.” A frustrated Tyler didn’t say much after that – and aside from giving Larry a nod of acknowledgement, his only words to him were “watch, and stay out of my way.”

By the time the main dinner rush hit, the entire kitchen line was bustling with activity and Tyler was doing his best to call orders, time out bills, and cook all at the same time. As more and more orders came in, the stress level in the kitchen had increased dramatically. It was at this point Tyler turned to Larry and barked, “I need you to run to the fridge and get me more hamburger meat!” Afraid to ask any questions, Larry quickly turned to look for the fridge, and as instructed, “ran” through the kitchen line to get more meat. A cook, unaware that Larry was coming through, turned to put up a dish, and collided with Larry. He never heard him coming.

As a group, discuss some of the issues surrounding Larry’s first day of training using the following topics:

1. Identify and list all the things that went wrong on Larry’s first day.
   Answer: paired with the wrong person, placed in the busiest work station, scheduled on the busiest night so the trainer had no time to teach, no safety briefing, was not told about communication in the kitchen, Larry was given the instruction to run, so he did.

2. When selecting an employee to do training, how much does seniority factor in on your decision, and why?
   Answer: Often seniority will be your starting point as they are the ones that usually have the most knowledge to share, but this alone should not determine your decision. A trainer should be an employee with experience, but they should also “want to share that experience,” and know how to communicate it. Not all senior employees are open to that idea.

3. If an employee is good at their job, does that automatically make them a good trainer, and why?
   Answer: Not necessarily, there are many workers who are good at what they do but they don’t possess the proper communication skills to deliver the proper training.

4. As a group, come up with 5 top character traits you would look for in a qualified trainer. Answer: Communication skills, experience, engaging, creative, knowledgeable, patient, fun

5. When organising a new employee’s training plan, what factors should you consider when scheduling the shifts.
   Answer: Who will they shadow, what are the most suitable shifts for training (business levels).

6. What is the KEY takeaway your group has learned from this case study?
   Answer: Many factors, such as who will train, the best shift to train, business levels, the trainee’s past work experience, age, should all be considered when organising a training plan.
Case Study #5

Engaging Senior Management

Proper training is one of the most important tools in maintaining a successful OHS program. Without training, all the company’s policies & procedures are just words on paper. Unfortunately, not everyone feels the same way. Safety training can often be viewed as a burden to the employer, and in many cases, will only be done because they have to do it. How often have you heard the phrase, “we just don’t have time to do it”? On the list of priorities, it’s often near the bottom, but when it comes to cutbacks, it’s always near the top. Getting everyone to do the training can sometimes feel daunting, and getting all the managers engaged is not always easy.

In this case study, your group will discuss the different challenges you’ve faced within your industries with when it comes to safety training.

1. Make a list of the different challenges you’ve experienced to promoting safety training, and determine if there are any commonalities amongst your group.
   Answer: Low on Senior Management’s priority list, don’t know where to start, no resources, who will champion the program, no time.

2. Discuss the different methods you’ve used in engaging management towards safety training, and share your top 5 strategies.
   Answer: Lower injury rates, lower annual premiums, return on investment, COR program rebate, fewer injuries equal’s higher production, less overtime coverage, higher morale, increased reputation.

3. In what ways should Senior Management be involved in your safety program?
   Answer: Leadership, accountability, governance, implementation of policies & procedures, monitoring the effectiveness & behavior of employees, communication.

4. What are the benefits of having Senior Management involved in the safety program?
   Answer: It legitimizes the program, develops accountability, and leads by example. When Senior Management has a “hands on approach” they develop a clearer understanding of both the worker’s and the managers challenges when it comes to safety.

5. If senior management thinks safety training is a waste of time, what key points could you present to convince them otherwise?
   Answer: Reduced injuries, reduced claims costs, lower annual premiums, higher employee retention, overtime costs to cover for the injured worker, costs of re-training another employee, lower productivity, lower morale, reputation, it’s the law.

6. What is the KEY takeaway your group has learned from this case study?
   Answer: There is a solid business case for employers to incorporate safety training into the workplace.