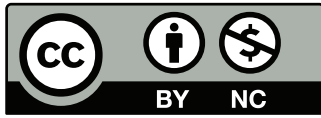


Planning

Keeping that Job

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Viewing Your PDF Learning Package

This Pdf Learning Package is designed to be viewed in Acrobat. If you are using the optional media resources, you should be able to link directly to the resource from the pdf viewed in Acrobat Reader. The links may not work as expected with other pdf viewers.



Download Adobe Acrobat Reader: <http://get.adobe.com/reader/>

Overview

Section Organization

Lessons

Lessons have a combination of reading and activities to give you a chance to process the material while being an active learner. Each lesson is made up of the following parts:

Activities

Throughout some lessons you see self-checking activities.

If your learning package contains self-check activities, you will mark these activities using the solutions at the end of the section.

Lesson Summary

This is a brief summary of the lesson content as well as some instructions on what to do next.

At the end of this section you will find:

Solutions

This contains all of the solutions to the Activities.

Icons

Throughout the section you will see a few icons used on the left-hand side of the page. These icons are used to signal a change in activity or to bring your attention to important instructions.



Planning online resource (optional)

This indicates a resource available on the internet. If you do not have access, you may skip these sections.



Solutions

SECTION ORGANIZATION

Keeping that Job

Once a person has started a job there are many things to consider in order to keep that job. Once you have shown your best writing and presentation skills with your successful résumé, cover letter, application and interview, you must show your employers that the ‘real’ you lives up to the person presented in the job search process. How does one do that? Through engaging employability skills such as communication (with your employer, fellow workers and customers), reliability, problem solving, time management and teamwork. That is part of your ‘responsibility’ as an employee. This section will identify what is expected of you but also what you should expect from an employer, both in terms of your specific job, general employment standards in BC, and safety in the workplace.

Once you've found a job, you need to be aware of your rights and responsibilities in work. In this section, you'll review employability skills, and assess your own. You'll also refer to the province's labour law to learn about your rights as a worker, and consider issues related to on-the-job safety. All these skills will help you develop your short- and long-term career goals from high school into your journey of a lifetime.

In this section you will:

- Self-assess your employability skills.
- Apply employment standards to situations.
- Identify myths and responsibilities of workers to keep a safe workplace.

Note: This Section requires that you have access to a copy of the *Employment Standards Act*. If you do not have one or access, you will need to obtain a current copy of the *Act*. You can access the *Act* by contacting the Employment Standards Branch at 1-800-663-3316 or by visiting their website at *Employment Standards* (<http://www.labour.gov.bc.ca/esb/esaguide/welcome.htm>).

Lesson A

Employability Skills

Overview

In this lesson you will identify examples of employability skills and why it's important for you to develop them.

Now that I have the Job, How Do I Keep it?

Employability skills are the foundation skills people need to be successful in education, careers, and professional relationships, and to be contributing members of society. These are transferable skills. This means that they are not specific to one job, career, or employment sector. Employability skills can be used in all careers, as opposed to the job-specific skills required by a certain occupation or level of responsibility.

Employability skills can be divided into three categories:

- Fundamental skills
- Personal management skills
- Teamwork skills

Expanded Skills List

Fundamental Skills

Communication:

- Reading
- Writing
- Listening
- Sharing information
- Explain, describe, and persuade

Managing Information:

- Gather and organize
- Analyze data

Numeracy:

- Define what to measure/calculate
- Observe and record quantitative information
- Estimate

Problem Solving:

- Consider all points of view
- Consider all aspects of the problem
- Identify causes of the problem
- Use creative solutions
- Evaluate your solutions
- Look for the chance to improve

Personal Management Skills

Positive attitudes and behaviours:

- Show interest
- Be honest and polite
- Project confidence
- Acknowledge others' efforts

Responsibility:

- Set goals
- Manage time well
- Assess risk
- Be accountable

Adaptability:

- Work on your own or part of a team
- Carry out multiple tasks
- Look for alternative methods
- Be open to change
- Learn from mistakes and welcome feedback

Learn Continuously:

- Be open to continual learning
- Use personal reflection for growth
- Set and achieve your own learning goals

Work Safely:

- Be aware of safe work practices and procedures
- Act in accordance with set procedures

Teamwork Skills

Work with Others:

- Be sensitive to group dynamics
- Work well within a group
- Respect differences
- Be open to others' opinions and ideas
- Accept and provide feedback
- Lend support
- Contribute ideas
- Manage conflict

Participate in Projects and Tasks:

- Plan projects from start to finish
- Carry out and evaluate your plans
- Work to standards
- Use technology to accomplish a task

Activity 1

What Are Your Employability Skills?

As a student, your school, social, and work experiences have already helped you develop a variety of employability skills. Which skills can you claim to use on a regular basis and which ones do you plan to develop?

1. Make a list of the skills you are already developing (in school, home, or work).
2. Sort these skills into the three categories (Fundamental Skills, Personal Managerial Skills, and Teamwork Skills).
3. Reflect on what you've written. Is there a particular category in which your skills could be improved? List the following:
 - a. **Five skills** that you feel are important and want to develop in the future.
 - b. The ways you could develop these employability skills.

Summary

Transferable employability skills are important. Futurists predict that graduates will now hold several different jobs within their lifetime. Identifying the skills you currently possess and those you need to develop will help you acquire the most extensive skill base possible.

Completing this lesson has helped you to:

- Identify the employability skills you have that will be beneficial to an employer.
- Identify the employability skills you need to further develop.

Lesson B

Job Standards

Overview

In this lesson you will find out where to locate information about employment standards and learn to apply them to everyday situations.

Employment Standards Act

The *Employment Standards Act* sets out the minimum standards that apply to most workplaces in British Columbia. This law regulates certain rights that you are entitled to with your job. The *Act* applies equally to all employees who have the same job, whether they work full-time or part-time.

The *Act* sets the standard for:

- Minimum wage
- Minimum daily pay
- Employing children under 15
- Severance pay
- Annual vacation
- Vacation pay
- Meal breaks
- Paydays and payroll records
- Overtime
- Averaging agreements
- Uniforms and special clothing
- Deductions
- Statutory holidays
- Leave from work
- Collective agreements
- Resolving disputes

The *Employment Standards Act* ensures that employees are treated fairly. It is your right to be treated fairly, but it is your responsibility to know what you are entitled to. You can access the *Act* by contacting the Employment Standards Branch at 1-800-663-3316 or by visiting their website at *Employment Standards* (<http://www.labour.gov.bc.ca/esb/esaguide/welcome.htm>).

What can you do if you feel that aspects of your job are against the *Employment Standards Act*?

- Approach your boss and say that you are learning about the *Employment Standards Act* in your Planning course and could he/she explain something that confuses you.
- Don't be aggressive or accusatory. Simply state what you are concerned about and that you are trying to understand what to expect from your employer and what is expected of you.

Summary

There is a lot to learn when you start a new job. If something seems unfair or wrong, it may not be. Know what your rights are by becoming familiar with the *Employment Standards Act*, or at least know where to access it if you need to.

Completing this lesson has helped you to:

- Identify the legal rights and responsibilities of employers.
- Identify the legal rights and responsibilities of employees.

Lesson C

Safety on the Job

Overview

Have you or someone you know ever been injured in a workplace accident? In this lesson you will learn about workplace injuries and your rights and responsibilities as an employee.

Activity 1

Workplace Injuries

Answer the following questions.

1. Can you suggest four to five different types of injuries that could occur in the workplace?

2. What are some of the consequences of a workplace injury?



Turn to the Solutions at the end of the section and mark your work. Contact your teacher if you need help with any of the questions.

Workplace Injuries and Youth

Did you know that young workers are at high risk of being injured on the job? Like all workers, they have the right to a safe and healthy workplace. Consider these facts:

- Young workers are at the greatest risk of getting injured during their first six months on the job.
- Young men are more likely to be injured on the job than any other group of workers.



For more information on workplace injuries sustained by youth, you can check out the website *WorkSafeBC* (http://www.worksafebc.com/about_us/governance/BoD_initiative/awareness_to_action/young_workers/default.asp).

Sobering Statistics

Consider these facts:

- more than 50 percent of work-related accidents happen during a young worker's first six months on the job
- males under 25 are much more likely to be injured on the job than any other workers
- each day in B.C., 34 young workers are hurt on the job, or one every 42 minutes.
- every week, five of these young workers are permanently disabled in workplace accidents
- in 2002, five young male workers were killed in work related accidents
- workers between the ages of 15 and 24 reported 8,630 workplace injuries in 2002. Many more go unreported

To keep safe on the job, you can do the following:

- ask to be trained about safe work procedures and how to recognize on-the-job hazards
- follow safe procedures and encourage others to do so
- know your workplace health and safety rights and responsibilities
- ask questions if you are uncertain about anything
- if you are a young worker, get involved and support young worker health and safety programs

WorkSafeBC

Remember that workplace safety is both a right and a responsibility. You can find information and help concerning safety on the *WorkSafeBC* (Workers' Compensation Board) (<http://www.worksafebc.com>) website—a site dedicated to the safety of workers. It includes a broad range of information, as well as resource materials that can be downloaded for free.

The WCB Information Line is also available: 604-276-3100 in the Lower Mainland or 1-888-621-SAFE (7233), toll-free, from elsewhere in the province. You can phone in with questions about workplace health and safety or to report a concern anonymously.

Workplace Safety

British Columbia has close to two million workers. Keeping them safe on the job is everyone's job. Everyone has a part to play—unions, employers, supervisors, co-workers, parents, educators, the WCB, and the community at large. Source: Young Workers Information Bulletin (WCB)

Every employee has the **right** to a safe work environment, and along with that right comes certain responsibilities.

An employee is **responsible** for:

- Using safe work procedures
- Reporting unsafe acts
- Correcting and reporting unsafe conditions
- Respectfully refusing unsafe work
- Reporting any injury
- Setting a good example

Employers and employees are both responsible for ensuring that everyone is working within a safe environment. Unfortunately, statistics show that young people are those most likely to be injured on the job.

Do you know why? A few reasons why 15–24 year olds are more likely to be injured on the job include:

- they try too hard
- not reporting unsafe conditions
- unfamiliar with the workplace/ machinery/ equipment
- taking risks
- insufficiently trained
- not understanding or recognizing the risks
- not wanting to appear foolish or unknowledgeable to peers or boss
- not being sure of their rights

To keep yourself safe, you first need to know what a **hazard** is—an action or situation that can cause injury or death.

Then you have to know the three steps to controlling a hazard:

- **recognition**—determine obvious hazard, or **SEE IT**
- **evaluation**—evaluate the situation, or **THINK IT**
- **control**—suggest a control or solution, or **DO IT**

So, what should you do if you face a workplace situation that you think is a hazard and you want to refuse to do it?

The Workers' Compensation Board's *Occupational Health and Safety Regulations* say that you must follow these steps:

1. You must discuss the situation with your supervisor or employer.
2. If the matter is not resolved, then a worker representative must be involved.
3. If the matter is still unresolved, a WCB Field Officer is called in by both worker and management representatives.
4. While the matter is being resolved, you will be temporarily reassigned to another job.

If you feel you must refuse work, be sure to follow the procedures in the regulations and any other policies that the employer may have. **Don't just stop work and go home!** If you don't follow the procedures, you may be subject to disciplinary action by your employer.

Activity 2 Rights and Responsibilities

In this activity you will determine your workplace rights and responsibilities and your employer's rights and responsibilities.



You can also try this activity online to see how much you know about *Rights Versus Responsibilities* (<http://media.openschool.bc.ca/osbcmmedia/pl10/pl103/pl1034d1h001.html>).

LESSON C: SAFETY ON THE JOB

1. Determine whether each action is one of *your rights* or *your responsibilities*, then draw a line from the action to the right or responsibility.

Actions	
<ul style="list-style-type: none"> • a safe work environment • put litter in containers • report unsafe equipment • report spills 	<p>Your Rights</p>
<ul style="list-style-type: none"> • equipment is maintained and functioning • log off from computer • report harassment • wear protective clothing when required (lab, shop and home) 	<p>Your Responsibilities</p>

2. Determine whether each action is one of *a worker's responsibility* or *an employer's responsibility*, then draw a line from the action to the correct responsibility.

Actions	
<ul style="list-style-type: none"> • use safe work procedures • provide personal protective equipment • report any injury • correct unsafe conditions • set a good example 	<p>Worker Responsibilities</p>
<ul style="list-style-type: none"> • provide a safe workplace • recognize right to refuse unsafe work • ensure proper training • report unsafe acts 	<p>Employer Responsibilities</p>



Turn to the Solutions at the end of the Section and mark your work.

Summary

Workplace safety is everyone's responsibility. As an employee you need to know your rights and responsibilities and those of your employer.

Completing this lesson has helped you to:

- Identify workplace hazards.
- Prevent workplace accidents.
- Accurately identify the legal rights and responsibilities of employees.
- Accurately identify where information related to the legal rights and responsibilities of employers and employees can be found (e.g., employment centres, school or community career centres, Workers' Compensation Board, public library).

Lesson D

Major Causes of Workplace Injury

Overview

In this lesson you will explore the major causes of workplace injuries.

Why Do Workers Get Injured?

WCB statistics indicate that the three main causes for the high rate of worker injuries are:

- lack of supervision or training
- minimal knowledge of rights and responsibilities
- lack of experience in recognizing hazardous situations

Activity 1 Hazards

A hazard is an action or situation that could cause injury or death. Answer the following questions.

1. Make a chart like the following:

Hazardous Jobs	Hazards and Hazardous Activities

In the left column, list approximately five jobs that you think might be hazardous. In the right column, describe the sort of hazards and hazardous activities that workers might experience in each of these jobs.

2. With your family, friends, or classmates, brainstorm possible major causes of injury in the workplace. Check to see if you missed any.

3. Six major industries in British Columbia are:
- food service (restaurants, fast food outlets)
 - logging
 - food retail (grocery stores, supermarkets)
 - sales
 - construction
 - business

Which causes of injury do you think would be common in these major industries? Write the six industries and under each one, list approximately 5–6 causes of worker injuries in that industry. Example: Food Service: handling hot items

Food Service	Logging	Food Retail	Sales	Construction	Business

4. Can you guess the top seven work activities that are most dangerous for people in British Columbia? List them and then check Solutions to see the accuracy of your guess.



Turn to the Solutions at the end of the Section and mark your work.

Summary

For more information on this topic, you may wish to consult the *WorkSafeBC Injury Prevention* (<http://www2.worksafebc.com/Topics/YoungWorker/InjuryPreventionResources-Index.asp>) website to find relevant information on how to minimize hazards in the top five industries in British Columbia.

Completing this lesson has helped you to:

- Create a list of factors that contribute to making workers and workplaces physically and emotionally safe.
- Describe and discuss standard guidelines and procedures for reducing risk and injury in the workplace.
- List and discuss primary causes of injury to young workers.
- Propose strategies to minimize workplace hazards.

Solutions

Lesson A: What Are your Employability Skills?

Activity 1

Answers will vary. Some sample answers are:

A. Skills to be developed:

- Read and understand information in a variety of forms
- Make estimates and verify calculations
- Set goals and priorities, balancing work and personal life
- Be able to work independently or as part of a team
- Ensure that a group's purpose and objectives are clear
- Manage and resolve conflict when appropriate
- Assess situations and identify problems
- Be willing to learn and grow
- Plan for and achieve learning goals
- Work to agreed quality standards and specifications

B. Ways to develop skills:

- Feel good about myself and be confident
- Take care of my personal health
- Deal with people, problems, and situations with honesty and integrity
- Be socially responsible and contribute to my community
- Assess, weigh, and manage risk
- Take specific school courses
- Get involved with extracurricular activities, volunteer work, and co-op or work placements

Lesson C: Safety on the Job

Activity 1

1.
 - sprains and strains
 - cuts
 - broken bones
 - loss of limbs
 - crushing injuries
 - internal organ damage
 - eye injuries
2.
 - short- and long-term disability
 - disfigurement
 - dismemberment
 - death

Lesson C: Rights and Responsibilities
Activity 2

1.

Actions	
<ul style="list-style-type: none"> • a safe work environment • equipment is maintained and functioning 	Your Rights
<ul style="list-style-type: none"> • put litter in containers • report unsafe equipment • report spills • log off from computer • report harassment • wear protective clothing when required (lab, shop and home) 	Your Responsibilities

2.

Actions	
<ul style="list-style-type: none"> • use safe work procedures • report unsafe acts • report any injury • correct unsafe conditions • recognize right to refuse unsafe work • set a good example 	Worker Responsibilities

Actions	
<ul style="list-style-type: none"> • provide a safe workplace • provide personal protective equipment • correct unsafe conditions • ensure proper training • set a good example 	Employer Responsibilities

Lesson D: Major Causes of Workplace Injury

Activity 1

1.

Hazardous Jobs	Hazards and Hazardous Activities
construction work	lifting heavy items, operating equipment without proper training, repetitive work
logging work	lifting heavy items, falling from trees, operating equipment without proper training, being pinned under falling trees
mining work	being caught in a cave-in, breathing unsafe air, being exposed to dangerous chemicals
warehouse work	repetitive lifting of heavy boxes, unstable stacks of product, operating a forklift without proper training
restaurant work	slipping, tripping, handling hot items, carrying heavy trays, coming into contact with hot oil

- 2.
- slips, trips and falls
 - improper use of equipment
 - not turning power off when repairing equipment
 - being struck by falling objects or pushed into an object
 - improper use or storage of chemicals and other hazardous materials
 - improper handling of sharp objects (e.g., knives, glass, woodworking tools)
 - improper lighting

- faulty equipment
- vehicle accidents
- improper lifting

3. Food service

- struck by objects
- slips and trips (e.g., on greasy floor)
- handling of hot items
- contact with chemical substances
- improper lifting
- contact with hot items
- horseplay

Logging

- improper use of equipment or tools
- contact with running equipment
- fall on uneven terrain
- fall from large machinery
- not following safe work procedures
- not paying attention

Food retail

- improper lifting
- improper use of box cutter
- repetitive lifting
- poor posture
- heavy loads
- improper use of mobile equipment
- contact with hot objects
- contact with harmful substances or materials

Sales

- improper lifting
- poor posture
- cluttered work area
- improper use of box cutter (or other tools)
- repetitive lifting or other work activities
- lack of safe work procedures

Construction

- repetitive lifting or motion
- heavy loads
- lack of personal protective equipment
- lack of training
- overhead hazards

Business

- improper lifting
 - repetitive work activities
 - poor indoor air quality
 - computer workstation not ergonomically correct
 - sitting for extensive periods
4. • lifting objects as retail clerks, shipper-receivers, labourers, material handlers
- working on ladders, stairs, scaffolding, other raised areas
 - using knives in food service, retail sales, supermarkets
 - working with hot substances or equipment in restaurants
 - driving or riding in vehicles and operating or working near mobile equipment
 - operating food slicers in restaurants, supermarkets
 - working near running equipment or machinery in a variety of jobs