

SAFE INTEGRATION

OF NEW WORKERS IN MINING COMPANIES

DI-973-1

SELF-DIAGNOSTIC TOOL

Take stock of the current integration practices and conditions in your company, with a view to continuous improvement

ACKNOWLEDGEMENTS

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- Québec Mining Association (QMA)
- Association paritaire pour la santé et la sécurité du travail du secteur minier (APSM)
- Comité sectoriel de main-d'œuvre de l'industrie des mines (CSMO Mines)
- Commission des normes, de l'équité, de la santé et de la sécurité du travail (CNESST)
- Fédération de l'industrie manufacturière (FIM-CSN)
- Syndicat des Métallos

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SOURCE

Ledoux, É., Beaugrand, S., Jolly, C., Ouellet, S. and Fournier, P.-S. (2015). Les conditions pour une intégration sécuritaire au métier — Un regard sur le secteur minier québécois, (Report R-898), Montréal, IRSST, 139 pages.

COMMENTS

If you have any comments or suggestions you would like to make regarding this tool, contact the webmestre@irsst.qc.ca

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Compared to more experienced workers, new workers are at much **greater risk of sustaining an injury** involving compensated lost work time during their first month on the job¹.

Find out whether your company promotes the safe integration of new workers.

A TOOL INSPIRED BY THE INTEGRATION SYSTEMS IN PLACE IN FIVE QUÉBEC MINES

The safe integration of new workers in Québec's mining sector poses specific challenges, especially given the nature of its activities. Based on observations made in five Québec mines, a study² conducted by the Institut de recherche Robert-Sauvé en santé et en sécurité du travail (IRSST) brought to light practices and conditions that promote this integration, namely:

- o organization of the worker integration system in a way that supports learning;
- o planning of production in a way that takes worker integration and training into account;
- o appropriate allocation of human, physical, and financial resources; and
- o factoring in of task complexity and situational variability.

The research team has developed a self-diagnostic tool inspired by this study to help you reflect on how new workers are integrated in your company. By means of questions about the goals and process of integration and the key actors involved, this tool will enable you to:

- o identify your current practices and conditions that facilitate new worker integration, and
- o identify action priorities to ensure continuous improvement.

Additional information and an example of a worker integration process available online³.

¹ Breslin, F.C., Smith, P. (2006). Trial by fire: a Multivariate examination of the relation between job tenure and work injuries, *Journal of Occupational and Environmental Medicine*, vol. 63, no. 1, pp. 27-32.

² Ledoux, É., Beaugrand, S., Jolly, C., Ouellet, S. and Fournier, P.-S. (2015). *Les conditions pour une intégration sécuritaire au métier — Un regard sur le secteur minier québécois*, (Report R-898), Montréal, IRSST, 139 pages.

³ Visit irsst.qc.ca/integration-workers-mines.

HOW TO SELF-DIAGNOSE

PROPOSED PROCESS

01.

FORM AN "INTEGRATION" COMMITTEE

To begin the self-diagnostic process, it is strongly recommended that you form an Integration Committee, which will manage the entire process.

..... [START THE PROCESS \(P. 5\)](#)

02.

SET THE GOALS OF INTEGRATION

Taking stock of the integration practices and conditions currently in place requires referring to the goals to be achieved. Before starting the self-diagnostic process, the Committee should therefore specify the goals of integration.

..... [CONTINUE THE PROCESS \(P.6\)](#)

03.

COLLECT INFORMATION

This step constitutes the core of the process.

The Committee has to complete the 11 self-diagnostic tables on:

- o the integration process; and
- o the key actors.

..... [CONTINUE THE PROCESS \(P.7\)](#)

04.

TAKE STOCK OF CURRENT PRACTICES AND CONDITIONS AND IDENTIFY POSSIBLE IMPROVEMENTS

Depending on the results of the self-diagnostic process and on the integration goals, the Committee should then identify possible improvements and validate them with the various key actors involved in the integration process.

..... [CONTINUE THE PROCESS \(P.24\)](#)

05.

DEVELOP AN ACTION PLAN

The Committee should develop an action plan based on the priorities retained and the short-, medium- and long-term goals.

..... [CONTINUE THE PROCESS \(P.27\)](#)

01.

FORM AN INTEGRATION COMMITTEE

The integration process involves a number of key actors. The Committee should ideally include representatives of:

- various departments such as:
 - Human Resources,
 - Operations,
 - Occupational Health and Safety, and
 - Training; and
- workers (for example, the shop steward).

The person heading the Committee (someone with a good knowledge of the issues involved) ensures a smooth process by following the various steps described in this self-diagnostic tool.

The Committee chooses the zone in the mine or the specific job that will be the focus of the self-diagnostic process based on factors such as known problems, accidents, recent changes, or the large number of new hires.



Food for thought...

The process could also be managed by an existing committee (such as a training committee or occupational health and safety committee), to which new members with complementary expertise would be added.

NAME	TITLE	CONTACT INFORMATION
.....
.....
.....
.....
.....
.....

02.

SET THE GOALS OF INTEGRATION

.....

RECONCILING FORMAL RULE COMPLIANCE AND SKILL DEVELOPMENT

The mining environment is constantly changing and exposes workers to a variety of potentially hazardous situations. Integration therefore concerns not only newly hired workers but also those who may, for example, change jobs, perform new tasks, or start working in a new environment (collectively referred to as “new workers”). Does your company have a planned integration and/or training process for workers who:

- have no experience or have been recently hired?
- have experience, but come from another mine?
- are changing jobs?
- are performing new tasks?
- are using new equipment?
- are working under new conditions (ground conditions, organization, etc.)?
- are back at work after a long absence?

Before discussing the practices and conditions listed in the self-diagnostic tables and establishing action priorities, the Committee should specify the goals to be achieved with respect to worker integration.



Food for thought ...

Once workers have been integrated, it is generally expected that they will be able to:

- *function as part of a work team;*
- *analyze and resolve problems and make decisions;*
- *achieve production and quality objectives while ensuring their own safety and that of others; and*
- *in the longer term, strengthen the occupational health and safety (OHS) culture.*

This means it is not enough for them to simply learn techniques and procedures.



In your company, the goals of new worker integration are to:

03.

COLLECT INFORMATION

This section includes 11 tables containing statements about integration practices and conditions. You are asked to indicate whether they reflect the current situation in your company and to what extent (“never,” “sometimes,” or “almost always”).

These tables concern the steps in the **integration process** (pages 8 to 14) and the various **key actors** involved (pages 15 to 23). To complete them, you may find it useful to consult other people in the company (such as mentors or supervisors) or documents (about job-specific incidents and accidents, for example).

THERE ARE TWO WAYS TO COMPLETE THE TABLES:

On-screen

Download the interactive PDF from the irsst.qc.ca/integration-workers-mines Web site and complete it on-screen.

If you complete the interactive PDF on-screen, indicate your answer to each item by entering “1” in the applicable box. The data will be compiled automatically in the *Summary of the self-diagnosis*.

Manually

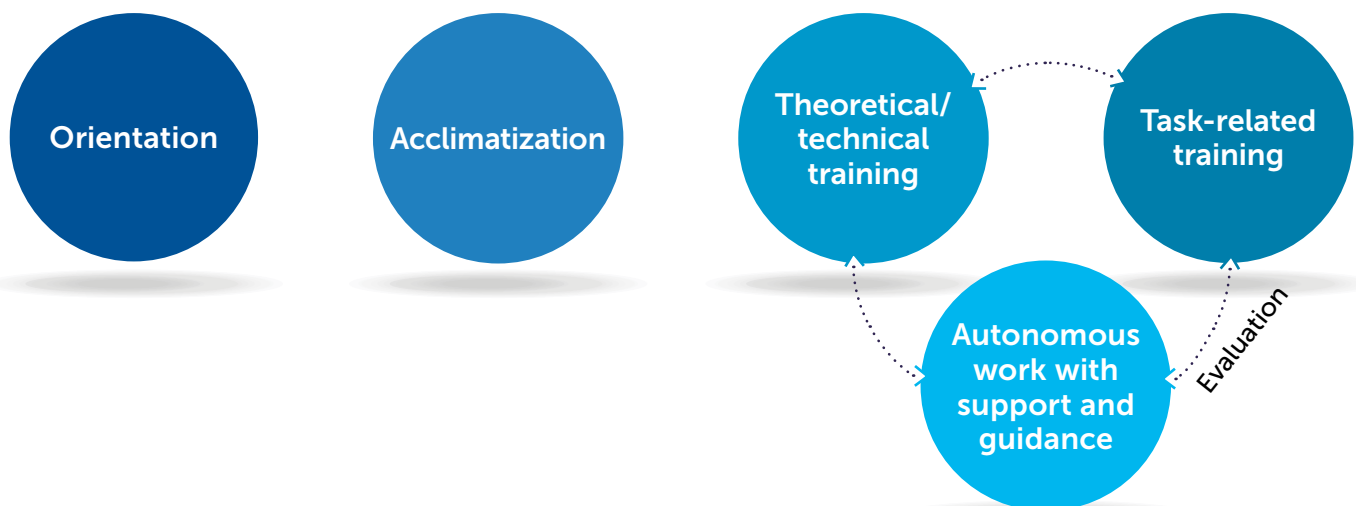
Print out a hard copy from the irsst.qc.ca/integration-workers-mines Web site and complete it manually.

If you complete the print version manually, you will have to tally the subtotals yourself and record them in the *Summary of the self-diagnosis* (p. 24).

THE INTEGRATION PROCESS

ADAPTABLE STEPS INTEGRATED INTO MINING OPERATIONS SUPPORT

The five steps in worker integration are carried out in either a sequential or an overlapping manner to promote a learning progression. The content and duration of the steps and the support methods used can be adjusted, depending on the worker’s needs (for example, previous training and experience, knowledge of the mine, ability to learn) and the various typical or important work situations to be covered.



An example of a worker integration process is provided at www.irsst.qc.ca/integration-workers-mines



ORIENTATION

WORKERS ARE GIVEN LARGE AMOUNTS OF INFORMATION ABOUT THE COMPANY AND ABOUT FORMAL RULES

Orientation is the time when companies pass on large amounts of information about many topics, such as the company and how it is organized, employment contracts and employee benefits, OHS procedures and regulations, resource persons and work teams, and the work site. Workers acquire this knowledge through meetings, training and information sessions, videos, reading, and tours of the work site.



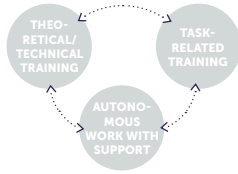
Food for thought...

Orientation is a carefully organized step covering a wide range of content, including a large amount of information on OHS. When it has been completed, many people wonder what the new workers have actually understood and retained and what they will be able to transfer and apply when performing their job.

Indicate your answer to each item by entering a "1" in the applicable box.	NEVER	SOMETIMES	ALMOST ALWAYS	COMMENTS
01. To prevent an information overload and foster learning: <ul style="list-style-type: none"> Essential information only is presented in this step (some content can be moved to another step). The amount of information presented is realistic. The means used to pass on information promote understanding, retention, and use (for example, learning a procedure through practice). 				
TOTAL (OUT OF 3)				



SUMMARY (e.g. impact on goal achievement, action priorities)



ACCLIMATIZATION

WORKERS ARE INITIATED INTO THE WORK ENVIRONMENT

Newly hired workers are paired with experienced workers performing their regular jobs in order to increase the new hires' awareness of the work environment and the mine's operations. They sometimes participate in tasks that require no specific training. This step is useful in several ways, mainly because it helps them to:

- develop general knowledge of the work site and operations;
- meet other workers;
- understand the interdependence between the various jobs; and
- learn to identify certain hazards and apply procedures.



Food for thought...

Acclimatization is often an informal step that varies in length, depending on the time available before training begins. In the IRSST study, the workers who benefited from this step appreciated having the chance to acquire general knowledge about the mine, as it gave them some fundamental knowledge useful for learning the trade.

Indicate your answer to each item by entering a "1" in the applicable box.	NEVER	SOMETIMES	ALMOST ALWAYS	COMMENTS
01. Workers are given varying lengths of time to acclimatize to their new environment, depending on their needs.				
02. The following aspects are covered during this period:				
• Locating one's position in the mine				
• Terminology				
• Overview of operations				
• Knowledge of the team				
• Relationships between the various trades				
• Communication rules (for example, by radio, using headlights and horns)				
• Identification of hazards and safety rules.				
03. A two-seater vehicle is available.				
04. The time needed for acclimatization is given, without penalty.				
TOTAL (OUT OF 10)				



SUMMARY (e.g. impact on goal achievement, action priorities)



THEORETICAL AND TECHNICAL TRAINING WORKERS ACQUIRE STANDARDIZED KNOWLEDGE

Theoretical and technical training is given by internal or external trainers or by specialists. Its main purpose is to explain safe ways of using equipment or vehicles and to pass on the various types of knowledge related to OHS (lockout/tagout, risk assessment, etc.). This training takes different forms: formal classes; using a simulator; in designated areas in the field; or away from production areas. To facilitate learning, training can be given at different times: before, during, or alternating with task-related training, or when passing on new knowledge (for example, about winter driving) after the new worker has officially started the job.



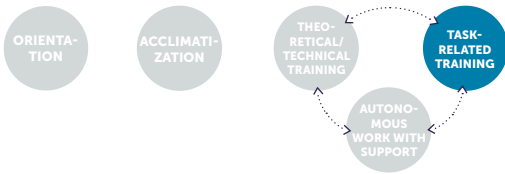
Food for thought...

Usually this training associated with regulatory requirements is formally structured and should be given prior to task-related training. Occasionally it is postponed due to lack of available trainers or production delays. Greater efforts and resources are sometimes dedicated to theoretical training than to task-related training.

Indicate your answer to each item by entering a "1" in the applicable box.	NEVER	SOMETIMES	ALMOST ALWAYS	COMMENTS
01. The theoretical or technical training objectives are defined and realistic (for example, raising worker awareness, giving workers the opportunity to acquire knowledge or apply a principle in various situations in the field).				
02. This training is given at an appropriate time during the integration process.				
03. The theoretical content is adapted to the context specific to the mine.				
04. The content is updated to keep pace with technical and organizational changes and OHS problems that can occur during mining operations.				
05. The training methods suit the learners' profiles (for example, prior experience, reading/writing skills).				
06. The evaluation methods suit the learners' profiles and make it possible to determine whether the objectives have been achieved.				
07. The efforts and resources dedicated to theoretical training are balanced with those dedicated to task-related training.				
TOTAL (OUT OF 7)				



SUMMARY (e.g. impact on goal achievement, action priorities)



TASK-RELATED TRAINING

WORKERS DEVELOP REFERENCE POINTS AND GRADUALLY MASTER THE COMPLEXITY OF THE WORK

Task-related training is given by mentors. Mentors hold the same position as the new workers and are responsible for showing them how to perform the work safely. This step requires planning the use of equipment and the work situations to be covered, as well as coordinating them with the mine's day-to-day operations. The production conditions thus become the learning conditions. Mentors are responsible for deciding when to withdraw new workers from certain conditions, or conversely, when to let them experience all the real working conditions as a means of developing their autonomy.

Learning takes place gradually, and may involve going back and forth between three different types of working arrangements:

1. away from production areas, to learn the fundamentals of the operations;
2. during production but with no production pressure, to experience different situations; and
3. during production under real conditions, to develop autonomy.



Food for thought...

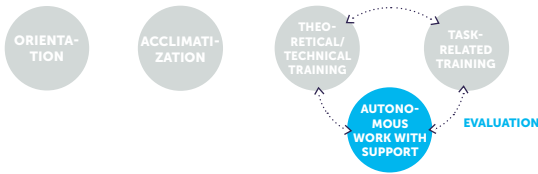
Task-related training sessions can take different forms. Some are formally structured, offering support and guidance, while others are less clearly defined in terms of content, length, methods used, and status of the individuals involved in mentoring. When the content is formally defined, it covers the technical aspects of the work, but may omit certain activities central to the trade, such as how to plan work and resolve problems in a variety of situations.

Indicate your answer to each item by entering a "1" in the applicable box.	NEVER	SOMETIMES	ALMOST ALWAYS	COMMENTS
01. The objectives of task-related training are defined and realistic (for example, mastering the most common situations, how to tackle new situations).				
02. Training covers a variety of work factors: <ul style="list-style-type: none"> • weather conditions • ground conditions (type of rock) • equipment/vehicles • materials • configuration of work spaces • time constraints • day, afternoon, and evening shifts • other. 				
03. The roadmap that the mentor must follow during the training includes technical points, but also broader skills essential to performing the work: <ul style="list-style-type: none"> • planning and prioritizing • analyzing and solving problems in line with the culture and the organization • the repercussions of one's work on the work of others 				

Indicate your answer to each item by entering a "1" in the applicable box.	NEVER	SOMETIMES	ALMOST ALWAYS	COMMENTS
<ul style="list-style-type: none"> • "reading" the ground conditions 				
<ul style="list-style-type: none"> • mastering communication codes and methods. 				
<p>04. Mentoring is progressive and includes</p> <ul style="list-style-type: none"> • time for demonstrations and explanations • practice at a safe location away from production areas • practice in a real production context • work performed autonomously, with remote supervision. 				
<p>05. The training content and progression take into account the worker's prior knowledge and experience (for example, need for more or less practice or need to review the basics).</p>				
<p>06. Training is given without too many interruptions.</p>				
<p>07. Unplanned production tasks may be carried out in order to cover the necessary learning situations.</p>				
<p>08. Learning takes place with no production pressure.</p>				
<p>09. The conditions required for training are provided:</p> <ul style="list-style-type: none"> • vehicles • equipment • designated work areas. 				
<p>10. Additional equipment or vehicles are available so that training can continue even when a breakdown occurs.</p>				
<p>11. Regular feedback is given to the worker by the mentor, trainer, supervisor, or team to take stock of what has been achieved and what remains to be done, and to adjust the training accordingly.</p>				
<p>12. Training reviews serve to improve the content of future training.</p>				
<p>TOTAL (OUT OF 28)</p>				



SUMMARY (e.g. impact on goal achievement, action priorities)



AUTONOMOUS WORK WITH SUPPORT AND GUIDANCE

WORKERS MANAGE ON THEIR OWN, PROVE THEMSELVES, AND CONTINUE TO LEARN AS PART OF THE TEAM

Trainers are responsible for evaluating the workers. The purpose of evaluation is to check whether the workers are able to perform their tasks safely in accordance with the company's rules. The evaluation is carried out by observing their work and, in some cases, through a written examination.

Once they pass their evaluation, new workers are deemed able to work autonomously. They join their team as one of the workers contributing to production.



Food for thought...

Support from the supervisor and team is vital during this step because new workers will face many new situations and continue to learn while contributing to production like their co-workers. Some new workers in the IRSST study mentioned feeling stressed in new situations when they were expected to successfully perform the work assigned at the beginning of the shift. Others said they were afraid for their safety in some cases.

Indicate your answer to each item by entering a "1" in the applicable box.	NEVER	SOMETIMES	ALMOST ALWAYS	COMMENTS
01. An appropriate amount of time is left between the end of training and the evaluation (enough to allow new workers to develop some self-confidence, but not so much that they get bogged down with difficulties).				
02. The methods of evaluation suit the learners' profiles and make it possible to ascertain whether the objectives have been achieved (for example, by accompanying them on a work day or evaluating them in one or two steps, depending on the tasks to be performed).				
03. The atmosphere surrounding the evaluation does not generate excessive stress (for example, the trainer is not seen as a police officer, whose presence could cause the worker to fail).				
04. Additional training is given when difficulties are experienced.				
05. Workers start their new job as soon as possible after their evaluation (to consolidate learning).				
06. Workers trained in teams other than their own also benefit from an integration process when they start working with their new team (introduced to personnel and the team culture, etc.).				
07. Production is planned taking into account the fact that the workers have little experience.				

Indicate your answer to each item by entering a "1" in the applicable box.	NEVER	SOMETIMES	ALMOST ALWAYS	COMMENTS
08. New workers are explicitly informed of expectations regarding their progression and production capacity:				
• under normal working conditions				
• under special working conditions (for example, when there is a production delay)				
• when there are new things to be learned.				
09. When there are new tasks or tasks to be performed in a new context (for example, on evening shift or in the dark, in different ground conditions):				
• tasks are assigned to the workers gradually, according to their level of mastery				
• mentoring or follow-up is provided.				
10. Additional training is given as needed (for example, about winter driving, equipment breakdown, new vehicles, new procedures).				
11. Daily follow-up, supervision and assistance are provided.				
12. The work atmosphere is conducive to:				
• limiting risk taking				
• reporting incidents and accidents.				
13. Medium-term follow-ups and reviews of the integration experience are carried out with new workers.				
14. The company's and work site's values are conveyed and applied consistently by all levels of management.				
TOTAL (OUT OF 18)				



SUMMARY (e.g. impact on goal achievement, action priorities)

THE KEY ACTORS

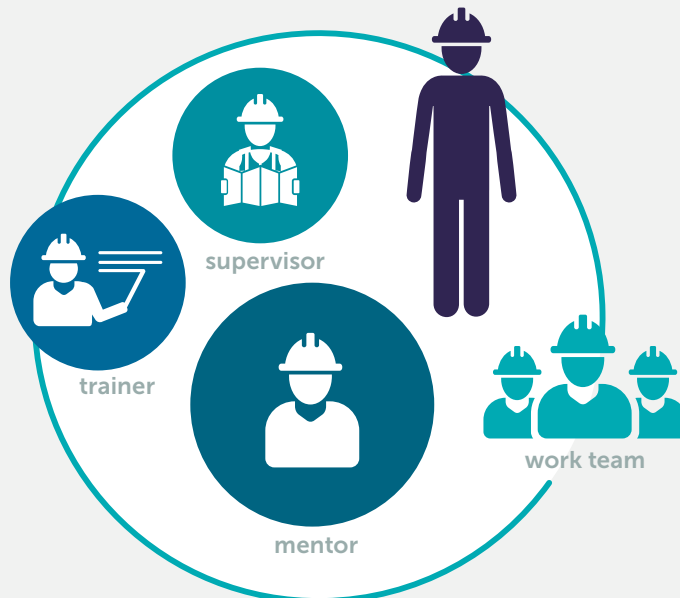
TRAINERS, MENTORS, SUPERVISORS, AND WORK TEAMS – COMPLEMENTARY ROLES REQUIRING SUPPORT

Four groups of actors play key roles during and after trade-related training:



Other key actors:

- OHS team
- HR team
- Second-level supervisors
- Workers' representatives
- Other



Favourable conditions should be implemented to ensure that these key actors:

- can count on the necessary resources;
- can obtain the necessary training;
- are released from other duties;
- are not penalized for lower production; and
- have their status recognized.

Coordination among all these key actors ensures consistent practices regarding integration, OHS culture, and production demands.

A number of other people also play a role in the new-worker integration process: management personnel, workers' representatives, and personnel in various departments such as Human Resources, Occupational Health and Safety, Operations, Engineering, and Geology.



TRAINERS

DESIGN AND SUPERVISE TRAINING, AND TEACH THE THEORETICAL AND TECHNICAL FUNDAMENTALS

Trainers are often employees of the mine, but may also come from elsewhere, such as a training centre. Some of them may give theoretical and technical training as well as task-related training. However, this last component is usually handled by experienced workers known as “mentors.”

Trainers are often management personnel who have experience at the operations level and who:

- supervise the trade-related training;
- help develop the training content;
- give theoretical and technical training (for example, on equipment);
- are responsible for evaluation; and
- do post-training follow-up.




Food for thought...

A shortage of trainers or supervisors means that some mining companies require trainers and supervisors to fill in for one other. For example, when trainers are required to step in to perform supervisory duties, training activities are relegated to second priority.

Indicate your answer to each item by entering a “1” in the applicable box.	NEVER	SOMETIMES	ALMOST ALWAYS	COMMENTS
TRAINERS				
01. Have solid work experience in the jobs on which they give training.				
02. Have very good knowledge of the mine and the context in which the work is carried out.				
03. Have good communication skills.				
04. Have conditions that encourage them to play this role (for example, remuneration, recognition).				
05. Have access to training to help them fulfil their role.				
06. Are released from their other duties (such as supervision and department coordination) when they give training.				
07. Have support from the Operations Department in that the planned training sessions are respected.				
08. Have the support needed (for example, secretarial services, vehicle availability, logistical support) to fulfil their role.				
09. Participate in accident investigations.				

Indicate your answer to each item by entering a "1" in the applicable box.

TRAINERS	NEVER	SOMETIMES	ALMOST ALWAYS	COMMENTS
10. Contribute to developing procedures and other OHS actions.				
11. Determine the most appropriate time and method for teaching work (safety, etc.) procedures.				
12. Are consulted when equipment is purchased or replaced.				
TOTAL (OUT OF 12)				

 **SUMMARY** (e.g. impact on goal achievement, action priorities)



MENTORS

TEACH THE TRADE TO NEW WORKERS AND GUIDE THEM AS THEY INTEGRATE INTO THE JOB

Mentors (sometimes called coaches or instructors) are experienced employees who hold the same type of job as the new worker. They volunteer to give training. Respected by their peers, they are recognized by the company for the role they play in training. Their responsibilities include:

- o teaching the trade to and guiding new workers;
- o covering at least a minimum of specific content; and
- o documenting new workers' progression.

Mentors continue to serve as resource persons for less experienced workers after their training.



Food for thought...

On a regular basis or when mentors are unavailable, some mines entrust task-related training to workers who know the job but have no specific preparation for doing so. These workers are often chosen on the morning they are needed and generally find themselves in conditions not conducive to the transmission of knowledge and skills.

Indicate your answer to each item by entering a "1" in the applicable box. MENTORS	NEVER	SOMETIMES	ALMOST ALWAYS	COMMENTS
01. Are volunteers who are interested in training and feel capable of fulfilling this role.				
02. Have solid work experience in the job that the new worker will occupy.				
03. Have very good knowledge of the mine and the context in which the work is carried out.				
04. Are recognized and respected by management and employees for the quality of their work and their safe approach.				
05. Have good communication skills.				
06. Have conditions that encourage them to play this role (for example, remuneration, recognition, career path).				
07. Their responsibilities are clearly defined and recognized (for example, legal responsibilities).				
08. Have access to training to help them fulfil their role (for example, adapt their training strategies to suit the needs of each worker).				
09. Are not subject to the usual production requirements on days when they give training.				
10. Have support from the Operations Department when production adjustments are required to allow new operators to practice (for example, an unplanned production task).				

Indicate your answer to each item by entering a "1" in the applicable box.

MENTORS	NEVER	SOMETIMES	ALMOST ALWAYS	COMMENTS
11. Have the support needed to fulfil their role (for example, vehicle availability, documents to guide them regarding the content to be covered and their role).				
12. Have the opportunity for periodic discussions with other mentors and trainers in order to improve their interventions.				
13. Are consulted when procedures are developed and during accident investigations.				
14. Are consulted when training content is developed.				
15. Are consulted when equipment is purchased or replaced.				
TOTAL (OUT OF 15)				



SUMMARY (e.g. impact on goal achievement, action priorities)



SUPERVISORS

HELP IMPLEMENT PRACTICES AND CONDITIONS CONDUCTIVE TO LEARNING AND PERFORM FOLLOW-UP

Although not directly involved in trade-based training, supervisors play an essential role in the process, particularly in:

- facilitating the organization of training sessions and enabling mentors to cover a variety of situations (equipment, zones in the mine, tasks);
- gradually entrusting tasks to new workers, depending on their degree of difficulty, and ensuring that the workers are able to perform them;
- taking the workers' experience into account to determine production expectations;
- following up with workers after their evaluation;
- answering workers' questions; and
- reinforcing the safety message.




Food for thought...

As supervisors have a substantial daily workload, this limits their presence in the field and alongside new workers. The limited experience of some new supervisors and the "production" culture of others constitute challenges when it comes to supervising new workers.

Indicate your answer to each item by entering a "1" in the applicable box.				
SUPERVISORS	NEVER	SOMETIMES	ALMOST ALWAYS	COMMENTS
01. Have clear guidelines about their role during integration. This role is recognized.				
02. Know the work involved in the job for which the workers are being trained. <ul style="list-style-type: none"> • they know whom to send new workers to when the latter need assistance. 				
03. Clearly explain to new workers what is expected of them in terms of their production and progression.				
04. Seek the team's understanding and support from the members to oversee and assist new workers.				
05. Contribute to reviewing the integration experiences.				
06. Identify any additional training needs.				
07. Provide mentoring or follow-up when new workers face new situations (for example, evening shift, presence of snow, different ground conditions).				
08. Have the necessary leeway to facilitate training without being penalized (for example, equipment availability, sufficient personnel, tolerance regarding production expectations).				
09. Have the time and conditions (for example, administrative support) needed to go into the field and meet the new workers regularly and answer their questions.				

Indicate your answer to each item by entering a "1" in the applicable box.

SUPERVISORS	NEVER	SOMETIMES	ALMOST ALWAYS	COMMENTS
10. May adjust production requirements after training (for example, assign more complex tasks gradually, tolerate lower production for a certain length of time).				
11. Have the support they need to fulfil their role (such as a list of points to raise with new workers or to watch out for; training).				
TOTAL (OUT OF 12)				

 **SUMMARY** (e.g. impact on goal achievement, action priorities)



THE WORK TEAM

ORIENTS AND SUPPORTS WORKERS DURING AND AFTER TRAINING

The work team plays a key role right from the time of the new workers' orientation and even more so after their training, in particular by:

- o welcoming them into the team dynamics;
- o supplementing what has been learned, particularly in new situations; and
- o helping and guiding the workers, while doing follow-up.



Food for thought...

The team often provides assistance and remains vigilant, but may also put pressure on new workers unintentionally.

Indicate your answer to each item by entering a "1" in the applicable box.	NEVER	SOMETIMES	ALMOST ALWAYS	COMMENTS
THE WORK TEAM				
01. Has a defined and recognized role in the integration process.				
02. Welcomes new workers into the team dynamics.				
03. Contributes to acclimatizing new workers with the help of experienced workers: <ul style="list-style-type: none"> • who volunteer to give them a tour of the company; • who have tools to guide them (for example, memory aids, plan of the work site). 				
04. Is vigilant, does follow-up, offers advice, and supplements training.				
05. Is a resource that assists new workers.				
06. Is not penalized when production objectives are not achieved due to the arrival of new workers.				
07. Contributes to reviewing the integration experiences.				
TOTAL (OUT OF 8)				



SUMMARY (e.g. impact on goal achievement, action priorities)

OTHER KEY ACTORS

Without necessarily playing a daily role with new workers, other key actors (such as the members of the OHS team and the workers' representatives) offer them their support and/or guidance.

Indicate your answer to each item by entering a "1" in the applicable box.	NEVER	SOMETIMES	ALMOST ALWAYS	COMMENTS
THE OHS TEAM				
01. Ensures a presence in the field and the application of best OHS practices, taking into account the real work and its constraints.				
02. Is given the support needed to increase its presence in the field (for example, help to reduce its share of office work).				
03. Has access to databases on accidental events and incidents so that links can be made with the job or task.				
04. Contributes to reviewing the integration experiences.				
05. Identifies needs for supplemental training.				
06. Contributes to developing different types of training.				
07. Contributes to assessing and improving the integration process.				
TOTAL (OUT OF 7)				

Indicate your answer to each item by entering a "1" in the applicable box.	NEVER	SOMETIMES	ALMOST ALWAYS	COMMENTS
THE WORKERS' REPRESENTATIVE				
01. Meets new workers.				
02. Ensures his periodic presence in the field.				
03. Listens to the new workers' and mentors' needs and difficulties.				
04. Contributes to reviewing the integration experiences.				
05. Plays a recognized role in the integration process.				
TOTAL (OUT OF 5)				



SUMMARY (e.g. impact on goal achievement, action priorities)

04.



TAKE STOCK OF CURRENT PRACTICES AND CONDITIONS AND IDENTIFY POSSIBLE IMPROVEMENTS

This section includes tables and questions to help you take stock of current integration practices and conditions in your company and identify possible improvements. The questions asked will promote discussion of the integration practices and conditions currently in place and the extent to which the goals defined at the outset are attained. The overall assessment and action priorities should be validated with the various other key actors in integration.

SUMMARY OF THE SELF-DIAGNOSIS

Note to the user: If you completed the interactive PDF form on screen, your answers will automatically be reported below. If you completed the print version manually, you will have to tally your subtotals yourself in the tables.

		TALLY YOUR ANSWERS		
		NEVER	SOMETIMES	ALMOST ALWAYS
	3 items			
	10 items			
	7 items			
	28 items			
	18 items			
TOTAL (66 ITEMS)				

		TALLY YOUR ANSWERS		
		NEVER	SOMETIMES	ALMOST ALWAYS
	12 items			
	15 items			
	12 items			
	8 items			
OHS team	7 items			
Workers' representative	5 items			
TOTAL (59 ITEMS)				



COMPARE RESULTS TO GOALS

Is the planned integration process actually carried out?

Are the current integration practices and conditions consistent with the values of the company or work site?

To what extent do the current practices and conditions allow you to achieve your integration goals?

Which practices and conditions should be given priority for improvement to promote attainment of your goals?

In the event of the arrival or departure of large numbers of workers or of major changes (new technologies, new processes, etc.), is the company in a position to support the integration of several people by means of simultaneous training sessions, without compromising the quality of the integration process and while still achieving the goals?

**POSSIBLE ACTIONS AND PRIORITIES TO ENSURE
CONTINUOUS IMPROVEMENT OF THE INTEGRATION PROCESS**

STEP IN THE PROCESS OR KEY ACTOR	POSSIBLE IMPROVEMENTS	PRIORITY

05.

DEVELOP AN ACTION PLAN

.....

	POSSIBLE IMPROVEMENTS RETAINED – ACTION TO TAKE	PERSON RESPONSIBLE	COLLABO- RATORS	DEADLINE	FOLLOW-UP
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

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