

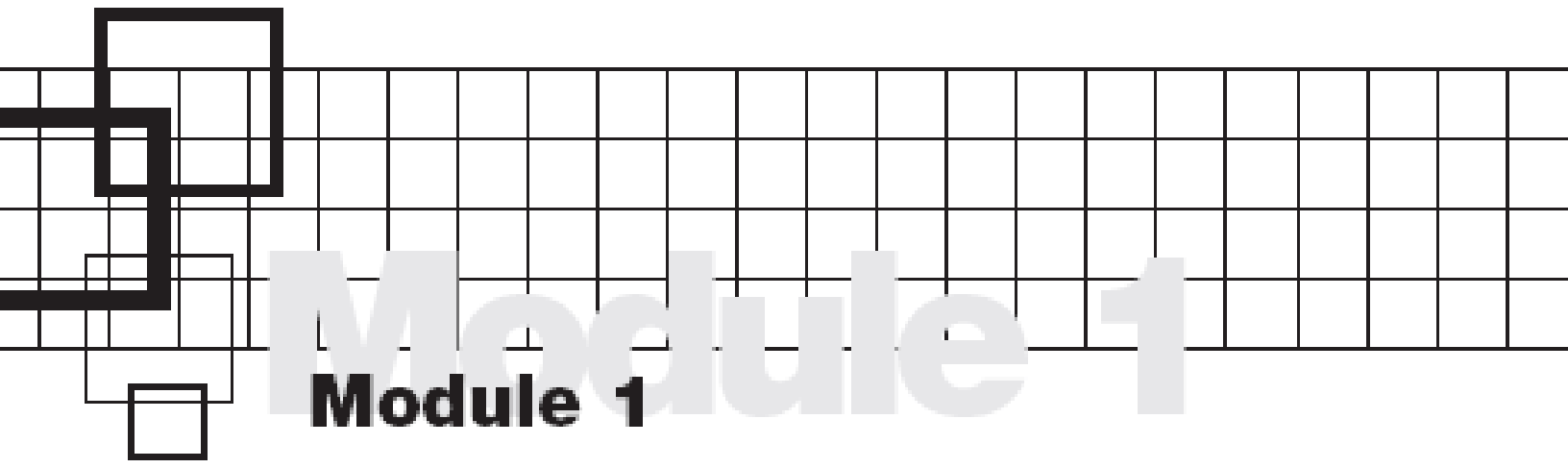


LEADER GUIDE

BUILDING A **Safe Workplace** COMMUNITY

**AN EMPLOYER'S GUIDE TO UNDERSTANDING CULTURAL
IMPACTS IN HEALTH AND SAFETY**





Module 1

Module 1



Building a Safe Workplace Community

An Employer's Guide to Understanding Cultural Impacts in Health and Safety

Module 1: Understanding Culture

Method	Training Resource	Explanation	Time
Presentation	<ul style="list-style-type: none"> PP Slide #1 – <i>BSWC: Understanding Culture</i> 	Welcome to <i>Module 1: Understanding Culture</i> .	1 – 2 mins.
Presentation	<ul style="list-style-type: none"> PP Slide #2 – <i>Objectives of Module</i> 	State objectives of the module.	3 – 5 mins.
Activity	<ul style="list-style-type: none"> Handout #1 – <i>Cultural Awareness Exercise</i> 	<ol style="list-style-type: none"> Distribute Handout #1 – <i>Cultural Awareness Exercise</i>; instruct participants to complete the exercise on their own. Divide participants into working groups (or in pairs, or individually if a small group), and instruct them to discuss their answers. Assign questions to the groups and ask each group to present their answers to the large group. (If the participants worked individually, have a group discussion on the answers.) Ask participants if they have any questions/discussion. 	30 mins.
Presentation, Activity & Discussion	<ul style="list-style-type: none"> Handout #2A – <i>Case Study: Health Care Sector...</i> Handout #2B – <i>Case Study: Health Care Sector...Answer Sheet</i> 	<ol style="list-style-type: none"> Introduce the case study as an example of how one or more common differences can cause problems when people of different cultures work together. Distribute Handout #2A – <i>Case Study: Health Care Sector...</i>; ask the participants to read the handout (or read it with them out loud, as a group). Instruct participants to review the handout and underline behaviours that the new Canadian used that are related to cultural orientation. Instruct participants to review the handout a second time, and underline the behaviours that Joanne used that are related to her cultural orientation. Divide participants into working groups (or in pairs, or individually if a small group), and instruct them to discuss their answers. Facilitate a group discussion – what behaviours did participants underline, and why? Distribute Handout 2B – <i>Case Study: Health Care Sector...Answer Sheet</i> and discuss with the group. Ask participants if they have any questions/discussion. 	15 mins.
Presentation	<ul style="list-style-type: none"> PP Slide #3 – <i>Examples of Cultural Differences</i> 	Using PP slide #3 – <i>Examples of Cultural Differences</i> , give an example of each point on the PP Slide, either from Handout #2 – <i>Case Study: Health Care Sector...</i> , personal experience, or from the examples listed on pages 11 and 12 of the manual.	20 mins.

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Method	Training Resource	Explanation	Time
		<p><u>Communication Styles and Language</u></p> <ul style="list-style-type: none"> • Case Study <ul style="list-style-type: none"> ○ Saying “yes, thank you” at the end of the safety orientation does not necessarily mean he <i>understood</i> Joanne; it only really means that he <i>heard</i> what she was saying. • Other Examples <ul style="list-style-type: none"> ○ In our culture we often perceive being assertive as a good management or strong leadership trait. However, unless properly trained, some people have difficulty distinguishing between assertive and aggressive behavior. For example when Canadian employees try to be friendly to a new immigrant, other cultures may view it as being aggressive, prying, or even confrontational. ○ Some women may view this assertiveness as a violation of personal space, while others may see it as an attempt to make sexual advances. ○ Many new Canadians feel they should approach a senior manager rather than their direct supervisor. ○ In some cultures, male workers may have difficulty reporting to a female supervisor. • Your own Example <p><u>Clothing and Appearance</u></p> <ul style="list-style-type: none"> • Case Study <ul style="list-style-type: none"> ○ The new Canadian came to work the first day wearing sandals. Some new Canadians may be unfamiliar with what types of shoes are appropriate for specific workplaces. • Other Examples <ul style="list-style-type: none"> ○ Wearing formal attire in a casual workplace (i.e. wearing a suit and tie in a workplace where the norm is “smart casual”). ○ Wearing long hair or a dangerous loose fitting hair piece in an industrial setting. 	

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Method	Training Resource	Explanation	Time
		<ul style="list-style-type: none"> • Your Own Example <u>Values and Norms</u> • Case Study <ul style="list-style-type: none"> ○ The new Canadian may value family and relationships. He showed interest in Joanne's family and values, building a relationship with her. He also may have intentionally not signed the paperwork due to trust or pride issues. Perhaps he could not read or write his name. • Other Examples <ul style="list-style-type: none"> ○ "Macho" behaviour by an immigrant worker towards his female co-workers. ○ Submissive behaviour by female immigrant workers toward male co-workers. • Your Example <u>Beliefs and Attitudes</u> • Case Study <ul style="list-style-type: none"> ○ Even though both employees were from the same country, each man held a different political view. Living in Canada may not diminish feelings and beliefs held in their home country. Observe workers interacting together and read non-verbal clues to assess tolerance and acceptance of each other's beliefs. • Other Examples <ul style="list-style-type: none"> ○ "Fatalistic" attitude – the attitude that you can't change or control something, so there is no point trying. This type of attitude can interfere with the planning and organizing needed to ensure safety in the workplace. • Your Example <u>Learning styles and work habits</u> • Case Study <ul style="list-style-type: none"> ○ The new Canadian may have wanted to impress his boss or thought he would not look "macho" if he asked too 	

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Method	Training Resource	Explanation	Time
		<p>many questions. Since some new Canadians may not understand that the training they receive is <i>safety</i> training, use a variety of training techniques, including charts, pictures and demonstrations to ensure your message is understood.</p> <ul style="list-style-type: none"> • Other Examples <ul style="list-style-type: none"> ○ A new Canadian worker may be afraid to participate by answering questions in fear that he may be “wrong”. ○ A new Canadian worker may be afraid to ask questions in fear that he may be seen as stupid or as a “less worthy” than the other workers. • Your Own Example <p><u>Relationships and Family</u></p> <ul style="list-style-type: none"> • Case Study <ul style="list-style-type: none"> ○ The new Canadian did not ask questions about the job, but rather about Joanne’s family life. To some cultures, emphasis is placed on building relationships rather than the work tasks. • Other Examples <ul style="list-style-type: none"> ○ High need to succeed in a new culture may lead to a new Canadian worker taking on two jobs. This can reduce the worker’s energy and alertness on the job. ○ Unlike Canadian culture, which tends to focus on independence and results, some cultures stress interdependence and relationships. In this case, a good supervisor will take time to get to know the workers, and build a relationship with them. • Your Own Example 	
Activity & Discussion	<ul style="list-style-type: none"> • PP Slide #3 – <i>Examples of Cultural Differences</i> 	<ol style="list-style-type: none"> 1. Following the presentation of PP Slide #3 – Examples of Cultural Differences, divide the participants into working groups (or in pairs, or individually if a small group). 2. Assign each group one or more of the cultural differences categories; ask the groups to discuss the category(ies) they are assigned, and come up with their own examples for their category(ies). 3. Ask each group to present their example to the larger group. 4. Ask the participants if they have any questions/discussion. 	15 mins.

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Method	Training Resource	Explanation	Time
Presentation, Activity & Discussion	<ul style="list-style-type: none"> • Handout #3A – <i>Case Study: Peter's Story</i> • Handout #3B – <i>Case Study: Peter's Story – Peter's Thoughts</i> • Handout #3C – <i>Case Study: Peter's Story – The Supervisor's Thoughts</i> • PP Slide #3 – <i>Examples of Cultural Differences...</i> 	<ol style="list-style-type: none"> 1. Introduce the case study in Handout #3A – <i>Case Study: Peter's Story</i>. 2. Distribute Handout #3A; ask the participants to read the handout (or read it with them out loud, as a group). 3. Divide the participants into working groups (or in pairs, or individually if a small group). 4. Distribute Handouts #3B to half of the groups, and #3C to the other half of the groups. 5. Ask the groups to put themselves in either Peter's or the supervisor's place (depending on which handout they received). 6. Ask the groups to discuss and record examples of what they think Peter's or the supervisor's thoughts or views are (depending on which handout they received), regarding the cultural categories from PP Slide #3. 7. Ask the groups to present their examples to the larger group. 	5 mins.
Discussion	<ul style="list-style-type: none"> • Handout #3D – <i>Peter's Story – Answer Sheet</i> 	<ol style="list-style-type: none"> 1. Distribute Handout #3D – <i>Peter's Story – Answer Sheet</i>. 2. Review the information on Handout #4D (pages 39 – 41 of the manual) with the group. 3. Ask the participants if they have any questions/discussion. 	15 mins.
Presentation, Activity & Discussion	<ul style="list-style-type: none"> • Handout #4 – <i>Case Study: A Princess Story</i> 	<ol style="list-style-type: none"> 1. Introduce the case study in Handout #4 – <i>Case Study: A Princess Story</i>. 2. Distribute Handout #5; ask the participants to read the handout (or read it with them out loud, as a group). 3. Divide the participants into working groups (or in pairs, or individually if a small group). 4. Ask the participants why they think the situation described in this case study presents an unsafe situation. 5. Present the following to the group: "While their devotion and concern for a fellow employee is admirable, this situation presented a risk to all people involved. Since their attention was diverted to the activities of their co-worker, their safety was compromised because they were not paying close attention to some jobs they were supposed to be doing. Once the employer was made aware of the situation, a meeting with all members was called to explain the risk of these actions and clarify the duties of all employees (including the Princess)." 6. Ask the participants if they have any questions/discussion. 	10 mins.
Presentation, Activity & Discussion	Handout #4 – <i>Case Study: A Princess Story</i>	<p>Keep the participants in their working groups.</p> <ol style="list-style-type: none"> 1. Refer, again, to Handout #4 – <i>Case Study: A Princess Story</i>, and provide another example of immigrant worker behaviour unconsciously compromising safety. 	15 mins.

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Method	Training Resource	Explanation	Time
		<ul style="list-style-type: none"> ○ For example: <i>some new Canadians may not speak up about safety hazards or concerns due to cultural differences. The main reason they do not mention them is that they are afraid of losing their job.</i> <ol style="list-style-type: none"> 2. Ask each group what kind of safety issues they feel could arise from differences in culture, and how these differences could be accommodated by providing safety training. 3. Have each group present their answers. 4. Facilitate a discussion based on the answers presented. 5. Ask participants if they have any questions/further discussion. 	
Presentation & Discussion	PP Slide #4 – <i>Immigrant Workers (Image/Audio)</i>	<ol style="list-style-type: none"> 1. Show/Play PP Slide #4 – <i>Immigrant Workers (Image/Audio)</i>. <ul style="list-style-type: none"> ○ Note: Audio is immigrant worker speaking about how cultural differences affected their workplace and what was done about it. 2. Ask participants if they have any questions/discussion. 	
Presentation & Discussion	PP Slides #5, 6 & 7 – <i>Best Practices: Safety Training and Cultural Differences</i>	<ol style="list-style-type: none"> 1. Review the points on PP Slides #5, 6 & 7 – <i>Best Practices: Safety Training and Cultural Differences</i>. 2. After each point, ask participants if they have any questions or comments. 3. At the end of the points, ask participants if they have any questions/ discussion. 	10 – 15 mins.
Activity & Discussion	PP Slide #7 – <i>Best Practices: Safety Training and Cultural Differences</i>	<ol style="list-style-type: none"> 1. Divide the participants into working groups (or in pairs, or individually if a small group). 2. Ask each group to choose a task, and record safety instructions for completing that task. <ul style="list-style-type: none"> ○ For example: “To stay safe and have long-term productivity, always operate this saw with the guard on.” 3. Now ask each group to record the same safety rule in an inappropriate manner by stating about what could go wrong. <ul style="list-style-type: none"> ○ For example: “If you operate the saw without the guard on, you could cut off your hand.” 4. Ask each group to present their inappropriate safety instructions, and then their appropriate safety instructions. 5. Review point 5 on PP Slide #7. 6. Ask the group if they have any questions/discussion. 	
<i>Optional Activity & Discussion*</i>	<ul style="list-style-type: none"> • Handout #5 – <i>Cultural Awareness Questionnaire</i> 	<ol style="list-style-type: none"> 1. Distribute Handout #5 – <i>Cultural Awareness Questionnaire</i>. 2. Ask the participants to complete the questionnaire (or complete it as a group). 3. Once complete, discuss the participants’ responses as a group. 4. Ask participants if they have any questions/discussion. <p>*Note: The <i>Cultural Awareness Questionnaire</i> is optional, and can be completed at the end of any of the BSWC modules.</p>	
Presentation & Activity	<ul style="list-style-type: none"> • Handout #6 – <i>Module</i> 	<ol style="list-style-type: none"> 1. Distribute Handout #6 – <i>Module Evaluation Form</i> to each participant. 	

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Method	Training Resource	Explanation	Time
	<i>Evaluation Form</i> <ul style="list-style-type: none">• Flipchart	<ol style="list-style-type: none">2. Have each participant complete Handout #3, and hand them in.3. Ask the participants what they found most useful about the module.4. Record the responses on the flipchart.5. Ask if anyone has any questions/discussion.	

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Module 1: Understanding Culture – Handout #1

Cultural Awareness Exercise

Behaviours	What Does This Behaviour Mean to You (in your culture)?	What do you Think this Behaviour Means to the Immigrant (in his/her culture)?
Making eye contact		
Continually addressing supervisors or managers by their surname		
Excessively soft handshake		
Excessively hard handshake		
Vagueness in answering questions		
Lack of willingness to report safety concerns		
Excessively loud speech		
Excessively soft speech		
Placing a good luck trinket next to a workstation		
Wearing traditional garments to the workplace		
Invading the personal space of fellow employee		
Continually late for meetings and workplace events		

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Module 1: Understanding Culture – Handout #2A

Case Study 1: Health Care Sector: Housekeeping and Maintenance

Joanne is the supervisory of the housekeeping and maintenance department. The hospital has recently hired a new Canadian to work in maintenance. During the interview, the man did not maintain eye contact while responding to Joanne's questions. Joanne thought he was just shy or nervous. She also noticed he did not cross his legs, throughout the hour but rather sat with his knees together and both feet on the ground.

Once the man was hired, Joanne prepared the training schedule. Joanne thought she had a great idea: Since she had an existing male employee from the same country, she would pair them and have the current employee help with safety training and help the new employee feel comfortable in his new workplace. Joanne spent the first day orienting the new worker to his department and completing paperwork. She went through the safety orientation, highlighting the key areas in the safety manual. At the end of the session, she asked if he understood what she covered and he said "yes, thank you." Since the new worker was wearing sandals, she told him he had to wear safety boots for safety purposes.

The next day, Joanne asked him if he had any questions about the previous day's safety training. The new employee said "I don't remember any safety training." Joanne felt it would be best if the co-worker explained the safety training, this time in his own language. Joanne introduced him to his "buddy" and told him to come see her if he had any questions. She was approached with questions about her family but no work related questions.

At the end of the day, Joanne went to see how the safety training was going and asked the new employee to sign the areas he missed on paperwork. He hesitantly signed the paperwork and then firmly told Joanne he would not work for her department. He told her he would work a different job in the company. Confused, she asked the co-worker what happened to cause the new employee's decision. He told her they were in fact both from the same country, but their political beliefs were different and the new employee did not want to work beside or take instructions from him.

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Module 1: Understanding Culture – Handout #2B

Case Study 1: Health Care Sector: Housekeeping and Maintenance – Answer Sheet

Joanne is the supervisory of the housekeeping and maintenance department. The hospital has recently hired a new Canadian to work in maintenance. During the interview, the man **did not maintain eye contact** while responding to Joanne's questions. Joanne thought he was just shy or nervous. She also noticed he did not cross his legs, throughout the hour but rather sat with his knees together and **both feet on the ground**.

Once the man was hired, Joanne prepared the training schedule. Joanne thought she had a great idea: Since she had an existing male employee from the same country, she would pair them and have the current employee help with safety training and help the new employee feel comfortable in his new workplace. Joanne spent the first day orienting the new worker to his department and completing paperwork. She went through the safety orientation, highlighting the key areas in the safety manual. At the end of the session, she asked if he understood what she covered and he said **"yes, thank you."** Since the new worker was **wearing sandals**, she told him **he had to wear safety boots for safety purposes**.

The next day, Joanne asked him if he had any questions about the previous day's safety training. The new employee said **"I don't remember any safety training."** Joanne felt it would be best if the co-worker explained the safety training, this time in his own language. Joanne introduced him to his "buddy" and told him to come see her if he had any questions. **She was approached with questions about her family but no work related questions.**

At the end of the day, Joanne went to see how the safety training was going and asked the new employee to sign the areas **he missed on the paperwork**. He **hesitantly signed the paperwork** and then **firmly told Joanne he would not work for her department**. He **told her he would work a different job** in the company. Confused, she asked the co-worker what happened to cause the new employee's decision. He told her they were in fact both from the same country, but **their political beliefs were different** and the new employee **did not want to work beside or take instructions** from him.

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Module 1: Cultural Awareness – Handout #3A

Case Study: Peter's Story

Peter has been employed with XYZ Manufacturing Company in rural Manitoba since he arrived in Canada about three months ago. Peter works as an assembly line worker and has gone through an extensive health and safety training program with the help of a translator.

Peter consistently comes to work a half an hour early and stays late to ensure he surpasses the production quota levels. It is important to him that he is seen as a hard worker to his supervisory and fellow employees. Besides taking care of his wife, he also sends money back home to his parents and siblings. His English skills are limited but he can talk with his supervisors and co-workers on a basic level. Peter plans to improve his English and he has signed up for English classes being offered through his company.

One day during peak season, Peter's utility knife breaks while on the line and he quickly decides to fix it with electrical tape. His Canadian co-worker reminds him that there are a bunch of new knives in the equipment room. Peter shrugs and replies that it still works perfectly fine and why cost the company extra money when his knife still gets the job done. In his home country, his previous employer rarely replaced tools even when breakage occurred.

A few days later, Peter cuts his hand while using his broken utility knife. Peter went to the washroom to wash his hand and apply pressure until the bleeding stopped. He then returned to the line and continued working. The same co-worker noticed Peter's injury and told him to report it to Bob, the floor supervisor. Peter told him that it was just a "little cut" and that he wasn't going "to cry about it" and bother Mr. Thompson.

Peter felt there was no need to report the injury to his supervisor since it was a minor cut and everyone, including his supervisory, was very busy trying to stay on schedule. He viewed his injury as "the price he had to pay" to earn a living and support his family. While Peter's excellent work ethic is commendable, his acceptance of the injury potential of his work puts him at serious risk.

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Module 1: Cultural Awareness – Handout #3B

Case Study: Peter's Story – Peter's Thoughts

Cultural Difference	Provide an Explanation of Peter's Thoughts or Views about each of the Cultural Categories
Communication styles and language	
Clothing and appearance	
Values and norms	
Beliefs and attitudes	
Learning styles and work habits	
View of Time	
Personal Space	
Food and eating habits	
Relationships and family	

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Module 1: Cultural Awareness – Handout #3C

Case Study: Peter's Story – The Supervisor's Thoughts

Cultural Difference`	Provide an Explanation of the Supervisor's Thoughts or Views about each of the Cultural Categories
Communication styles and language	
Clothing and appearance	
Values and norms	
Beliefs and attitudes	
Learning styles and work habits	
View of Time	
Personal Space	
Food and eating habits	
Relationships and family	

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Module 1: Cultural Awareness – Handout #3D

Case Study: Peter's Story – Answer Sheet

Cultural Differences	Peter the Employee	The Supervisor
Communication styles and language	<ul style="list-style-type: none"> - Peter signs up for English classes. - Peter appreciates his supervisor stopping by each morning to see how he is doing 	<ul style="list-style-type: none"> - Supervisor's perception might be that the only difference between them is language, unaware of cultural differences. - Or he might be of the same culture and understand the cultural behaviours of Peter
Clothing and appearance	<ul style="list-style-type: none"> - Peter's culture may believe that women should always be in traditional dress and never in pants. - Clothing and appearance was not discussed in the story, however the cultural difference may exist 	<ul style="list-style-type: none"> - Depending on the industry and what your job role is, employees will follow a dress code. For safety reasons, the supervisory knows that loose clothing not a safe practice. If possible will try to accommodate cultural differences in clothing without compromising safety rules.
Values and norms	<ul style="list-style-type: none"> - Peter decides not to tell his supervisory about the broken knife or about the cut on his hand. - Peter wants to have a good relationship with his supervisory to be able to keep working overtime and be considered a valuable employee 	<ul style="list-style-type: none"> - Believes everyone in the workplace has a responsibility to follow safety procedures and work safely.

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Cultural Differences	Peter the Employee	The Supervisor
Beliefs and attitudes	<ul style="list-style-type: none"> - Peter feels that it is not macho to report a small cut. - Peter may be in fear of losing his job if he complains or asks for a new knife - He may believe that he needs to bring home the money as his wife takes care of the home - He feels that the community will take care of his family if he is injured or killed 	<ul style="list-style-type: none"> - Believes everyone in the workplace has a responsibility to follow safety procedures and work safety
Learning styles and work habits	<ul style="list-style-type: none"> - Accepts his injury as “the price he has to pay” to earn a living. - Peter will come in early and stay later to exceed production levels. In many cultures, you are paid based on your production. If you do not produce your quota, you are not paid. 	<ul style="list-style-type: none"> - Expects the employer to support a healthy and safe work environment and provide appropriate safety training. - Rewards and recognizes employees based on individual performance and achievements.
View of time	<ul style="list-style-type: none"> - Peter comes into work early to be ready to start his shift and be productive. The more time he puts in, the more of a good employee he will be. - Peter might even skip his breaks if he is not meeting his production quota. 	<ul style="list-style-type: none"> - Expects employees to come in to work 10-15 minutes before shift time. - Insist that employees take scheduled breaks as a safety precaution.

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Cultural Differences	Peter the Employee	The Supervisor
Personal Space	<ul style="list-style-type: none"> - Peter formally addresses his boss and safety coordinator by shaking their hands each time they greet - Peter does not stand as close to them as he would with co-workers as a sign of respect 	<ul style="list-style-type: none"> - He would shake hands the first time he meets employees. After that, just says "hi" or wave whenever he sees them. - Would not give them more space when communicating. Would expect employees to stand the same distance between them.
Food and eating habits	<ul style="list-style-type: none"> - Peter is used to having his main and biggest meal at lunch. IN his culture, eating meals is a social event and may want to eat with others from his country. 	<ul style="list-style-type: none"> - Most of the time, and especially at work, views eating meals as a necessity.
Relationships and family	<ul style="list-style-type: none"> - Peter's loyalty lies with his supervisor more than the organization - Peter calls his supervisor by his surname as a sign or respect - Peter works overtime in order to support this wife and extended family back home 	<ul style="list-style-type: none"> - Loyalty is to the organization but to his employees as well. - Addresses all levels on a first name basis and has told Peter to call him "Bob."

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Module 1: Understanding Culture – Handout #4

Case Study: A Princess Story

A number of newcomers from the same country were employed by a local employer. Members of the group were all good friends and socialized outside of work. Their employer was unaware that one female in the group held the title of Princess in their homeland. While the title was mainly honorary, members of the group felt it was necessary to “protect the dignity of the title” by doing any heavy lifting and certain other tasks that were a part of the person’s normal expected duties.

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Module 1: Understanding Culture – Handout #5 (Optional Activity – Can Be Completed at the End of Any of the BSWC Modules)

Optional Cultural Awareness Questionnaire

	Yes	No
1. I understand that not making eye contact can be a way of showing respect, not a lack of assertiveness.		
2. I understand that when employees continuously address me by my surname, it is often culturally correct.		
3. I know different cultural values and behaviours may influence my perception of a person's competence and understanding		
4. I know that some cultures use a strong handshake as a gesture to communicate warmth, and friendliness and to say hello or good-bye whereas other cultures use a soft handshake to communicate the same message.		
5. I understand vagueness in answering a questions can be culturally correct with some employees		
6. I understand at least some new Canadian workers may not want to report safety concerns for fear of losing their job.		
7. I realize the loudness or softness with which people talk is often cultural		
8. I know workplace health and safety materials need to be visually rich and in plain language to help all employees understand how to be safe.		
I realize when we provide safety orientation, new workers may not have understood or realized that what they were being told was intended to be safety training.		
I understand all departments in the workplace – human resources/safety coordinator/direct supervisor – need to communicate the same messages to new workers		
I understand people from some cultures will feel superstitious about potential injuries.		

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Module 1: Understanding Culture – Module Evaluation – Handout #6

1. For each statement below, please mark an X in one of the boxes to indicate your response.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented effectively.					
The information was practical.					
The module topics were useful.					
The module was too short.					
The module was too long.					
The material was clear and understandable.					

2. On a scale of 1 – 5, with 5 being the highest score, please indicate your overall satisfaction with the module.

1	2	3	4	5
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3. Do you have any suggestions for improving the module? If so, please list them below.
