



**FREEPORT-
McMoRAN**

FACILITATOR GUIDE



SFT FCX2016C WORKPLACE EXAMINATIONS REFRESHER

AUGUST / 2018
VERSION 1.1

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COURSE OVERVIEW

The following is basic information about this course.

COURSE DESCRIPTION

Through this course, employees will be refreshed on following the appropriate requirements to conducting a workplace examination. Each employee must have an understanding of the overall hazards, equipment necessary and required procedures that are directly related to his/her work duties in his/her work space.

COURSE OBJECTIVES

Upon completion of this course, students will be able to

- Explain the purpose of workplace examinations
- Conduct a workplace examination by assessing a scenario for general hazards

COURSE PRE-REQUISITES

There are no pre-requisites for this course.

COURSE LENGTH

When included as part of the MSHA refresher, expect to spend at least 30 minutes on this content. When taught aside from the MSHA refresher, this course can take approximately 1 hour to complete.

CLASS SIZE

This course is designed to have a 14:1 student: facilitator ratio. Class size may be less depending on each site's needs, as well as the student's skill and experience level.

TARGET AUDIENCE

This training is intended to refresh on the minimum requirements for a workplace examination.

FACILITATOR QUALIFICATIONS

Facilitators should be well versed in Freeport-McMoRan's policies, guidelines, and expectations.

REGULATIONS/POLICIES/PROCEDURES

This course teaches the compliance guidance for workplace examinations outlined by MSHA.

FACILITATOR PREPARATION

The following information will help the facilitator prepare for the course.

ABOUT THIS GUIDE

This guide is intended to give the facilitator a general outline of the flow of the course. It is designed to assist the facilitator in presenting content, conducting classroom activities, and managing time in order to meet the learning objectives. This Facilitator Guide (FG) is intended to be used in conjunction with the PowerPoint (PPT).

SAFETY

Safety must be a fundamental component of this course. Students must adhere to safety information from the facilitator, and safety procedures must be focused on throughout the training. Equipment may not be operated without facilitator authorization.

ACTIVITIES

Students will participate in hands-on activities designed to give students time to practice the knowledge learned throughout the course. They also provide the facilitator with opportunities to give immediate feedback on what each student does/does not do well. Facilitators must review each activity's directions in the FG before guiding students through the learning activities.

GENERAL MATERIALS

The following is a list of materials that are consistently needed for courses:

- Attendance sign-in sheets
- Name cards – 1 per student
- Pens and/or pencils
- Push pins and/or tape such as painter's tape
- Sticky Notes
- Easel and Flipchart
- Markers of various colors
- Student Guide (SG) – 1 per student
- Projector and sound system for PPT and/or videos
- Laptop with access to the internet
- Assessments
- Course evaluations
- Appropriate Personal Protective Equipment (PPE)

ACTIVITY MATERIALS











The following is a table of the materials needed for the activities:

Activity Materials

- Activity 1: The Long List
 - Markers
 - Flip chart or whiteboard
- Activity 2: Performance Time
 - Workplace examination form
 - Staged area or posters (*facilitator must determine ahead of class*)
 - Pens or pencils

FG CUES

Throughout the FG, cues are used to help the facilitator quickly identify slides that have unusual but important features. The purpose of these symbols is explained below.

Description	Symbol	Purpose
Audio Link		The speaker icon indicates when audio files are linked on a PPT slide.
Video Link		The director's clapboard indicates when video files are linked on a PPT slide.
Animated Slide		The star indicates when a PPT slide has an animation and requires more than one click to view all of the content.
Note		The paper and pencil indicate that an important note relating to the slide is included on the PPT slide or in the FG. The note is not necessarily found in the SG.
Incidents		The first aid symbol indicates when a PFE, testimonial, or other safety related incident is addressed on a PPT slide or in the FG.
Flipchart		The marker indicates when the facilitator needs to write down responses given by the students. This is generally done with a flipchart or whiteboard.
Discussion		The question mark indicates when students are expected to participate in a discussion either as a class or in small groups.
Example		The hand indicates when the instructor will hold up an item or pass an example around the class.
Facilitation Tip		The podium indicates a facilitation technique used by the facilitator to enhance the presentation. A corresponding red box with white text is provided near this cue to explain the tip.
Site-specific		The yellow arrow indicates a place where the facilitator needs to add site-specific information. This may need to be completed before teaching the class.

USING THE POWERPOINT PRESENTATION


When preparing to facilitate the course, there are several ways to integrate the PowerPoint (PPT) with the FG.

1. The facilitator can project the PPT and use the paper copy of the FG to walk around the room.
2. The facilitator can begin the PPT in presentation mode on their computer. This displays only the slide to the class on the projection screen, but shows the facilitator a different view on their computer. The facilitator's screen shows a notes screen that has the same information for that slide that is included in the FG. This view also shows the next slide and lets you use the marker tools to write on slides and emphasize teaching points.
3. The facilitator can also choose to do both. This is the preferred method for facilitating this course. Moving around the room helps the facilitator engage more participants and keeps the students' brains stimulated, thus promoting learning.

NOTE: The FG follows the PPT presentation slide by slide. Each page is designed with the information the instructor needs and the image of the slide. The FG should be used as a roadmap to guide the facilitator through the course.

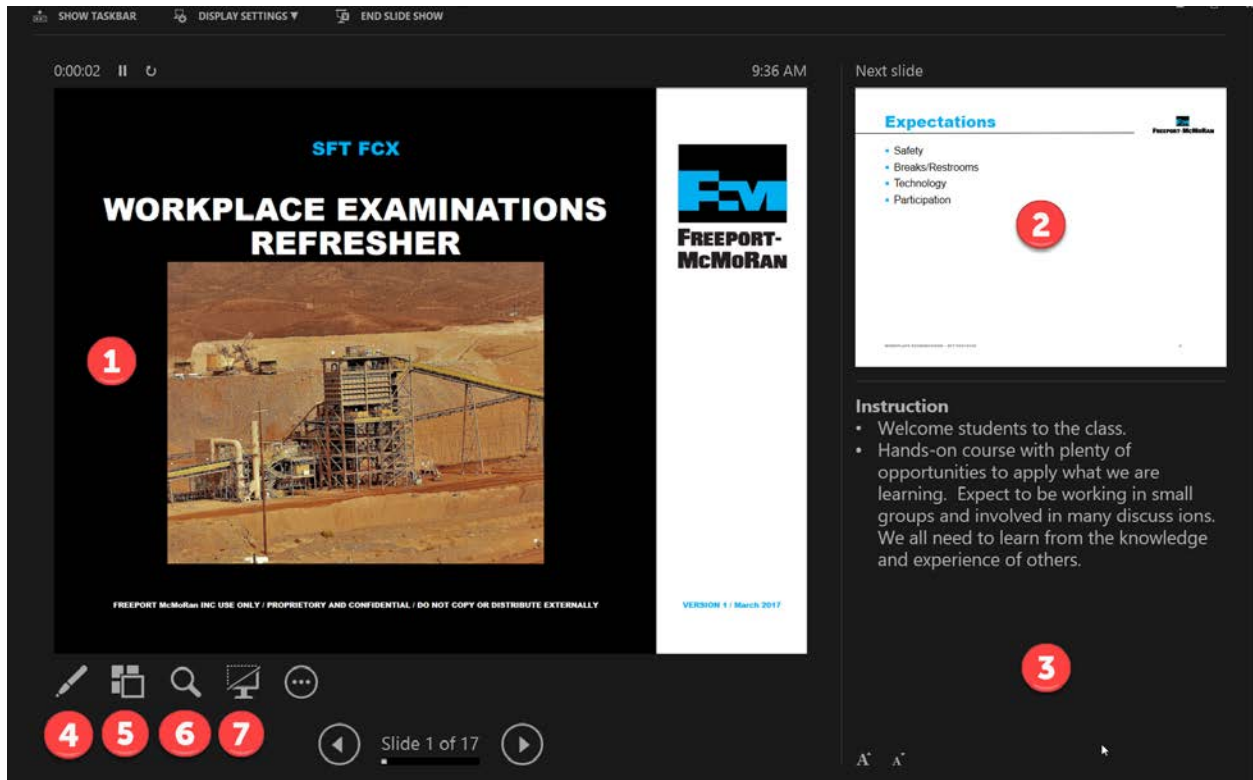
SETTING THE PRESENTATION MODE

To initiate the presentation mode, do the following:

Step	Action
1	Open the PPT presentation.
2	At the bottom of the screen is a colored bar (The look or color may vary depending on the version of PPT used).
3	Select the icon that is noted in the image below. 

PRESENTATION MODE FEATURES

Once you are in presentation mode, the students will only see the slide displayed, but the facilitator will see the layout below. Some of the commonly used features available from this view are numbered in red and identified in the image.



- 1. Current slide** – This is the same slide that students see on the projection screen.
- 2. Next slide** – A visual preview for the next slide is shown.
- 3. Notes** – These notes match the talking points available in the FG. The notes match the current slide projected to the students.
- 4. Pens** – This icon gives the user access to a laser pointer, pen, highlighter, and arrow options. Whichever tool is used on the facilitator's screen will show on the projection screen for the students and allows for specific points on the PPT to be emphasized. This helps the facilitator customize the PPT presentation to better suit the needs of the site and students.
- 5. All slides** – This will show small images of all of the slides on the facilitator's screen.
- 6. Zoom** – This icon lets the facilitator zoom in on specific aspects of the PPT.
- 7. Black screen** – If the facilitator would like to explain content further, but feels the PPT slide shown on the screen may distract from learning, the screen can be blacked out to help focus the students.

WORKPLACE EXAMINATION REFRESHER

Mining is a dynamic industry where things often change, such as environment, equipment, personnel, and work areas. It is critical that each employee is alert and aware of any hazard that may affect his or her safety, and the safety of others. Safe Production is the ultimate goal, and the first step in reinforcing this awareness begins with the employee. Through appropriate training, the employee can build the skills necessary to identify, avoid, and mitigate hazards.

The backbone of an effective workplace examination is hazard recognition. Hazards generally fall under one of three categories:

- Chemical (e.g., H₂S, lime, solvents)
- Biological (e.g., bacteria, animal waste, venom)
- Physical (e.g., noise, radiation, impact injuries)

Depending on your work area, the hazards to which you are exposed can fall under one or all three of these categories. Being skilled at recognizing hazards associated with your work area is a lifelong pursuit.

LEARNING OBJECTIVE

Upon completion of the course, the students will be able to:

- Explain the purpose of workplace examinations
- Conduct a workplace examination by assessing a scenario for general hazards

ACTIVITIES

- Activity: Icebreaker
- Activity: The Long List
- Activity: Performance Time

Please refer to Activity Materials in *Facilitator Preparation* for further details.

TOTAL TEACHING TIME

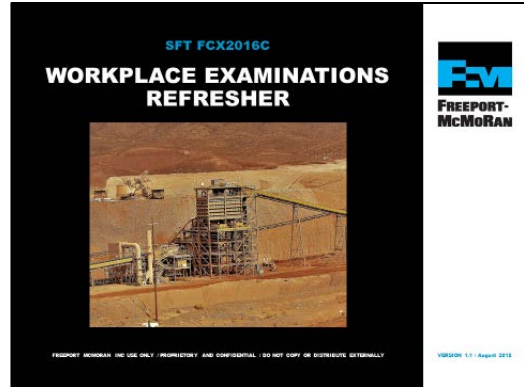
Approximately 60 minutes

PPT slide 1



Instruction

- **Note: Briefly speak to this slide if content is being taught in conjunction with an OSHA Refresher.**
- Welcome students to class
- Remind students to sign the attendance sheet
- Facilitator introduces self by stating your position at FMI, how long you've been with the company, how long you've been in mining
- Explain this is a hands-on course with opportunities to apply what is learned. Group work and discussions help them learn from the knowledge and experience of others

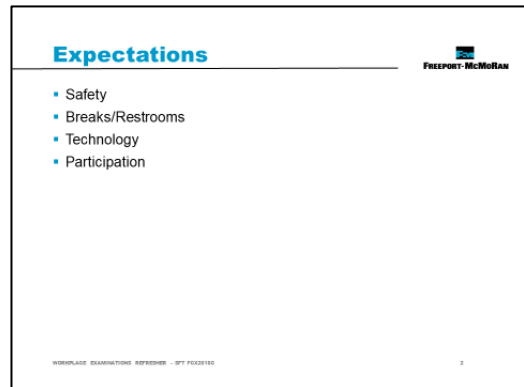


PPT slide 2



Instruction

- **Note: Hide this slide if content is being taught in conjunction with an MSHA Refresher.**
- Review the following administrative/classroom policies
 - Safety
 - Identify the appropriate evacuation procedures, gathering areas, and emergency exits and fire extinguisher locations, etc.
 - Breaks and Restrooms
 - Establish a break schedule, if appropriate, and announce it to the class.
 - Identify the location of restrooms and smoking areas
 - Technology policy
 - Review your expectations on cell phone and laptop use during the training
 - Participation
 - This course requires significant participation. Students should be prepared for discussions and small group activities
 - Set the class ground rules by verbalizing your expectations. Some suggestions are provided below
 - Be on time
 - Stay on task
 - Listen when others talk
 - Respect the opinions and attitudes of others



PPT slide 3



Instruction

- Before beginning the next slide:
 - Ask students what they would like to get out of this course
 - **Discuss and record their responses on a flipchart**
 - This gives the facilitator insight into what the students would like out of the course and helps guide the facilitators focus while teaching
- Show the objectives for the course
 - Tie each recorded response to the course objectives (even if it is a vague connection)
 - This shows students their ideas help direct the course

Learning Objectives

Upon completion of this course, the student will be able to:

- Explain the purpose of workplace examinations
- Conduct a workplace examination by assessing a scenario for general hazards

WORKPLACE EXAMINATIONS REFRESHER - 0PT F023110

PPT slide 4

Instruction

- Review the different terms listed
 - Mention other terms employees may hear
 - Identify the common term used at your site
 - **Created by each site to identify and immediately control any hazards prior to the beginning of and throughout the shift (Debrief question)**
 - Ensures workplace is adequate for performing regular job duties
 - First line of defense in protecting Freeport-McMoRan's most valuable asset – you.
- Explain the next statement
 - Changing environmental conditions (e.g. temperature changes, lighting, noise levels, and weather conditions) can alter work areas and affect the risk of existing hazards
- Explain the first bullet
 - Even though there are specific processes in place for risk analysis, every employee must be able to evaluate the risks associated with any given hazard
 - It is difficult to be knowledgeable in all workplace hazards, so ask questions of your coworkers, supervisors, safety professionals, and other area experts
- Explain the second bullet (Fatal Risks are listed on slide 5)
- Explain the third bullet
 - Identify and inspect existing critical controls to see if they are in working order
 - If the effectiveness of any controls cannot be validated, take the necessary steps to control the risk before starting work

Introduction

Workplace examination is also known as:

- Area inspection
- Pre-shift inspection
- Workplace inspection

Never assume you are automatically aware of all hazards around you

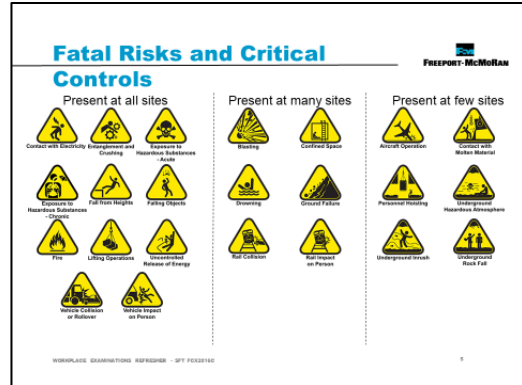
- Hazard control begins with recognition
- Fatal Risks can result in severe injuries or death
- Critical Controls eliminate or reduce the risk of serious injury or death

WORKPLACE EXAMINATIONS REFRESHER - 0PT F023110

PPT slide 5

Instruction

- Fatal Risks are based on industry data, where specific risk exposure has resulted in catastrophic events such as severe injury or death.
 - While all risks have a degree of danger, Fatal Risks are those risks that, when left uncontrolled, will kill you.
 - After identifying a Fatal Risk, Critical Control(s) are implemented and verified with standard verification questions, to prevent death as a result of the exposure to the Fatal Risk.
 - **In the event of an absent or failure of a Critical Control, the job must be stopped as it significantly increases the risk of severe injury or death despite the existence of other controls.**
 - In short, Critical Controls help keep you from being killed.
- Clarify that every Fatal Risk is not present at each site. However, during a workplace examination, the Critical Controls for relevant Fatal Risks should be assessed.
- Remember, Fatal Risk Management assists in:
 - Identifying the risks that will kill you
 - Implementing the controls that will keep you safe
 - Verifying that Critical Controls are in place
 - Empowering you to stop the job if the Critical Controls are missing or not implemented correctly
- Some examples of Critical Controls for various Fatal Risks that may be assessed during a workplace examination:
 - Entanglement and Crushing – guards, barriers, barricades
 - Exposure to Hazardous Substances - Acute – mechanical integrity of storage and distribution
 - Lifting Operations – mechanical integrity of equipment
 - Drowning – barriers and segregation
 - Contact with Molten Material – access integrity
 - Underground Hazardous Atmosphere – refuge chambers




PPT slide 6



Instruction

- **Discuss the first question**
- **Discuss the second question**
- Policies, guidelines, and procedures are typically created as a result of an incident or near miss
- Performing a job in a safe manner is not only a matter of compliance to regulations, but is your means of returning home safely


Purpose of Workplace Examination 

What is the purpose for conducting a workplace examination?

- Brings employees' attention to recognized hazards in the working area and taking immediate action to mitigate or eliminate them

What is a workplace examination?

- Practice to ensure the workplace is free of hazards and adequate for you to perform your regular job duties




WORKPLACE EXAMINATIONS REFRESHER - 07/16/2016

PPT slide 7





Instruction

- **Discuss the bullet points under the question**
- Varied backgrounds will bring a new perspective to a workplace examination
- Whether the additional person is a new hire, from a different culture, or even from a different industry, he or she might note new hazards that were otherwise unnoticed

Responsible Individuals 

What are some advantages to increased team involvement in workplace examinations?

- Fresh set of eyes
- Increased awareness of hazards
- Different perspective on situations




WORKPLACE EXAMINATIONS REFRESHER - 07/16/2016

PPT slide 8



Instruction

- **Discuss the bullet points under the question**
- Explain what is required in a workplace examination record
- Records are retained in accordance with Freeport-McMoRan's record retention policy

Record Keeping 

What is included in a workplace exam record?

- Date examination was made
- Examiner's name
- Work areas examined
- Description of each adverse condition not corrected promptly
- Date when condition is corrected

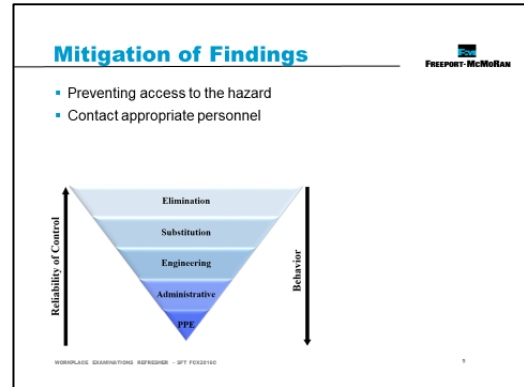
Records of each workplace examination will be maintained in accordance with Freeport-McMoRan's record retention policy.

WORKPLACE EXAMINATIONS REFRESHER - 07/16/2016

PPT slide 9

Instruction

- If a hazardous condition is found while performing an examination, immediate action to resolve the issue must occur
- Prevent access to the hazard
 - If a hazard is discovered that poses an immediate risk to personnel, halt production until the appropriate controls are in place
 - Posting a spotter until proper flagging or barricading occurs may also be necessary
- Contact appropriate personnel
 - Due to the variety of work performed at our sites, specific steps required to initiate hazard control vary
 - Always prevent access to the hazard and contact your Supervisor or Health and Safety Professional
- When attempting to control a hazard, always refer back to the Hierarchy of Controls outlined in Fatality Prevention
 - Elimination, substitution, and engineering controls are more effective than administrative controls and PPE
 - Apply the controls that keep the employee as safe as possible



DEBRIEF


PPT slide 10



Instruction

1. As a class, discuss the debrief questions
2. Allow time for clarifying any additional questions

Debrief



1. In accordance with FCX requirements, how often should a workplace examination occur?
 - a. Once per hour
 - b. At the end of each shift
 - c. Before work begins or as employees begin work in that area
2. Why is it important to conduct a workplace examination?
 - a. To avoid MSHA fines
 - b. To recognize hazards prior to starting work
 - c. To ensure the previous shift was productive
 - d. None of the above

WORKPLACE EXAMINATIONS REFRESHER - 07/16/2016 10

Answers

Question	Answer
1	c
2	b

PPT slide 11



Instruction


- Keys to an effective workplace examination
 - Strong hazard recognition skills
 - Personal accountability to the task
- While the workplace examination is the first line of defense against hazards, it is only as effective as the person conducting it
- Someone may be well versed in the hazards of a job, but if they do not take the time to perform a proper examination, then the workplace exam becomes ineffective
- **Discuss the question on the slide (Bullets revealed one at a time)**
 - Ensure the appropriate form is used
 - Different tasks/departments at your site may require a different form
 - Include as many people from your team as possible
 - Begin by defining the boundaries of your work area
 - Talk through the tasks being performed in the defined work area
 - Survey the area
 - From a distance
 - Large hazards can be identified, such as an open-hole, a suspended load, or moving equipment
 - May be easier from an elevated vantage point
 - From a closer standpoint
 - Look for housekeeping issues, tripping hazards, electrical issues, etc.
 - Examine specific pieces of equipment relative to your job

General Hazard Identification

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What guidelines are necessary for performing an effective workplace examination?

- Use appropriate forms
- Include team members
- Define boundaries
- Discuss tasks being performed
- Survey the area
 - From a distance
 - From a closer point
- Examine specific equipment



WORKPLACE EXAMINATIONS REFRESHER - 07/16/2010 11

ACTIVITY 1: THE LONG LIST

PPT slide 12



Time: Approximately 10 minutes

Materials

- Flip chart
- Markers

The Long List

Directions

1. Facilitator will divide the class into small groups
2. Designate a leader
3. Take five minutes to list as many items as possible that you inspect during a workplace examination
4. Each leader reads their list
5. Every group with that item listed, crosses the item off their list
6. The group with the highest number of items not crossed off wins

WORKPLACE EXAMINATIONS REFRESHER - PPT FOLDER

Activity 1

Purpose

- This activity draws out the students' existing knowledge on workplace examinations

Instruction

1. Divide the class into small groups of 3-5 people and give each a flip chart (or provide pens and paper)
 2. **Each group designates one person as the leader**
 3. **Allow five minutes for each group to list as many items as possible that they may inspect during a workplace examination (such as, berms, fire extinguishers, emergency lighting, etc.)**
 4. Each leader takes a turn reading the items off of the list
 5. For every item that another group has, that item is crossed off everyone's list
 6. After all leaders read their list, the group with the highest number of items remaining wins
-

PPT slide 13




Instruction

- Ask the question
- **Discuss any items that were not mentioned in the previous activity**

General Hazard Identification

What are some items you inspect during a workplace examination?

- Equipment
- Guarding
- Housekeeping
- Signage
- Electrical
- Berms
- Emergency lighting
- Escape routes/exits
- Walking surface
- Highwalls/benches



WORKPLACE EXAMINATIONS REFRESHER - PPT 13/2016

13

ACTIVITY 2: SKILL CHECK

PPT slide 14



Time: Approximately 20 minutes

Materials

- Workplace examination forms (site-specific), one per group
- Staged area
- Posters
- Access to other rooms in the vicinity
- Pens

Skill Check	
Directions	Activity 2
1. Facilitator will divide the class into small groups and direct each group to an area	
2. Each group will designate a leader	
3. Take ten minutes to conduct a workplace examination in the assigned area	
4. Facilitator will direct groups to leave their workplace examination form in their area and rotate clockwise to the next group's area	
5. Take five minutes to review and note any issues not previously found	
6. As a class, discuss what was found and what might have been overlooked	
<small>WORKPLACE EXAMINATIONS REFRESHER - PPT F020160</small>	

Purpose

- This activity draws out the students' existing knowledge on workplace examinations

Instruction

1. Divide the class into small groups of 3-5 students
 2. Direct groups to the pre-determined area
 - a. Staged area
 - b. Posters
 - c. Other rooms in the general vicinity
 3. Allow ten minutes for all groups to conduct their workplace examination
 4. Direct the groups to leave their workplace examination form in their area and rotate clockwise to the next group's area
 5. Allow 5 minutes to review and note any issues not previously found
 6. **As a class, discuss what was found and what might have been overlooked**
-


PPT slide 15



Instruction

- Complacency
 - Most people have witnessed complacency in the workplace
 - For some, the behavior resulted in an incident where an injury occurred
 - For others, perhaps luck was on their side, and no injuries resulted
 - The work you perform every day does not lend itself to relying on luck
 - Safety is an actively achieved task that starts with a workplace examination
 - The importance of a quality workplace examination cannot be understated
 - It is a continuous process that helps lead to a safe return home
- Good hazard recognition skills, a strong understanding of how to implement critical controls, and knowledge of the processes performed are the backbone of a successful exam
- Even the most experienced employee needs to take the examination seriously
- Having a proactive approach to your work area or one you are passing through, and taking the time to mitigate hazards, creates a safer workplace for you and those around you
- **Discuss the questions**
 - Let students ask clarifying questions
 - If needed, revisit the content from this refresher course

Debrief


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- What are some of the key concepts from this refresher training?
- Are there any additional questions or comments?

WORKPLACE EXAMINATIONS REFRESHER - PPT REFRESHER 15

