

General Foremen (GF) / Supervisor's Toolkit

Courtesy of Ameren Contractor Steering Committee

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Dear Ameren partner,

It is my, and my Ameren co-workers responsibility, to ensure that you prioritize safety as the first and foremost focus for any work done on Ameren's behalf. Ameren's intent is to drive unsafe acts off of its property. Ameren employees are not only required to follow all safe-work practices, they are also obliged to challenge any apparent unsafe act committed by a co-worker or contractor.

We appreciate your service to our customers and shareholders. We also value your commitment to ensuring a safe work environment for your employees and the general public. Rest assured, Ameren recognizes safety performance as the foundation for operational excellence. By taking the necessary time to ensure that you and your employees know and adhere to all relevant safety precautions, you are demonstrating that your team is focused on doing quality work.

I know empowering your teams to have a safety-first reflex can sometimes be challenging. If any of your employees push-back against this priority, just remind them that a condition of Ameren's selecting your company as a partner is an expectation that your company's employees share Ameren's safety-first focus.

Before any work begins on Ameren's property, or on Ameren's behalf, please be sure to confirm with your Ameren supervision all mandatory procedures, safe-work practices and required personal-protective equipment. Please know that these demands are no different than those we place on ourselves and one-another.

I speak on behalf of everyone at Ameren when I say we value your service and appreciate your effort.

Thank you for your work and for doing that work safely.

A handwritten signature in black ink, appearing to read "R. Wieseman", is positioned above the printed name.

Director
Safety Performance and Culture

This toolkit is provided as a guideline for first line supervisor of all contractors. Each company needs to supplement this packet with its own individual manuals, documents and materials, as needed. This packet is not all-inclusive, but rather serves as a guide for safe and productive operations. This packet emphasizes the importance of safety to all workers, but also provides a checklist that encompasses other aspects of your duties as a first line supervisor.

1. SAFETY:

Statement: An individual's safety shall outweigh all other considerations at all times.

A. SAFETY EXPECTATIONS

GFs and Supervisors are primarily responsible for providing a safe environment for all workers that they oversee. This can require a new mindset for supervisors that have been recently promoted. You are now responsible for setting an example of safety through your actions, behaviors, response, attitude, attention to detail and communications. You are also responsible for promoting a culture of safety within your organization. A safe working environment starts with the person in charge of each jobsite. As a supervisor, you are expected to listen and understand any concerns that your employees express that may compromise their ability to perform work safely. You are then responsible for implementing necessary changes to provide a safe working environment. Remember that Ameren's expectations are "Zero Unsafe Acts".

You require a variety of tools to achieve the safe working environment that you are now responsible for. Many of these tools are found in document form within this toolkit, but they only prove their value if you first equip yourself with a safety *mindset*. This takes real leadership.

Individuals draw upon their own experiences and personalities to achieve success as leaders within their organization. The following list describes the traits or actions that are commonly found within successful leaders.

Successful leaders:

Listen: Do not just hear, but listen and understand those that report to them.

Identify at-risk behaviors: Observe and discuss those behaviors that may add risk to otherwise safe working environments.

Respond: React to at-risk behaviors or concerns in a timely fashion to set the tone for the jobsite's safety culture.

Empower/Engage the workers: Allow everyone on a jobsite to have the power to enforce or participate in safety practices. This is a key component of a corporate culture that truly embraces safe work practices.

Display a positive attitude: Carry yourself with a positive attitude to set the tone for the environment around you, even when it's challenging to do so.

Look for training opportunities: Use daily jobsite challenges as a training opportunity for employees.

Provide safe equipment: Never ask or allow an employee to use equipment that is not operating properly or as designed. On all Ameren properties, the expectation is for all contractors to use only equipment that is operating as designed.

Prepare: Successful leaders prepare for their many duties. Supervisors represent the management of their companies and the employees to their customers, the public and others in the industry. A leader's responsibilities are great to everyone that they supervise and to those they report to.

Do you display the traits of a successful leader? Which traits do you excel in? Which do you need to develop?

B. COMPANY SAFETY POLICIES and PROCEDURES

All Ameren Contractors have their own company safety policies and handbooks. Place multiple copies of your company's handbooks in this Toolkit for distribution to employees. Become familiar with these so that *you* are the expert that both management and co-workers can depend on to ensure compliance with these policies.

Insert Company safety policies/handbooks

C. JOB BRIEFINGS

Ameren expects and OSHA requires that each job task start with a job briefing for all employees involved in the task. Who participates in the briefing and its content must be fully documented. The job briefing should identify all known or suspected hazards that may be encountered while performing the task. Those hazards should be discussed and a plan to overcome those hazards should be in place and agreed upon by all employees on the task. After employees leave the jobsite for any reason, the job briefing should be updated to reflect all hazard recognition before the task is performed. Ameren encourages the practice of "Stop and Rethink" as the job task progresses and new hazards are identified. In these cases, it is expected that participants complete a new job briefing in order to plan for those new hazards.

The importance of proper job briefings is critical to the achievement of "Zero Unsafe Acts" on Ameren properties.

An example of a job briefing is enclosed (page 18).

D. COMPANY FORMS

Every company has its own internal safety forms for documentation and reporting purposes. Although these forms vary from company to company, the general content

and purpose is often the same. Highlighted below are a few examples of safety-related forms that most contracting companies utilize. As a supervisor, you should be familiar with these forms and competent in completing them. A basic form is provided in this toolkit. If your company has its own internal forms, please replace these with the proper company forms.

a. Near Miss Reporting Form-

Near miss reporting is a critical tool that all Ameren contractors are required to implement in their safety policies. General Foremen are a driving force behind the true intent and proper use of the Near Miss reporting form. Your safety partners at Ameren strongly encourage all GF's to embrace the concept of eliminating incidents by learning from near misses. An example is on page 19.

**Tips for Near Miss Sharing - Share your own near miss experiences from work and home, associate a positive learning experience to near miss reporting with no negative implications or disciplinary action, allow for anonymous sharing, start with small mishaps to get the ball rolling, include consistent reminders at weekly tailgate meetings, etc...*

b. Incident Reporting Form-

General Foremen should be familiar with the company policy and forms for reporting incidents. Foremen should understand which types of incidents are reported and to whom they should be reported. Ameren's PIR example is on page 20.

c. Incident Investigation Form-

Following a set of procedures to fully investigate an incident ensures that management will come to understand the "root cause" of the problem to prevent a recurrence. Become familiar with the enclosed Incident Investigation Form on page 23.

d. OSHA Inspection Handling-

General Foremen are the front line of communication with OSHA inspectors and should become familiar with how to handle an inspection, including the process to be adhered to and their rights. Information about how to handle an OSHA inspection properly is enclosed in this Toolkit on page 27.

e. OSHA Record Keeping Guidance Document-

Knowledge of OSHA record keeping requirements is now part of your job. Enclosed is a basic guideline that will help you understand what is recordable under OSHA on page 28.

f. Ameren Contractor Conduct Policy-

Ameren Missouri has a standing “Code of Conduct” policy that contractors must review annually with all field employees. Contractors will be asked to verify that all field employees have completed the review and understand the policy. A copy of this policy is enclosed for contractors to distribute and post (page 29).

g. Ameren Safety Stand Down Requirements-

Immediately following a work incident which results in an “LWA” or unplanned outage on Ameren property, contractors are required to hold a safety briefing/stand down briefing with their operating personnel. A full copy of the procedures and requirements for such a briefing are enclosed in this Toolkit page 31).

h. Employee weekly time card-

Weekly safety statement time cards are used by some contractors to document that no injuries have been reported by employees. These can be used as protection against false claims against companies with regard to actual work-related incidents (example page 32).

i. Corrective Action Form-

Your company may have a form that you are required to use, but a standard form is enclosed as a guideline. Remember that all corrective action should be documented (example page 33).

j. Drivers Vehicle Accident Report-

Your company may have a form that you are required to use, but a standard form is enclosed as a guideline. All drivers of company vehicles should have a copy on board in case of an accident (example on pages 34-36).

k. Utility / Property Damage Report-

Your company may have a form that you are required to use, but a standard form is enclosed as a guideline. You are required to report all utility or property damage that occurs while on Ameren property to your Ameren representative immediately (example page 37).

I. Vandalism / Theft Report-

Your company may have a form that you are required to use, but a standard form is enclosed as a guideline (page 38).

2. LEADERSHIP and SUPERVISION:

A leader with vision has a clear, vivid picture of where to go, as well as a firm grasp on what success looks like and how to achieve it. But it's not enough to have a vision; leaders must also share it and act upon it.

A good leader must have the discipline to work toward his or her vision single-mindedly, as well as to direct his or her actions and those of the team toward the goal. Action is the mark of a leader. A leader does not suffer "analysis paralysis" but is always doing something in pursuit of the vision, inspiring others to do the same.

A. LEADERSHIP CHARACTER TRAITS

Leadership can be defined as one's ability to get others to willingly follow. Every organization needs leaders at every level. Leaders can be found and nurtured if you look for the following character traits:

- a) **Integrity** is the integration of outward actions and inner values. A person of integrity is the same on the outside and on the inside. Such an individual can be trusted because he or she never veers from inner values, even when it might be easier to do so. A leader must have the trust of followers and therefore must display integrity.

Honest dealings, predictable reactions, well-controlled emotions, and an absence of tantrums and harsh outbursts are all signs of integrity. A leader who is centered in integrity will be more approachable by followers.

- b) **Dedication** means spending whatever time or energy is necessary to accomplish the task at hand. A leader inspires dedication by example, doing whatever it takes to complete the next step toward the vision. By setting an excellent example, leaders can show followers that there are no nine-to-five jobs on the team, only opportunities to achieve something great.
- c) **Magnanimity** means giving credit where it is due. A magnanimous leader ensures that credit for successes is spread as widely as possible throughout the company. Conversely, a good leader takes personal responsibility for failures. This sort of reverse magnanimity helps other people feel good about themselves and draws the team closer together. To spread the fame and take the blame is a hallmark of effective leadership.
- d) Leaders with **humility** recognize that they are no better or worse than other members of the team. A humble leader is not self-effacing but rather tries to elevate everyone. Leaders with humility also understand that their status does

not make them a god. Mahatma Gandhi is a role model for Indian leaders, and he pursued a “follower-centric” leadership role.

- e) **Openness** means being able to listen to new ideas, even if they do not conform to the usual way of thinking. Good leaders are able to suspend judgment while listening to others’ ideas, as well as accept new ways of doing things that someone else thought of. Openness builds mutual respect and trust between leaders and followers, and it also keeps the team well supplied with new ideas that can further its vision.
- f) **Creativity** is the ability to think differently, to get outside of the box that constrains solutions. Creativity gives leaders the ability to see things that others have not seen and thus lead followers in new directions. The most important question that a leader can ask is, “What if ... ?”
- g) **Fairness** means dealing with others consistently and justly. A leader must check all the facts and hear everyone out before passing judgment. He or she must avoid leaping to conclusions based on incomplete evidence. When people feel that they are being treated fairly, they reward a leader with loyalty and dedication.
- h) **Assertiveness** is not the same as aggressiveness. Rather, it is the ability to clearly state what one expects so that there will be no misunderstandings. A leader must be assertive to get the desired results. Along with assertiveness comes the responsibility to clearly understand what followers expect from their leader.

Many leaders have difficulty employing the right amount of assertiveness, according to a study in the February 2007 issue of the Journal of Personality and Social Psychology, published by the APA (American Psychological Association). It seems that being under assertive or over assertive may be the most common weakness among aspiring leaders.

- i) **A sense of humor** is vital to relieve tension and boredom, as well as to defuse hostility. Effective leaders know how to use humor to energize followers. Humor is a form of power that provides some control over the work environment. And simply put, humor fosters good camaraderie.

B. LEADERSHIP SKILL SETS

a) Setting goals-

Goal focus is the most important skill to learn. Identify the target: know what you want to achieve. If you know what you want to achieve you can begin to communicate that to the team.

If you do not know what you want, you are forced to hesitate, which is not a sign of leadership.

b) Communication-

You may have a clear goal but be unable to communicate it to others. The goal must be clearly communicated to all who need to know.

Great leaders are also the great communicators.
They know how to affect others with the correct use of words, tone and body language.

i. Accurate language-

Accuracy is a subset of communication.

Errors in clarity will cost you.

Accurate use of language will save you time and effort.

Learn how to improve the clarity of the spoken and written word.

ii. Influencing-

Influencing is a subset of communication.

People's actions are directed by their thoughts.

Is it possible to use language to influence the thoughts of others?

Of course!

So, if you can influence their thoughts, you can influence their actions.

Learn how to influence the minds of others.

c) Planning ahead-

Having a goal is not enough.

You must learn how to build thorough plans that are expected to work.

The lack of a sound plan is one thing that will ruin your goals.

i. Prioritization -

Planning includes prioritization.

With limited resources; you cannot do everything at the same time.

Learn how to place work items into the correct sequence.

d) Making decisions-

Be decisive.

Make good decisions based on logical evaluations of facts—not guesses.

Indecision will cause a loss of effectiveness.

When you have the facts, make the decision.

e) Accurate assessment of information-

To what degree is your information: Relevant, important and reliable?

If you become bogged down by considering information that is irrelevant, trivial, or unreliable, you will slow down to the point of failure.

f) Accelerated learning-

Having a good memory for facts, figures, names, and faces is an important attribute to cultivate.

Forgetting details can cost you credibility, time, and effectiveness.

g) Listening skills-

Listen for the things from which you can profit.

Listen with intent to understand.

Take Notes!

h) Handling performance issues-

Some of your people will occasionally perform poorly. You will need to correct them and put them back on track; doing that skillfully will increase your effectiveness.

If you make corrections sound like an insult, you may cause a backlash that is more difficult than the original problem. Stay Calm & Composed.

i. How to put the non- performer back on track-

From above, it is obvious that you should learn how to give constructive criticism:

Learn how to criticize another's work without de-motivating or antagonizing him or her.

i) Negotiation-

Learn when to negotiate and when not to: Learn how to "find the middle ground" without giving too much away.

It is important to know in your own mind what is "NON negotiable"

Equally, you should be clear about what you are willing to give away in order to get what you want in return.

j) Managing Emotions-

Leadership demands first that you master yourself.

Fear, indecision, and self doubt will stop you from being a good leader.

Cultivate the qualities of courage, mental focus, and determination.

Especially - learn how to manage your emotions when in a hostile situation.

k) Conflict management-

Learn to work with people who do not always agree with you.

You will need to deal with conflict without losing your cool. Hot-headedness can cause you to lose respect and will cause you to fail.

You must be able to handle conflict with a calm and logical mind.

Use the skills in Section C below to resolve workplace conflict.

***Suggestion:** Run through this list and check yourself against it.
What areas do you feel you could improve upon?
In which areas do you perform well, and can capitalize on?

C. CONFLICT RESOLUTION SKILLS

Conflict is a normal and necessary part of healthy relationships. After all, two people can't be expected to agree on everything at all times. Therefore, learning how to deal with conflict rather than avoiding it is crucial.

When conflict is mismanaged, it can harm the relationship. But when handled in a respectful and positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people. By learning the skills you need for successful conflict resolution, you can face disagreements with confidence and keep your personal and professional relationships strong and growing.

a) Conflict 101

- **A conflict is more than just a disagreement.** It is a situation in which one or both parties perceive a threat (whether or not the threat is real).
- **Conflicts continue to fester when ignored.** Because conflicts involve perceived threats to our well-being and survival, they stay with us until we face and resolve them.
- **We respond to conflicts based on our perceptions** of the situation, not necessarily to an objective review of the facts. Our perceptions are influenced by our life experiences, culture, values, and beliefs.
- **Conflicts trigger strong emotions.** If you aren't comfortable with your emotions or able to manage them in times of stress, you won't be able to resolve conflict successfully.
- **Conflicts are an opportunity for growth.** When you're able to resolve conflict in a relationship, it builds trust. You can feel secure, knowing your relationship can survive challenges and disagreements.

b) Healthy and unhealthy ways of managing and resolving conflict

Unhealthy responses to conflict:

- An inability to recognize and respond to the things that matter to the other person
- Explosive, angry, hurtful, and resentful reactions
- The withdrawal of love, resulting in rejection, isolation, shaming, and fear of abandonment
- An inability to compromise or see the other person's side
- The fear and avoidance of conflict; the expectation of bad outcomes

Healthy responses to conflict:

- The capacity to recognize and respond to the things that matter to the other person
- Calm, non-defensive, and respectful reactions
- A readiness to forgive and forget, and to move past the conflict without holding resentments or anger
- The ability to seek compromise and avoid punishing
- A belief that facing conflict head is the best thing for both sides

c) The ability to successfully resolve conflict depends on your ability to:

- **Manage stress quickly while remaining alert and calm.** By staying calm, you can accurately read and interpret verbal and nonverbal communication.
- **Control your emotions and behavior.** When you're in control of your emotions, you can communicate your needs without threatening, frightening, or punishing others.
- **Pay attention to the feelings being expressed** as well as the spoken words of others.
- **Be aware of and respectful of differences.** By avoiding disrespectful words and actions, you can resolve the problem faster.

d) Quick stress relief: The first core conflict resolution skill

Being able to manage and relieve stress in the moment is the key to staying balanced, focused, and in control, no matter what challenges you face. If you don't know how to stay centered and in control of yourself, you will become overwhelmed in conflict situations and unable to respond in healthy ways.

Psychologists use a driving analogy to describe the three most common ways people respond when they're overwhelmed by stress:

- **Foot on the gas.** An angry or agitated stress response. You're heated, keyed up, overly emotional, and unable to sit still.
- **Foot on the brake.** A withdrawn or depressed stress response. You shut down, space out, and show very little energy or emotion.
- **Foot on both gas and brake.** A tense and frozen stress response. You "freeze" under pressure and can't do anything. You look paralyzed, but under the surface you're extremely agitated.

e) Stress interferes with the ability to resolve conflict by limiting your ability to:

- Accurately read another person's nonverbal communication.
- Hear what someone is really saying.
- Be aware of your own feelings.

- Communicate your needs clearly.

f) Is stress a problem for you?

You may be so used to being stressed that you're not even aware you *are* stressed. Stress may be a problem in your life if you identify with the following:

- You often feel tense or tight somewhere in your body.
- You're not aware of movement in your chest or stomach when you breathe.
- Conflict absorbs your time and attention.

g) Why emotional awareness is a key factor in resolving conflict

Emotional awareness helps you:

- Understand what is really troubling other people
- Understand yourself, including what is really troubling you
- Stay motivated until the conflict is resolved
- Communicate clearly and effectively
- Attract and influence others

h) Tips for managing and resolving conflict

Managing and resolving conflict requires the ability to quickly reduce stress and bring your emotions into balance. You can ensure that the process is as positive as possible by sticking to the following conflict resolution guidelines:

- **Listen for what is felt as well as said.** When we listen we connect more deeply to our own needs and emotions, and to those of other people. Listening in this way also strengthens us, informs us, and makes it easier for others to hear us.
- **Make conflict resolution the priority rather than winning or "being right."** Maintaining and strengthening the relationship, rather than "winning" the argument, should always be your first priority. Be respectful of the other person and his or her viewpoint.
- **Focus on the present.** If you're holding on to old hurts and resentments, your ability to see the reality of the current situation will be impaired. Rather than looking to the past and assigning blame, focus on what you can do in the here-and-now to solve the problem.
- **Pick your battles.** Conflicts can be draining, so it's important to consider whether the issue is really worthy of your time and energy. Maybe you don't want to surrender a parking space if you've been circling for 15 minutes. But if there are dozens of spots, arguing over a single space isn't worth it.
- **Be willing to forgive.** Resolving conflict is impossible if you're unwilling or unable to forgive. Resolution lies in releasing the urge to punish, which can never compensate for our losses and only adds to our injury by further depleting and draining our lives.

- **Know when to let something go.** If you can't come to an agreement, agree to disagree. It takes two people to keep an argument going. If a conflict is going nowhere, you can choose to disengage and move on.

D. OSHA SUPERVISOR LEADERSHIP TRAINING COURSE

The OSHA ET&D partnership Supervisor Leadership Training Course is encouraged as a development opportunity for first line supervision.

The course covers topics such as accident reduction techniques in the START program which consists of four modules.

The listen up and speak up programs cover basic communication skills and re-affirm the importance of assuring that employees know they have the right and obligation to speak up when something isn't right. In addition, supervisors learn ways in which to communicate in a non confrontational manner.

On the Front Line, the third of the courses foundation programs, covers topics such as ensuring that supervisors are aware of their actions and the messages supervisors are sending are what the employees are hearing and not a disastrous variation.

Additional topics addressed within the 24 hour course include how to:

- Effectively conduct a safety meeting, ensuring the meeting has value and substance rather than becoming an excuse to discuss topics outside of the scope of work
- Perform a job hazard analysis, learning how to clearly observe and define hazards in the work place and take appropriate measures to mitigate those hazards.
- Assess the skills of employees and ensure that they are qualified and competent to perform the assigned task.
- Conduct the pre-job briefing, including all legal aspects and requirements.
- Conduct site inspections and constructively present feedback to the crew.

The last portion of this course includes company specific information, which may include project specific information such as site specific safety and health plans, client requirements etc.

Contractors must ensure that their field supervisors are accurately representing the company in a positive manner. The topics within the Leadership course provide the foundation from which an individual may build.

3. DEALING WITH THE PUBLIC and CUSTOMERS

As contractors, we must remember that we represent more people and organizations than just our employer's. Our customers include the utility company, the public and property owners. All of these have two things in common—people and property. You must take care of both.

A. PEOPLE SKILLS

When talking with a customer basic people skills (or etiquette) is important to gain mutual respect. Some techniques include:

- Smile
- Remove your sunglasses when speaking and maintain eye contact
- Do not smoke or chew tobacco
- Speak clearly and do not use profanity
- Listen
- Be respectful of other peoples' property
- When taking a caring position, customers are more likely to listen to your needs to complete the job

B. WORKING CUSTOMER RELATIONS:

- While the job is in progress, driveways and walkways should be kept clear
- The general public should be inconvenienced as little as possible
- The property where the work was done should always be left in good condition
- When a complaint does arise, it should be taken care of promptly and properly
- Any complaints you cannot take care of yourself should be referred to your supervisor immediately
- The utility company should be informed of any unusual situations encountered on the job such as damaged poles or wires

C. CONFLICT RESOLUTION:

A good foreman strives to maintain friendly relations and satisfaction with customers at all times. However, there will be situations when either the personnel, the public or property owners will not be satisfied. The following techniques could be used to manage an upset customer:

- Don't talk-listen
- Quickly determine if the conflict can be resolved
- Notify Supervisor
- Do not become defensive or violent
- Stay calm and try not to become emotionally involved
- Explain the benefits to the customer in a factual way

4. ADMINISTRATION

The administration of the topics discussed will be the real challenge presented to all General Foremen. Organize yourself and commit to becoming a true leader by setting an example for all to follow. Your challenge is to discipline yourself to use your time wisely and to effectively communicate your goals and expectations to others.

Review and update the material in this toolkit quarterly, and submit any potential additions to the Ameren Contractor Steering Committee for possible addition in future updates.

5. SUMMARY

This Toolkit is designed to be a reference guide for all contractor first line supervisors. Please familiarize yourself with these items and take the time to insert your company's policies and forms so that you have quick access to them when the need arises.

Commit yourself to excellence. Use the tools available to you to provide the supervision that your co-workers expect. You play an important role in the safety culture that is established within your company. Dedicate yourself to making the safety culture one in which you and your co-workers can take pride. The reality of sending everyone home safely at the end of the day is within reach and you play a valuable role in achieving goal. Additional resources are also available on the Ameren Safety Partner website at www.ameren.com.

6. EXAMPLE FORMS

The following are example forms to use for your reference.

JOB BRIEFING CHECKLIST	
DATE:	LOCATION:
JOB DESCRIPTION:	
CREW LEADER:	
IDENTIFY THE FOLLOWING:	
HAZARD(S)	WORK PROCEDURES TO BE USED
SPECIAL PRECAUTIONS FOR WORK	ENERGY CONTROL SOURCES
PPE REQUIREMENTS	OTHER SPECIAL PRECAUTIONS
Was the job briefing effectively communicated and understood by all involved employees? <div style="text-align: center;">YES NO</div>	
RE M I N D E R S	
APPROPRIATE ITEMS MUST BE CHECKED	
<div style="display: flex; flex-direction: column;"> <div><input type="checkbox"/> DIRECTION OF FEED</div> <div><input type="checkbox"/> NON-RECLOSE OPERATION</div> <div><input type="checkbox"/> DE-ENERGIZE LOCATION</div> <div><input type="checkbox"/> RUBBER GLOVES/SLEEVES</div> <div><input type="checkbox"/> U/G FACILITIES LOCATED</div> <div><input type="checkbox"/> GUARDING OF WORK SITE</div> <div><input type="checkbox"/> POLE RELEASE SIGNED ---></div> <div><input type="checkbox"/> MATERIAL SHEETS</div> </div>	<div style="display: flex; flex-direction: column;"> <div><input type="checkbox"/> BODY BELT, SAFETY STRAP/CLIMBERS</div> <div><input type="checkbox"/> TRAFFIC WARNING DEVICES</div> <div><input type="checkbox"/> DE-ENERGIZE LINES/TEST & GROUND</div> <div><input type="checkbox"/> RUBBER COVER-UP GOODS</div> <div><input type="checkbox"/> CHECK POLES AND STRUCTURES</div> <div><input type="checkbox"/> SAFETY CHECK ON VEHICLE(S)</div> <div><input type="checkbox"/> CONSUMER GIVEN INFO W/RELEASE</div> </div>
CHANGES MADE ON STAKING OR MATERIAL SHEETS SHOULD BE NOTED AND PROPER PERSONNEL SHOULD BE NOTIFIED.	
The one call underground utilities center has been notified.	
I have discussed the job or procedure with the crew foreman or designated employee and they are prepared to complete the procedure. It is their opinion that the job can be completed in a safe and efficient manner. It is agreed between all employees involved that the job will be completed using all rules, regulations and guidelines set forth by MECA, and/or OSHA.	
SUPERVISOR: _____	DATE: _____
CREW MEMBER: _____	DATE: _____
CREW MEMBER: _____	DATE: _____
CREW MEMBER: _____	DATE: _____

NEAR MISS REPORT

A near miss is an unplanned event that did not result in injury, illness or damage, but had the potential to do so. Only a fortunate break in the chain of events prevented an undesirable outcome. At risk behaviors, hazards, and malfunctioning equipment can all be contributors. Near miss incidents provide a learning opportunity for everybody to prevent any future incidents.

Note: The information on this report will not be used for disciplinary actions.

Name (Optional) _____ **Date/Time:** _____ **Location:** _____

Job/Task Being Performed at Time of Incident: _____

Description of Incident: _____

Contributing Factors (Check all that apply):

STATES: Rushing ☐ Frustration ☐
Fatigue ☐ Complacency ☐

CRITICAL ERRORS: Eyes not on Task ☐
Mind not on Task ☐
Line of Fire ☐
Balance/Traction/Grip ☐

RECOMMENDATIONS: _____

_____;

Ameren Contractor Preliminary Incident Report

- | | | |
|--|--|---|
| Level I
<input type="checkbox"/> Near Miss
<input type="checkbox"/> First Aid Case treated On-site
<input type="checkbox"/> First Aid Case treated Off-site
<input type="checkbox"/> Property Damage: < \$200 | Level II
<input type="checkbox"/> Recordable
<input type="checkbox"/> Motor Vehicle Incident (MVI)
<input type="checkbox"/> Property Damage: > \$200
<input type="checkbox"/> Outage: Secondary and Less
<input type="checkbox"/> Outage: Primary and Greater
<input type="checkbox"/> Utility Damage | Level III
<input type="checkbox"/> Restricted Duty Case
<input type="checkbox"/> LWA*
<input type="checkbox"/> Electrical Contact |
|--|--|---|

Ameren Use Only: Date Rec'd ☐ **Logged** ☐ **Statistics Documented**

Send in Preliminary Incident Report no later than the end of the shift. Level II and III, notify Ameren area supervisor immediately, followed by Preliminary Incident Report.

***LWA cases must have final report submitted to Ameren Supervisor upon completion of investigation/analysis.**

Date of Incident: _____ **Time of Incident:** _____ **am/pm** **Hours of Sleep ^w/in the last 24:** _____
Address (street, city, state): _____
Location (alley, XMSN ROW, backyard, etc.): _____

Employee Data:

Contractor Company: _____ **Contact Ph. #:** _____
Individual's Name: _____ **Individual's Age:** _____ **Individual's current DOH:** _____
Individual's Supervisor: _____ **yrs of exp in class.** _____
Individual's Classification/ Job Title: _____

Describe the Injury/Illness/Incident, Body Part Affected (if applicable) and Object/Substance Involved (100 char. Max):

Type of Injury/Illness (check all that apply): ☐ N/A

- | | |
|--|--|
| <input type="checkbox"/> Abrasion
<input type="checkbox"/> Amputation
<input type="checkbox"/> Asphyxiation
<input type="checkbox"/> Burn
<input type="checkbox"/> Concussion
<input type="checkbox"/> Contusion
<input type="checkbox"/> Crushing
<input type="checkbox"/> Cumulative Trauma
<input type="checkbox"/> Dermatitis
<input type="checkbox"/> Dislocation
<input type="checkbox"/> Electric Shock
<input type="checkbox"/> Eye Injury
<input type="checkbox"/> Fracture | <input type="checkbox"/> Frost Bite
<input type="checkbox"/> Hearing Loss / Impairment
<input type="checkbox"/> Heart Attack
<input type="checkbox"/> Heat Illness
<input type="checkbox"/> Infection
<input type="checkbox"/> Inflammation
<input type="checkbox"/> Laceration
<input type="checkbox"/> Poisoning
<input type="checkbox"/> Puncture
<input type="checkbox"/> Respiratory Disorder
<input type="checkbox"/> Sprain
<input type="checkbox"/> Strain
<input type="checkbox"/> Other (please specify) |
|--|--|

Cause/Source of Injury/Illness (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Absorption / Ingestion / Inhalation
<input type="checkbox"/> Animal / Insect / Plant
<input type="checkbox"/> Awkward Body Posture
<input type="checkbox"/> Caught In / Under / Between
<input type="checkbox"/> Chemical
<input type="checkbox"/> Contact w/ Electrical Current
<input type="checkbox"/> Dusts / Gases / Vapors / Fumes
<input type="checkbox"/> Explosion / Flash Back
<input type="checkbox"/> Fall
<input type="checkbox"/> Fire / Flame
<input type="checkbox"/> Heat Exposure / Lack of Hydration
<input type="checkbox"/> Heavy Equipment Incident | <input type="checkbox"/> Motor Vehicle Incident
<input type="checkbox"/> Overexertion
<input type="checkbox"/> Poisonous Plant
<input type="checkbox"/> Repetitive Motion
<input type="checkbox"/> Rubbed / Abraded
<input type="checkbox"/> Sharp Object
<input type="checkbox"/> Slip / Trip
<input type="checkbox"/> Struck Against
<input type="checkbox"/> Struck By
<input type="checkbox"/> Thermal Contact
<input type="checkbox"/> Other (please specify) |
|---|--|

Body Part Affected (check all that apply):

- | | | | | | |
|--|--|--|---|--|---|
| <input type="checkbox"/> Right
<input type="checkbox"/> Left
<input type="checkbox"/> Upper
<input type="checkbox"/> Middle
<input type="checkbox"/> Lower | <input type="checkbox"/> Ankle
<input type="checkbox"/> Arm
<input type="checkbox"/> Back
<input type="checkbox"/> Chest
<input type="checkbox"/> Ear(s) | <input type="checkbox"/> Elbow
<input type="checkbox"/> Eye(s)
<input type="checkbox"/> Face
<input type="checkbox"/> Finger(s)
<input type="checkbox"/> Foot(s) | <input type="checkbox"/> Forehead
<input type="checkbox"/> Hand(s)
<input type="checkbox"/> Head
<input type="checkbox"/> Heart
<input type="checkbox"/> Jaw
<input type="checkbox"/> Hip(s) | <input type="checkbox"/> Knee(s)
<input type="checkbox"/> Leg(s)
<input type="checkbox"/> Nose
<input type="checkbox"/> Shoulder(s)
<input type="checkbox"/> Toe(s)
<input type="checkbox"/> Neck | <input type="checkbox"/> Tooth(s)
<input type="checkbox"/> Trunk / Torso
<input type="checkbox"/> Wrist(s)
<input type="checkbox"/> Other (specify): _____ |
|--|--|--|---|--|---|

Specific Activity at Time of Incident (check all that apply):

- | | | | | | |
|------------------------------------|---------------------------------------|---|--|------------------------------------|--------------------------|
| <input type="checkbox"/> Carrying | <input type="checkbox"/> Lifting | <input type="checkbox"/> Vehicle / Equip. | <input type="checkbox"/> Handling Mat. | <input type="checkbox"/> Horseplay | <input type="checkbox"/> |
| <input type="checkbox"/> Climbing | <input type="checkbox"/> Pouring | <input type="checkbox"/> entry | <input type="checkbox"/> Housekeeping | <input type="checkbox"/> Backing | <input type="checkbox"/> |
| <input type="checkbox"/> Pole | <input type="checkbox"/> Pulling | <input type="checkbox"/> Vehicle / Equip. | <input type="checkbox"/> Using hand tools | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Tree | <input type="checkbox"/> Pushing | <input type="checkbox"/> exit | <input type="checkbox"/> Using power tools | | |
| <input type="checkbox"/> Ladder | <input type="checkbox"/> Pumping | <input type="checkbox"/> Walking | <input type="checkbox"/> Rigging | | |
| <input type="checkbox"/> Cutting | <input type="checkbox"/> Transferring | <input type="checkbox"/> Welding / | <input type="checkbox"/> Over-reaching | | |
| <input type="checkbox"/> Digging | <input type="checkbox"/> Conductor | <input type="checkbox"/> hot work | <input type="checkbox"/> Running | | |
| <input type="checkbox"/> Drilling | <input type="checkbox"/> Lowering / | <input type="checkbox"/> Grinding | <input type="checkbox"/> Mixing | | |
| <input type="checkbox"/> Driving | <input type="checkbox"/> Raising | <input type="checkbox"/> Operating | <input type="checkbox"/> Spraying | | |
| <input type="checkbox"/> Hammering | <input type="checkbox"/> Chipping | <input type="checkbox"/> equipment | <input type="checkbox"/> Flagging | | |

Personal Protective Equipment Required for Activity (check all that apply):

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Arc Flash Prot. | <input type="checkbox"/> Goggles | <input type="checkbox"/> Protective Clothing | <input type="checkbox"/> Respiratory Prot. |
| <input type="checkbox"/> Face Shield | <input type="checkbox"/> Impact | <input type="checkbox"/> Tyvek Suit | <input type="checkbox"/> Dust Mask |
| <input type="checkbox"/> Fall Protection | <input type="checkbox"/> Chem. Splash | <input type="checkbox"/> Chem. Splash | <input type="checkbox"/> 1/2 Face |
| <input type="checkbox"/> | <input type="checkbox"/> Hard Hat | <input type="checkbox"/> Apron | <input type="checkbox"/> Full Face |
| <input type="checkbox"/> Gloves | <input type="checkbox"/> Hearing Protection | <input type="checkbox"/> FR Clothing | <input type="checkbox"/> PAPR |
| <input type="checkbox"/> Cotton | <input type="checkbox"/> Ear Plugs | <input type="checkbox"/> Chaps | <input type="checkbox"/> SAR |
| <input type="checkbox"/> Leather | <input type="checkbox"/> Ear Muffs | <input type="checkbox"/> Cut Resistant Pants | <input type="checkbox"/> SCBA |
| <input type="checkbox"/> Synthetic | <input type="checkbox"/> Hi Viz Clothing | <input type="checkbox"/> Welding Protection | <input type="checkbox"/> Ventilation |
| <input type="checkbox"/> Class 0 | <input type="checkbox"/> Protective Footwear | <input type="checkbox"/> | <input type="checkbox"/> Personal Flotation |
| <input type="checkbox"/> Class 1 | <input type="checkbox"/> Rubber Boots | <input type="checkbox"/> Seat Belt | <input type="checkbox"/> Device |
| <input type="checkbox"/> Class 2 | <input type="checkbox"/> Steel Toe | <input type="checkbox"/> | <input type="checkbox"/> Other (specify): |
| <input type="checkbox"/> Nitrile | <input type="checkbox"/> Leather | | |
| <input type="checkbox"/> Butyl | <input type="checkbox"/> Metatarsal | | |
| <input type="checkbox"/> Protective Sleeves | <input type="checkbox"/> Anti-Slip | | |

Environmental Conditions (check all the apply):

- | | | | |
|---|--|---|--------------------------------|
| <input type="checkbox"/> Temperature °F | <input type="checkbox"/> Precipitation | <input type="checkbox"/> Surface Conditions | <input type="checkbox"/> Other |
| <input type="checkbox"/> Visibility | <input type="checkbox"/> Rain | <input type="checkbox"/> Dry | |
| <input type="checkbox"/> Clear | <input type="checkbox"/> Sleet | <input type="checkbox"/> Wet | |
| <input type="checkbox"/> Foggy | <input type="checkbox"/> Snow | <input type="checkbox"/> Icy | |
| <input type="checkbox"/> Dawn | <input type="checkbox"/> Mist | <input type="checkbox"/> Snow | |
| <input type="checkbox"/> Dusk | <input type="checkbox"/> Freezing Rain | <input type="checkbox"/> Oily | |
| <input type="checkbox"/> Dark | <input type="checkbox"/> Windy | <input type="checkbox"/> Slippery | |
| <input type="checkbox"/> Glare | <input type="checkbox"/> Noisy | <input type="checkbox"/> Muddy | |
| <input type="checkbox"/> Cloudy | <input type="checkbox"/> dBa | <input type="checkbox"/> Steep Incline | |
| <input type="checkbox"/> Dust | | <input type="checkbox"/> Uneven | |
| <input type="checkbox"/> Fumes | | <input type="checkbox"/> Rocky | |
| <input type="checkbox"/> Gases | | | |
| <input type="checkbox"/> Vapors | | | |

Medical Attention:☐ YES☐ NO

Please describe in detail treatment received and disposition of injured.

<u>Analysis Questions (each must be answered):</u>			
1. Was PPE being worn appropriate for the task at the time of the incident?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> TBD
2. Was the employee trained in the proper use of the PPE?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/>
3. Was the PPE in good condition?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
4. Was a job briefing conducted prior to the task?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
5. Were the hazards identified/discussed during the job briefing?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
6. IF PPE was a contributory cause, please describe"	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
7. Did team members observe the unsafe act/condition?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
<u>SafeStart Principles:</u>			
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> States: <input type="checkbox"/> Rushing <input type="checkbox"/> Frustration <input type="checkbox"/> Fatigue <input type="checkbox"/> Complacency </div> <div style="width: 45%;"> Critical Errors: <input type="checkbox"/> Eyes Not on Task <input type="checkbox"/> Mind Not on Task <input type="checkbox"/> Line of Fire <input type="checkbox"/> Balance/Traction/Grip </div> </div>			
<u>Property Damage:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No			
Description of Property Damage: Describe how the incident occurred:			
<u>Other Information (public involved, police reports, Ameren Involvement, etc.):</u>			
<u>Utility Damage:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No			
Type of Utility Damaged (check all that apply): <div style="display: flex; flex-wrap: wrap;"> <div style="width: 25%;"><input type="checkbox"/> Electric</div> <div style="width: 25%;"><input type="checkbox"/> Gas</div> <div style="width: 25%;"><input type="checkbox"/> Water</div> <div style="width: 25%;"><input type="checkbox"/> Fiber Optic</div> <div style="width: 25%;"><input type="checkbox"/> Sewer</div> <div style="width: 25%;"><input type="checkbox"/> Cable</div> <div style="width: 25%;"><input type="checkbox"/> Telephone</div> <div style="width: 25%;"><input type="checkbox"/> Steam</div> <div style="width: 25%;"><input type="checkbox"/> Other</div> </div> Were locates current: <input type="checkbox"/> Yes <input type="checkbox"/> No Were locates accurate: <input type="checkbox"/> Yes <input type="checkbox"/> No Was utility within the tolerance zone: <input type="checkbox"/> Yes <input type="checkbox"/> No If no, how far from locate was utility? Was utility day lighted: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, was it: <input type="checkbox"/> hydro-excavated or <input type="checkbox"/> dug by hand Was there an interruption in service: <input type="checkbox"/> Yes <input type="checkbox"/> No Please describe incident:			

Do you anticipate additional information to be submitted?

Incident Investigation

INTRODUCTION

An incident is an unplanned or undesired event that adversely affects a company's work operations. Incidents include work-related injuries, occupational illnesses, property damage, spills, fires or near miss events that could have resulted in any of these. All incidents should be investigated. An incident that results in a serious employee injury, considerable property damage, a major fire, or spill obviously warrants an extensive investigation. A minor incident or near incident also requires a thorough investigation and may reveal significant potential for a serious incident if the conditions are left uncorrected.

There are two major components that contribute to the cause of an incident. They are the "work element" and the "root cause".

The "work element" is the condition or act that directly caused the incident. An example of a work element might be a small spill of oil on the floor that someone slipped on.

The "root cause" is the system failure that allowed the work element to become deficient or to occur. For example, a root cause may be a lack of preventive maintenance that resulted in the fork truck leaking oil on the floor.

A thorough investigation will reveal the root cause of the incident. The purpose of an incident investigation is to determine the work element and root causes of incident, and to assist in providing the company with a solution to prevent recurrence.

Companies should have an incident investigation process to ensure that:

- All incidents (including near misses) are investigated.
- Corrective action are determined that identify the root cause.
- Corrective actions are tracked until they are completed.
- Trends are reviewed, gaps are identified and improvement plans are developed to prevent future occurrences.

INVESTIGATION PROCESS

Proper training and a clear understanding of roles and responsibilities is essential to the investigation process. All employees and people that will be involved in an incident investigation should be aware of what their role is in the process and how to perform their assigned responsibilities during an investigation process.

Employees:

- Report all work-related incidents in a timely manner.
- Participate in the investigation process, as needed Supervision/Management.
- If the incident was very recent, secure the scene of the incident to ensure the safety of any emergency responders and other employees, and to

preserve any evidence that may contribute to the investigation.

- Ensure the injured person is properly cared for.
 - Ensure management or other company personnel who require it are notified.
 - Ensure the investigation begins as soon as possible after the incident occurs.
 - Identify the potential sources of information, such as the injured person, witnesses and any physical evidence.
 - Gather the facts about the incident.
 - Ensure the investigation identifies the root cause.
 - Make and/or implement recommendations to control or eliminate the hazard.
 - Ensure all regulatory and company requirements are met (OSHA recordkeeping, notification, written reports, insurance claims, etc.).
 - Perform any trend analyses of past incidents that may identify additional hazard prevention methods (i.e. training, maintenance, procedures, etc.).
- The ultimate responsibility for an incident investigation rests with management. Supervisors must take charge of a thorough incident investigation. Depending upon the type and scope of an incident (i.e. major spill or fire, or several employees injured in one incident), a team approach to the investigation of the incident may identify additional corrective actions that will help prevent similar incidents in the future.

Investigations must be constructive, credible and timely. Remember that the investigator is trying to figure out what happened and how to prevent similar situations, not trying to place blame on any individual or group. If the investigation is antagonistic, and takes a “what did you do wrong?” approach, then the process becomes much more difficult, as employees do not want to be blamed or cooperate in a blame-giving situation. A more constructive approach is “what happened, and what can we do to prevent this from happening again?”

Timing of an incident investigation could be crucial to the outcome. If an employee reports an incident that happened three weeks ago, all an investigator has to go on is what can be remembered by the persons involved. People’s memories fade or evidence may be disturbed which could hamper the investigation process. With timely reporting, an investigation can take significantly less time to complete, and operations will be able to resume more quickly.

GATHER EVIDENCE

One of the most critical and complex parts of the investigation is the gathering of evidence. There are some basic rules that may help the process.

Interviewing involved employees:

- Put the individual at ease – make sure they know the primary purpose of the interview is to prevent a recurrence of the incident and that it can only

- be done with their help. Avoid finger-pointing and applying blame.
- Treat people with tact and respect. Make them aware that they need to be thorough and truthful in their account of the incident and that you are not there to get anyone into trouble, only to find out what happened and why.
- Be aware that injured employees and witnesses to injuries may have some emotions involved that affect them. Especially if the incident was severe, there may be some trauma that occurs.
- Stress fact gathering. Let involved employees tell their story completely. Wait until they have finished their version of events before interrupting or clarifying what was said. Then go over what they stated with them, to assure that you have their account of the story accurately and that you understand what they meant, not just what they said. Do not make assumptions or state opinions during this process. If other people have said something different from what was stated in this interview, ask leading questions to discover more information, but do not contradict what was stated in either interview.
- Conduct the interviews at the scene, if possible. This may help people to explain and may help the interviewer understand what happened. Make the interviews as private as possible, so that other employees cannot take any offense or contradict what is said. Witnesses may be interviewed at a later time, if privacy is at issue.
- Ask any necessary questions to determine what happened, what was done, and how it was done. Try to avoid asking WHY questions that may make people defensive.
- Close the interview on a positive note. Discuss the actions taken, or that will be taken if you know them. That will reaffirm the purpose of the interview. Make sure you thank the interviewee for their help in the investigation process.

Use the right tools during the investigation process:

- Paper and pencil is the basic tool. Taking notes can jog a memory later on when you are writing any investigation or incident reports. Record times, places, names, distances, comments, conditions or anything else you may think will help.
- Take pictures, if possible. A picture is worth a thousand words. Take an overall picture first to keep an idea of where the incident took place. Then get any close up shots of spilled material, machinery or equipment that may have been involved. If needed, place a ruler or other object that is of a known size in the picture, so that you can more easily determine size or scale within the picture.
- Draw a sketch or diagram. This is useful especially when the incident is complex. Use the diagram to indicate where key objects or people were during the incident.

DETERMINE THE ROOT CAUSE

Many times it is easy to determine what the work element is that directly caused the incident. It could have been a flying chip, a spill on the floor, or lifting a load that was too

heavy. However, discovering the system failure that allowed the deficient work element to occur is sometimes more difficult.

DOCUMENT THE FINDINGS

A well conducted investigation identifies the work element(s) that caused the incident and helps to eliminate the root cause(s). After the investigation is completed, the investigator then begins to document the incident and their findings. The incident documentation should contain specific elements.

- When the incident happened. Date and time may be crucial because of work load or shift change.
- Who or what was affected or hurt by the incident. If an employee was involved, or a piece of equipment damaged, be specific about which piece of equipment and the extent of damage or injury.
- Where it happened. Again, specific details may be critical to the investigation analysis or trends that may be present.
- What object, if any, caused the incident.
- What work element was deficient and most directly caused the incident. If there was a specific condition (i.e. lifting, twisting, spills, poor maintenance, falling object, defective equipment, lack of procedure, poor lighting, etc.).
- What system failure (or root cause), if any, was evident that needs to be corrected that will prevent a recurrence (i.e. lack of a maintenance schedule, lack of training, lack of procedures, etc.).

FOLLOW UP AND ANALYZE

Once the documentation phase is complete, corrective actions should be implemented.

Employees in the work area should be notified of any equipment, procedures or additional training that has resulted from the investigation process. These corrective actions should be followed up to assure they are effective, and that employees are following any new processes.

If more than one incident has occurred that may be related, management should review these incidents and look for similarities that may need to be addressed. Individual incidents and near misses may show one or two items that need addressing, however when taken all together, there may be a greater issue that can address the overall problem.

Frequently the answer to individual incidents is as simple as wearing/using protective equipment/guards or proper lifting procedures. But sometimes a manager needs to take a step back and look at a group of incidents that may be less obviously related.

HANDLING AN OSHA INSPECTION

1. Upon arrival of the OSHA compliance officer, the Foreperson should advise the officer that company guidelines require that a supervisor with the proper training and authority to participate in an inspection be contacted.
2. Advise the inspecting officer that in order to prevent distractions that could negatively impact the crew you must temporarily cease crew activities.
3. Ask the officer if they will accompany you back to **their** vehicle so you can get their name and information prior to contacting your General Foreperson. Attempt to keep the officer away from the crew and equipment until the GF arrives.
4. If the officer attempts to ask questions, be polite but advise them that you would prefer they speak with the General Foreperson.
5. The Foreperson should immediately contact their GF (if the GF can't be contacted, attempt to contact the Supervisor or Regional Manager) to advise that OSHA is onsite.
6. The GF should immediately contact their supervisor or regional manager.
7. The GF (or other appropriate manager) shall go immediately to the site of the inspection after receiving direction from the Safety Director.
8. Upon arrival at the site, the manager shall ask the inspector to see their credentials and should ask the reason for the visit.
9. If the visit is based on any complaint, the GF should attempt to determine the nature of the complaint and should attempt to limit the inspection to the basis of the complaint.
10. If the visit is in response to an employee complaint, the GF should ask to see a copy of the complaint. Allow the inspection if the complaint applies to the crew the inspector is seeking to inspect.
11. If the employee complaint does not refer to the crew where the officer is attempting to do their inspection, the GF should suggest moving the inspection to the crew where the complaint originated.
12. If the visit is a "general inspection", follow the guidelines previously provided during the initial call to the Safety Director.
13. ANSWER QUESTIONS POLITELY LIMITING THEM TO ONLY WHAT IS ASKED! DO NOT VOLUNTEER ADDITIONAL INFORMATION!
14. Follow the officer during their inspection and take notes as to what they do and say. If the officer takes a picture, you should also take a picture of the same thing from the same angle.
15. If the officer speaks with an employee, write down what was said and how long the interview lasted.
16. When the officer has completed their inspection, DO NOT SAY THAT YOU WILL TAKE CARE OF THEIR CONCERNS OR AGREE WITH THE OFFICER'S FINDINGS! Simply advise the inspector that you will be in contact with your management about the inspection and its findings.
17. Immediately pass along all information gathered during the visit to the Safety Director and Regional Manager.
18. DO NOT RESUME WORK UNTIL THE OFFICER HAS LEFT THE SITE!

Guidance Document Of Osha Record Keeping

NOT RECORDABLE UNDER OSHA:

Medical treatment does not include (Not Recordable): 1) Visits to a Medical Doctor/Physician for observation and counseling only 2) Diagnostic Procedures (including administration of prescription medication for diagnostic purposes) 3) First Aid

FIRST AID (NOT RECORDABLE):

Means only the following treatments (any treatment not included in this list is not considered first aid for record keeping purposes):

- (a) Using nonprescription medication at nonprescription strength
- (b) Administering tetanus immunizations
- (c) Cleaning, flushing, or soaking wounds on the surface of the skin
- (d) Using wound coverings such as bandages, Band-Aids, gauze pads etc.; or using butterfly bandages or Steri-Strips
- (e) Using hot or cold therapy
- (f) Using any non-rigid means of support, such as elastic bandages, wraps, non-rigid back belts, etc.
- (g) Using temporary immobilization devices while transporting an accident victim
- (h) Drilling of a fingernail or toenail to relieve pressure, or draining fluid from a blister
- (i) Using eye patches
- (j) Removing foreign bodies from the eye using only irrigation or a cotton swab
- (k) Removing splinters or foreign material from areas other than eye by irrigation, tweezers, cotton swabs or simple means
- (l) Using finger guards(m)Using massages
- (n) Drinking fluids for relief of heat stress

RECORDABLE UNDER OSHA:

Restricted work activity occurs if the employee:

- 1) Cannot work a full shift 2) Cannot perform all of his or her routine job functions, defined as any duty he or she regularly performs at least once a week

NOTE: Restricted work activity limited to the day of injury does not make case recordable

RECORDABLE UNDER OSHA:

- 1) Significant aggravation of a pre-existing condition by a workplace event or exposure makes the casework-related and recordable

RECORDABLE UNDER OSHA:

- 1) One (1) dose prescription medication - MEDICAL TREATMENT 2)

OTC medication at prescription strength - MEDICAL TREATMENT

The single dosages that are considered prescription strength for four common over-the-counter drugs are:

- (a) Ibuprofen (such as Advil™) - Greater than 467 mg
- (b) Diphenhydramine (such as Benadryl™) - Greater than 50 mg
- (c) Naproxen Sodium (such as Aleve™) - Greater than 220 mg
- (d) Ketoprofen (such as Orudus KT™) Greater than 25 mg

RECORDABLE UNDER OSHA:

- 1) Fracture 2) Punctured ear drum 3) Cancer related to Occupational Exposures 4) Chronic Irreversible Disease 5) Needlesticks and 'Sharps Injuries' - Record all needlesticks and injuries that result from sharps potentially contaminated with another person's blood or other potentially infectious material 6) Medical removal under provisions of other OSHA standards - all medical removal cases recordable 7) TB - Positive skin test recordable when known workplace exposure to active TB disease. No presumption of work relationship in any industry

Ameren Missouri -Customer Operations

CONTRACTOR CONDUCT POLICY

PURPOSE

It is extremely important that all contractors and subcontractors ("Contractors") who perform work for our Customer Operations function in Ameren Missouri ("Ameren Missouri" or "Ameren") or who are associated or affiliated with Ameren in any manner, understand that they and their own employees must meet Ameren's standards when performing work on Ameren projects, on behalf of Ameren or on Ameren property ("Ameren Projects") which brings them in contact with Ameren customers, employees and the general public. The purpose of this policy is to provide more specific guidance to such Contractors regarding Ameren's expectations of Contractors and their employees' appearance and conduct in this regard.

POLICY

All Contractors will establish, enforce and maintain policies to ensure that their own employees conduct themselves in a respectful, courteous and professional manner when performing work on Ameren Projects.

Appearance

All Contractors will establish, enforce and maintain policies to ensure that their own employees dress in an appropriate manner, including any required clothing, uniforms and possession of appropriate photo identification badges. The policy should also require that the appearance of all equipment be maintained in a professional manner.

Customer Contact and Use of Property

In addition to the policies referenced above, Contractors will have policies that govern the following:

- All Ameren customers are to be treated in a respectful and courteous manner.
- Contractor personnel should provide property owners with explanations as needed, and to the extent possible, of the work to be done on their property before starting.
- Use of an Ameren customer's property is to be limited to that reasonably necessary to perform the contracted work.
- Contractor personnel will not use Ameren customer's property for restroom breaks or other personal activities.
- All Ameren's customer property will be left in a clean and restored manner upon completion of the work.

Inappropriate Conduct

Ameren will not accept, condone or tolerate inappropriate actions or behavior by any Contractor or its employees towards its customers, the public, Ameren employees, and other Ameren affiliated contractors including, but not limited to, the following:

- The use of alcohol and/or illegal drugs
- Workplace violence and/or the carrying of any weapons
- Workplace harassment of any type, i.e. physical or verbal
- Other inappropriate or offensive behavior or actions, both implied and explicit
- Any material violation of the Contractor's policies related to customer issues or complaints

POLICY VIOLATIONS

Ameren Contractors must promptly notify Ameren of any material violations of this policy or related customer complaints. Should Ameren determine that any Contractor employees conducted themselves in a manner inconsistent with Ameren expectations and values, Ameren may require that such personnel be removed and thereafter barred from the specific Contractor's project and not assigned to any other Ameren project without Ameren's specific consent. In addition, the responsible Contractor will be subject to a further review of its overall conduct related to this policy and may result in the potential loss and/or reduction of business with Ameren. The specific Contractor is solely responsible for any disciplinary action taken as a result of violations of this policy. Failure to report any such violations of this policy or related customer complaints by Contractor will also result in a further review of Contractor's overall conduct related to this policy and may result in the potential loss and/or reduction of business with Ameren.

Contractor Lost Workdays Away (LWA) and Unplanned Outages Safety Briefing/Stand Down Requirements

Purpose: Pursuant to Ameren's contract requirements, contractors are required to perform work in a safe manner. Although the safety performance for all alliance contractors has improved over the past several years, recent safety performance results have shown little to no improvement or, in certain cases, have worsened.

Contractors Affected: All contractors performing transmission or distribution services for Ameren.

Effective Date: January 1, 2012

Safety Briefing Requirements: Following a work incident which results in an LWA* or unplanned (preventable) outage, contractors are required to hold a safety briefing/stand down briefing with their operating personnel. The safety briefing/stand down shall be uncompensated (non-bill) for all personnel and equipment in the state of the occurrence and documented as such on submitted time sheets.

The safety briefing/stand down shall, unless Ameren has consent in writing otherwise, occur within three business days of the incident and shall be of sufficient length to address all contractor personnel on the details surrounding the incident, applicable safety rules involved, and meaningful ways to prevent similar future incidents.

Notice and Reporting: Contractor's representative shall notify Ameren supervision and Safety Supervisors of the scheduled date of the safety briefing/stand down via email no later than the day prior to the briefing. Ameren personnel may attend the briefing at Ameren's discretion. The Preliminary Incident Report Form is still required to be sent by the contractor to Ameren on the same day of the incident.

Contractor shall report to Ameren, with the Contractor Incident Summary Form required to be delivered within five business days of the stand down: (i) the names of employees attending the safety briefing/stand down (ii) the date(s), start and end times of the safety briefing/stand down, and (iii) a synopsis of the safety message presented.

Effect on Contract Rights and Obligations: The foregoing requirements shall not restrict Ameren's contractual rights, including its right to immediately suspend work performed in an unsafe manner, nor shall they relieve contractor from its contractual obligations to perform work in a safe manner.

* Ongoing ergonomic conditions that ultimately result in an LWA are excluded.

Name:

Date Submitted (mm, dd, yyyy):

Division:

Manager:

Truck Number:

Phone Number:

Total Hours Worked:

I worked safely this week. No accidents or injuries.

Signed by: _____

By signing this time sheet, you attest all information is accurate and complete to the best of your knowledge.

Supervisor Signature: _____

Time

Week Starting:	Division	Drive Time	Time In	Time Out	Break Time Start	Break Time End	Total Hours Worked
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							
Total Hours:							

Corrective Action/Warning Form

Name _____ Date _____

Job Title _____ Supervisor _____

Level of Corrective Action

☐ Verbal Warning/Counseling ☐ Written Warning ☐ Suspension

☐ Probation ☐ Termination

Problem:

Facts:

Objective:

Solution(s):

Action:

Comments:

Re-evaluation meeting scheduled for _____.

Employees signature _____ Date _____

Supervisors signature _____ Date _____

Human Resources signature _____ Date _____

A copy of this corrective action will be placed in your personnel file for reference, which may affect your Performance Review.

DRIVER'S REPORT OF MOTOR VEHICLE ACCIDENT

1. WHERE ACCIDENT OCCURRED				
County:	City:	State:	Job #:	
Road or street on which accident occurred (Highway number, U.S. or state, road name):				
At intersection with (Number or name intersecting highway or street):				
If not an intersection, record feet or miles north/south/east/west of nearest highway, street, bridge or other landmark:				
2. WHEN ACCIDENT OCCURRED				
Time: (a.m. /p.m.)	Month:	Day:	Year:	
Number of vehicles involved in accident:				
Did police officer investigate accident? (Yes/No)		Badge #:		
Was traffic citation issued to driver #1? (Yes/No)		Police Department:		
Officer's name:		Police report #:		
Police report ready on:		Who will obtain police report?		
3. VEHICLE NUMBER 1 – Your vehicle				
Company name:		Division:		
Driver's last name :	Driver's first name :	Driver's middle name :		
Driver's cell phone:		Driver's home phone:		
Vehicle license number:	Vehicle license state:	Vehicle license year:		
Truck #:	Make:	Model:	Year:	Type:
Identification number – Serial:				
Describe point of contact on vehicle #1:		Passenger (vehicle 1) Name:		
		Passenger (vehicle 1) Cell Phone:		
Foreman name & cell #:	General Foreman:	Superintendent:	Safety Coordinator:	
4. DRIVER NUMBER 2 – Other driver – or Pedestrian				
Indicate whether Driver or Pedestrian:				
Last name:	First name:	Middle name:		
Male or Female:	Driver's license #:	Driver's license state:	Date of birth:	
Street address:		City:	State:	
Zip:		County:		
Home phone number:		Cell or work number:		

DRIVER'S REPORT OF MOTOR VEHICLE ACCIDENT

5. VEHICLE NUMBER 2 – Other vehicle					
Owner's name:					
Street address:		City:		State:	Zip: County:
Vehicle make:		Year:	Model:		Type:
Vehicle license number:		Vehicle license state:		Year:	
Identification number – Serial:					
Was traffic citation issued to driver #2? (Yes/No)					
Describe point of contact on vehicle #2:			Phone (Home, cell or work):		
6. Occupants in vehicle 2					
How many occupants in Vehicle 2?					
Occupant's name:		Occupant's address:		Occupant's Phone:	
Occupant's name:		Occupant's address:		Occupant's Phone:	
Occupant's name:		Occupant's address:		Occupant's Phone:	
Occupant's name:		Occupant's address:		Occupant's Phone:	
7. Persons injured or killed					
Name:			Address:		
Describe injuries:			Age/Sex:		
Veh. No.:	Seating:	Seat belts:	Ejection:	Injury:	
Name:			Address:		
Describe injuries:			Age/Sex:		
Veh. No.:	Seating:	Seat belts:	Ejection:	Injury:	
8. Insurance Information Vehicle 2					
Insurance Company:					
Policy Number:	Insurance Company Address:		Insurance Company phone number:	Insurance Company agent:	
9. Witnesses					
Name:			Phone:		
Name:			Phone:		
Name:			Phone:		
10. Photos					
Photos taken at scene of accident?			If yes, who took photos?		
Photos taken of vehicle?			If yes, who took photos?		
Photos taken of vehicle 2?			If yes, who took photos?		

DRIVER'S REPORT OF MOTOR VEHICLE ACCIDENT

Here's what to do after an accident

1. Take immediate action to prevent further damage at the scene of an accident.
 - a. Pull onto shoulder or side of the road
 - b. Place warning signals promptly and properly
2. Call police. If someone is injured, request medical assistance. If fire involved, call fire department.
3. Exchange "traffic Accident Exchange Information" form with other driver(s). The forms are enclosed.
4. Secure names and addresses of all witnesses to the accident using enclosed "Information Cards."
5. Be courteous. Answer police questions. Give identifying information to the other party involved, but make no comments about assuming responsibility.
6. Complete the "Driver's Report of Motor Vehicle Accident" form. You will need this information later for state and insurance reports.

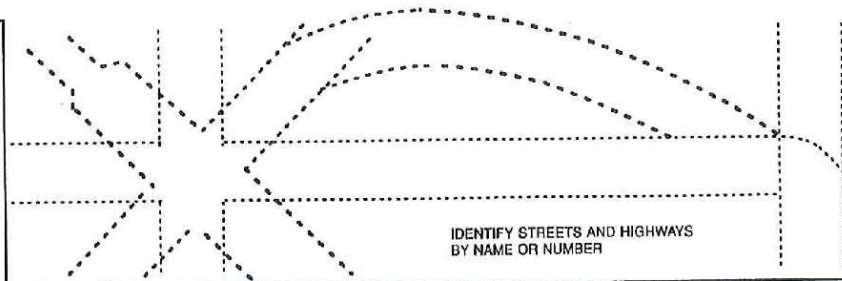
DIAGRAM WHAT HAPPENED
INSTRUCTIONS

1. Follow dotted lines to draw outline of roadway at place of accident
2. Number each vehicle and show direction of travel by arrow

Use solid line to show path before accident

dotted line after accident

4. Show pedestrian by: ○
5. Show railroad by: + + + +
6. Show utility poles by: ⊕ ⊕
7. Show motorcycle by: ⊗ ⊗



Describe what happened (Refer to vehicles by number):

11. Report completed by:	
Name:	Date:
Phone:	

Utility and Property Damage Report

Job#:		Safety Coordinator:	
Road or street on which incident/damage occurred (Highway number, U.S. or state, road name):			
City:		State:	Zip:
Date & Time of Incident/Damage:			
Time: (a.m./p.m.)	Month:	Day:	Year:
Date & Time Notified:			
Time: (a.m./p.m.)	Month: August	Day:	Year:
Name of Utility Owner:			
Name of Property Owner (Claimant):		Home phone #:	Cellular #:
Address:		City:	State: Zip:
Contact was made with property owner(claimant)? (Yes/No)			
Contractor involved:		Sub-contractor name?;	
Employees name:		Foreman's name & cell#:	
General Foreman name & cell #:		Superintendent:	
Check damaged item(s):			
<input type="checkbox"/> Traffic Signals	<input type="checkbox"/> Landscaping	<input type="checkbox"/> TV Service Pair	<input type="checkbox"/> Phone Fiber Pair
<input type="checkbox"/> Street Lights	<input type="checkbox"/> Gas Main Size	<input type="checkbox"/> Sewer Service Size	<input type="checkbox"/> Phone Service Pair
<input type="checkbox"/> Fencing	<input type="checkbox"/> Gas Service Size	<input type="checkbox"/> Sewer Main Size	<input type="checkbox"/> Water Main Size
<input type="checkbox"/> Structural damage	<input type="checkbox"/> TV Man Pair	<input type="checkbox"/> Storm Drain Size	<input type="checkbox"/> Water Service Size
<input type="checkbox"/> Power Main Pair	<input type="checkbox"/> Power Service Pair		
Locate #:	Who requested locates:	Date Requested:	Date Located:
Locate Company:	Locate Employee:	Did Locator Admit Fault? (If "Yes" have locator sign your report.)	Located Correctly (Yes/No)
If not "one call" who did you contact?	Date Requested:	Date Located:	Locates how far off? ft in
Copy of dig ticket? (Yes/No)	Photos? (Yes/ No)	Who took the photos?	Who repaired the damage?
Did damage result in crew down time? (Yes/No) If "Yes" how long?_____			
List "Billable" equipment numbers (including pick up trucks):			
List crew members and classification:			
Describe any preparation and/ or clean up we did to assist in repair of damage:			
Damage caused by:		Equipment #	Make Model
<input type="checkbox"/> Hand? (Yes/No) <input type="checkbox"/> Equipment? (Yes/No)		Year	Plate # Operator:
Specifically Describe How Damage Occurred:			
Investigator/ Management Comments:			
Independent witnesses		Investigator's signature & date:	



VANDALISM AND THEFT REPORT

Job# _____ Safety Coordinator: _____

Vandalism ☐ Theft ☐

Date & Time of Incident: / /	Date & Time Notified: / /
---------------------------------	------------------------------

Location and/or Address where damage occurred: _____			
Address:	City:	State:	Zip:

Employees Name:	Foreman's Name & Cell:
General Foreman: _____	Superintendent: _____

Police report? <input type="checkbox"/> Yes <input type="checkbox"/> No	Photos? <input type="checkbox"/> Yes <input type="checkbox"/> No	Who took photos?	Who Repaired the Damage?
--	---	------------------	--------------------------

Damaged caused by?

What was stolen and/ or vandalized?
Equipment # _____ Make _____ Model _____ Year _____ Plate # _____
Vehicle Identification No. _____
Value\$ \$ _____

Specifically Describe How Theft and/ or Vandalism Occurred:

Investigator / Management Comments:	
Independent Witnesses _____	: Name & Number _____
Investigator's Signature & Date: _____	