Intervention Design and Analysis Scorecard

(IDEAS)

CPH-NEW Intervention Planning Tool

Facilitator’s Guide

March-2013

CPH-NEW
1.0 Organization of this Guide

Sections of this Facilitator Guide provide the following information:

**Section 2.0**
The importance of engaging line-level employees in participatory design efforts is followed by a general description of how the *Intervention Design and Analysis Scorecard* tool (*IDEAS*) is used in a PExHP (participatory ergonomics plus health promotion) program to plan workplace interventions. More general information about PExHP programs can be found in the PExHP Program Guide.

**Section 3.0**
Facilitator Quick Reference Guides for *IDEAS* worksheets 1, 2, 3, 4, 5A, and 5B. These Facilitator Quick Reference Guides are expanded versions of the Quick Reference Guides associated with the Health and Safety Worksheet Series (*IDEAS*). Added details, helpful hints, and other information useful to a program facilitator are provided for whenever a Design Team and/or a Steering Committee use the *IDEAS* to plan worksite interventions.

**Section 4.0**
Facilitator Quick Reference Guides for *IDEAS* worksheets 6 and 7.

**Section 5.0**
Some general tips for facilitating effective use of the *IDEAS* by either the Design Team or Steering Committee, or when both the Design Team and Steering Committee use it together in a joint meeting.

**Section 6.0**
The *IDEAS* Worksheets.

**Section 7.0**
Some examples of completed *IDEAS* Worksheets based on actual intervention planning efforts.
2.0 Participatory Design and the Intervention Design and Analysis Scorecard (IDEAS)

Why engage line-level employees in participatory design efforts to benefit health and safety?

1. Employees are usually more familiar with the day-day operational aspects of their jobs and the workplace than upper management, and so possess information and perspectives not shared by upper management.

2. Employees can contribute very creative ideas for interventions to benefit health & safety when given the opportunity and some structure for organizing and developing their ideas.

3. In the very first stages of identifying health & safety problems/issues, line-level employees are more likely to be comfortable discussing personal problems/issues when their immediate supervisors are not present, and to speak more freely about intervention possibilities.

4. Employees who have played an active role in designing workplace interventions assume “ownership” of these interventions, making it more likely that these interventions will be promoted, accepted, and supported by employees.

5. When experts are brought in to support a participatory design effort (e.g., an ergonomist or health promotion professional from either inside or outside of an organization), this provides important training opportunities.

6. Engaging in participatory design efforts can benefit employee morale.

7. Engaging line-level employees in participatory design efforts is considered a health promoting activity in itself, and such forms of participation are considered a key component of healthy organizations.

Some advantages of using the IDEAS for intervention planning:

1. It provides a framework that helps employees systematically identify a set of associated sub-problems/issues for any primary health & safety problem/issue. This provides a structured approach for then identifying a wide range of factors that contribute to these sub-problems/issues, including employee behaviors and various aspects of the work environment and organization of work.

2. Once a wide range of contributing factors to problems/issues have been identified by a Design Team, it is much easier to plan workplace interventions that include both health promotion components (e.g., employee behavior and lifestyle changes) as well as ergonomics components (e.g., the design of equipment and workstations and how work is organized).

3. Ergonomics principles are used to address the root causes of health & safety problems/issues because employee behaviors are greatly influenced by or even depend on the design aspects of the workplace.

4. Workplace interventions that include both a health promotion component and an ergonomics component in combination are more likely to be effective and to provide long-term solutions.

5. Use of the IDEAS scorecard to rate each of the intervention alternatives requires the Design Team to perform a comprehensive self-evaluation of each intervention alternative before they are formally proposed to the Steering Committee. This encourages more development of each intervention proposal, and also captures important information that can be used later on to support further development of intervention alternatives as well as any implementation plan.

6. The IDEAS requires that the Design Team provide the Steering Committee with a set of intervention alternatives to address a health & safety problem/issue rather than proposing only one intervention. This makes it more likely that the Steering Committee will be able to support one of the three intervention alternatives, or some
variant thereof. This approach also minimizes the possibility that no intervention will be approved, something that can demoralize line-level employees after they have worked so hard on intervention planning.

7. The IDEAS worksheets can be used by the Design Team to organize and support a professional presentation of the intervention alternatives to the Steering Committee. Many Design Team members will lack professional experience in making formal proposals or presentations to upper management, and will learn to appreciate the value of using the IDEAS approach for “making their case” to upper management.

8. The IDEAS approach, as well as terminology in the IDEAS worksheets, is based on best practices in management planning; for example, the use of “key performance indicators” to evaluate an intervention’s impact. Therefore, the IDEAS provides critical business case information to the Steering Committee regarding health & safety problems/issues. Having this information places the Steering Committee in a good position to thoroughly review each intervention alternative, and also to consider additional intervention alternatives.

9. The key performance indicators presented in intervention proposals can be helpful when evaluation metrics must be selected for intervention implementation, not only for assessing intervention outcomes or effectiveness (e.g., a reduction in injury rate) but also for capturing process measures that can be used to adapt the intervention as needed (e.g., measuring compliance with a new procedure to determine if it is being accepted).

10. The IDEAS can also be used by the Steering Committee to initiate its own health & safety intervention planning efforts. For example, the Steering Committee may see the need to reduce workers compensation costs. Inasmuch as the Design Team will be fully trained on using the IDEAS, the Steering Committee can ask the Design Team to assist with any aspect of intervention planning and implementation.

11. A healthy working relationship can develop between the Design Team and Steering Committee when their respective roles and responsibilities in intervention planning, decision-making, implementation and evaluation are clarified and reinforced by the facilitator.
The IDEAS process can be depicted as a cyclical planning and design process, or planning wheel:
The following flowchart shows when and how collaborations usually occur between the Design Team and Steering Committee, when the Design Team identifies a health & safety problem/issue and initiates the intervention planning process:
3.1 – Health and Safety Worksheet Series: Step 1
Identify Health & Safety Problem/Issue and Contributing Factors

Quick Reference Guide for Worksheet 1
Identify Health & Safety Problem/Issue and Contributing Factors

The process for Worksheet Step 1 will require 1 - 2 meetings. Duration will vary depending on the complexity of the health & safety problem/issue, the size of the group, length and frequency of the meetings, and so forth. Either the Design Team or the Steering Committee could initiate the process.

Worksheet 1 Goal:
A Design Team, preferably involving line-level employees, identifies the root causes of a health & safety problem/issue by coming up with a list of things that contribute to it or are the source of it.

Important Terms:

<table>
<thead>
<tr>
<th>Health &amp; safety Problem/Issue</th>
<th>Anything that places employees’ physical and/or mental wellbeing at risk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-issue</td>
<td>A smaller part or aspect of the main health &amp; safety problem/issue that helps to make brainstorming easier to think about.</td>
</tr>
<tr>
<td>Contributing Factors</td>
<td>Anything inside or outside the workplace that can impact the sub-problem/issue in either a positive or negative way; for example employee behaviors, workplace policies, job design, equipment, work space, etc., etc.</td>
</tr>
<tr>
<td>Root Cause Analysis</td>
<td>Going through a process like this to create a fairly complete list of all of the underlying causes or sources of a health &amp; safety problem/issue.</td>
</tr>
</tbody>
</table>

Group Process:
1. Select a health & safety problem/issue –

All possibilities can be considered initially. The site facilitator needs to help the team focus on a single health & safety problem/issue, or a related group of concerns. The worksheet for Step 1, flip charts, and dry-erase or chalkboards are all useful tools to facilitate this process. Use of large flip charts and boards will allow group members to work together when considering which health & safety problem/issue to focus on as a priority.

Flip chart sheets can be used in a similar manner, placing several side-by-side on a wall. Flip charts have the advantage of keeping issues and discussion points in front of the group during the entire training, instead of erasing them to start a new discussion.

It’s important for the facilitator to encourage employees to consider health & safety issues beyond traditional accident prevention programs. The facilitator should guide employees in considering all
problems/issues that impact employee physical and/or mental wellbeing, and help employees settle on a general problem/issue that is salient to the group.

- Identifying a health & safety problem/issue that is worth focusing on is the first challenge in planning any workplace intervention. All members of the Design Team should agree that this is important, and that something should be done about it.
- Health and safety are related and it’s important to consider all the ways health is impacted in the workplace. Consider problems/issues that go beyond safety and prevention to consider overall physical and/or mental wellbeing.
- Consider health & safety problems/issues identified in the All-Employee Survey, focus group summaries, or Design Team exercises or discussions.

- Be sure the group has useful information available that will help prioritize health & safety problems/issues, including results from the All-employee Survey, any focus group summaries, and any previous lists generated by the Design Team. The Steering Committee may have a set of problems/issues in mind that motivated the creation of the program, such as the need to reduce workers compensation costs. These can be shared with the Design Team to help promote some collaboration between the Design Team and Steering Committee. Be sure there is enough time for the Design Team to bring up any other issues they think are important.
- A simple voting procedure can be used to help narrow the number of possible problems/issues to work on. Lists of the problems/issues under consideration can be printed in large font and posted around the meeting room. Provide each member of the Design Team with 3-5 “votes,” which can be small sticky notes or some other form of adhesive-backed paper, such as colored dots, that can be attached next to problems/issues. Members can move around the room and engage in a voting process all at once. Several ballots can help narrow the choices and help the Design Team decide on a final choice.

- All members of the Design Team should agree on which problem/issue to address, and that something should be done about it.
  - If Design Team members can’t reach a consensus as to which problem/issue to work on, an anonymous vote may be helpful. Remind Design Team members that some of the problems/issues can be evaluated later. Also, some problems/issues may be sub-issues of a larger problem and become apparent later in the IDEAS planning process.

2. Identify sub-problems/issues

Make the point that, when building a participatory program, it is important for the program to have some early “wins” ---- successful interventions that will demonstrate the program’s viability and also help clarify the different roles of the Design Team and the Steering Committee. Choosing
problems/issues that may be easier to work on or receive support for initially, and which would not require a long time period to show results, should receive higher priority for early interventions.

- In most cases, the problem/issue (e.g., too much job stress) can be broken down into aspects that are easier to think about and work with (e.g., stress from deadlines as one sub-issue; stress caused by rotating shifts as another sub-problem/issue).

- Refer to targeted IDEAS tools (for participatory weight loss; stress reduction) for other specific examples in Section 7.

- Sub-issues should be distinct from each other.

3. List anything that might contribute to each of the sub-issues
   - Consider both ergonomics (e.g., poor job design, workstations that do not fit the workers) and employee behaviors (e.g., lack of training) as possible contributing factors in order to achieve a more balanced approach.
   - These don’t need to be in any order

- The flowchart framework of the worksheet may appear to require that contributing factors must be closely related to each other. However, this is not necessary at first so encourage Design Team members to list all contributing factors, even if they don’t relate to each other. A brain storming session should generate as many ideas as possible. Group members may be willing to take worksheets home to continue adding to them.

- There may be some similarities among these contributing factors.

- If similar contributing factors relate to a single sub-issue, then list these below the appropriate sub-issue. As the group considers contributing factors, new sub-issues may become apparent. The facilitator may need to repeatedly revise the worksheets as sub-issues evolve.
- Design Team members should be encouraged to go back and review their previous work, especially if this step in the design process occurs across multiple meetings. All previous flip charts, notes and worksheets should be accessible to group members during each meeting to help keep track of what has already been discussed.

**Important:**

*All potential contributing factors should be listed. It is important to encourage brainstorming as a group so that the list of contributing factors is as complete as possible. As needed, sub-problems/issues can be broken down further by using additional worksheets, with a sub-issue listed at the very top of the worksheet.*
Important for the Site Facilitator:

It is usually better to have the Design Team and Steering Committee meet separately during the early steps of the IDEAS process for a number of reasons. One reason is that it can be difficult for line-level employees to openly discuss certain health & safety problems/issues, or their contributing factors, when their supervisor or another member of management is present. Personal topics may be avoided not only to avoid embarrassment, but also because any reporting of personal failures might negatively impact one’s potential for promotion or standing. Having a supervisor or another member of management present may also limit the scope of problems/issues or contributing factors being considered when line-level employees defer to management’s known positions on these matters. Supervisors and managers may also inadvertently or unintentionally discourage discussion of some problems/issues because these topics are considered controversial or too expensive to address, thereby eliminating the possibility that new and creative means of addressing these problems/issues can be found. Lastly, if Design Team members can meet more often than members of the Steering Committee, requiring combined meetings would considerably slow down the IDEAS planning process.

Nonetheless, it may still be useful for the Design Team and Steering Committee to meet together on some occasions during this initial step of the IDEAS process (e.g., to generally discuss the scope of a problem/issue).

Some groups may be resistant to using paper worksheets. For these groups and others, use of flip charts, dry-erase or chalkboards can help promote an active group process. In this case, assigning a secretary in the group may be helpful to track group discussion and provide group members with hard copy summaries that can be referred to in future meetings.

The Design Process Wheel can be annotated with intervention names to show where any intervention planning efforts are located within the planning cycle. For example, one intervention may be in the process of being implemented (Step 6) while another intervention planning effort may be in the early planning stages (Step 2). This can quickly orient the Design Team or Steering Committee as to where intervention planning efforts stand, and what needs to be worked on next.
3.2 Health and Safety Worksheet Series: Step 2
Set Measurable Objectives & Brainstorm Solution Activities

Quick Reference Guide for Worksheet 2
Set Measurable Objectives & Brainstorm Solution Activities

The process for Step 2 should take 1 – 2 meetings, again depending on the size of the group and the length of the meeting.

Worksheet 2 Goal:
A Design Team, preferably involving line-level employees, come up with several sets of activities, with each set of activities resulting in a full or partial solution to the main health & safety problem/issue that was identified in Worksheet 1.

Important Terms:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention</td>
<td>A set of activities designed to initiate workplace change to benefit employee health &amp; safety.</td>
</tr>
<tr>
<td>Major Health &amp; Safety Goal/Objective</td>
<td>An overall goal for what could be done about the health &amp; safety sub-issues identified in Worksheet 1.</td>
</tr>
<tr>
<td>Solution</td>
<td>A targeted goal for what could be done to achieve the Major Health &amp; Safety Goal/Objective/Sub-issue, making it easier to come up with ideas for specific actions.</td>
</tr>
<tr>
<td>Measurable improvement</td>
<td>An activity or solution that could be measured if the goal/objective was achieved.</td>
</tr>
</tbody>
</table>

Group Process:
1. Come up with a Measurable health and safety objective that would be considered a solution (or progress toward a solution) to a sub-issue identified in Worksheet 1.
   a. For example, a major goal/objective could be “Eliminating high levels of job stress” when the sub-issue is “Some jobs have become too stressful.”

- The group will need to refer to the sub-issues from a completed Worksheet 1 when choosing a major goal/objective.
- Recognizing contributing factors in Worksheet 1 that are related may suggest an overall objective that would address a majority of the sub-issues that are listed.
- This is a key step that should not be rushed because the quality of much of the intervention planning process that follows will depend on making good choices at this stage.
- The site facilitator should remind the group to focus on goals/objectives that are realistic, measurable, and achievable.
2. Brainstorm solutions that would achieve the major goal/objective.
   - Similar to what you did in Worksheet 1, break down the major goal/objective into potential solutions that are easier to work with (e.g., eliminate high levels of job stress when performing a specific task).

   - Solutions can often match up with sub-issues identified in Worksheet 1 but this is not always the case. It is important to consider new possibilities as well.
   - It should be the case that each potential solution will partially accomplish the main objective.
   - Each solution may require its own worksheet to flesh out.

3. Decide if achieving each solution would provide a measurable improvement (definition provided above).
   - If not, try to come up with a related new solution.

   - Provide the group with examples of things they could track, or measure, in the workplace, (e.g. number of accidents, specific activities during breaks, etc.).
   - Consider asking internal or external experts for help with a measurement approach, (e.g., to develop a short and targeted survey).

4. Come up with sets of specific activities that would help achieve each solution (and the major goal/objective).

   - Site facilitator should encourage balanced (or systems) approaches that incorporate both ergonomics principles and methods (changes in job design, the organization of work, workstations) and health promotion principles (information to promote changes in behaviors) and methods. A balanced approach is much more likely to be effective.

5. Decide if implementing each set of activities would be considered an important step forward in addressing the health & safety problem/issue identified in Worksheet 1.
   - If so, this specific set of activities can be considered an intervention alternative.
   - If not, come up with a new set of activities.

   - At this stage, the group should begin to cluster activities together into solutions that could become intervention alternatives.
   - All of the ideas for activities that were generated during the brainstorming process can be considered.
   - Each potential solution should represent something that the group would consider significant, and something the group would be satisfied with if it were the only solution that is implemented.
6. Try to come up with at least three potential solutions. Sometimes a “hybrid solution” can be created by combining two sets of activities together to achieve greater impact (e.g., training + ergonomic redesign).

- Remind the group that the potential solutions generated in this step are not yet final. Adjustments may be made to them based on what is revealed by the next steps in the IDEAS planning process.

- The Design Team can become demoralized if the Steering Committee or upper management rejects a single intervention proposal, and this is one reason for generating a set of three potential solutions in Worksheet 2, which will make it more likely that multiple intervention alternatives will be presented to the Steering Committee. For example, the three potential solutions could vary widely depending on scope or cost. Preparing three potential solutions can also foster meaningful discussions between the Design Team and Steering Committee in Step 4, and may result in other potential solutions being generated.

- Remind the group that the potential solutions generated in this step are not yet final intervention alternatives. Adjustments may be made to them based on what is revealed by the next steps in the IDEAS planning process.

Important:
To promote needed creativity, avoid ruling out any contributing factors or solution activities at this stage. Discussion needs to continue until the group is satisfied that all potential solutions and activities have been identified. It may become necessary to update Worksheet 1 if new problem/issues have been raised, or if now there is a better way to define these. To the extent possible, an intervention alternative should include both ergonomic approaches and health promotion approaches.

Important for the Site Facilitator:
The IDEAS planning process has ordered steps but the group’s understanding about health & safety problems/issues and corresponding solution activities and intervention possibilities will develop as you progress through the IDEAS planning process and worksheets. While it may seem to be inefficient, reviewing and updating earlier worksheets can considerably improve the quality of the resulting solution activities and intervention alternatives. Better intervention alternatives can be proposed by adopting a developmental process and philosophy.
3.3 Health and Safety Worksheet Series: Step 3
Set Selection Criteria for Evaluating Solution Activities and Interventions

Quick Reference Guide for Worksheet 3
Set Selection Criteria for Evaluating Solution Activities and Interventions

The process for Step 3 requires 1 meeting. The group may need to return to this step later for updating.

Worksheet 3 Goal:
A Design Team, preferably involving line-level employees, develops a set of important aspects to consider when evaluating each proposed solution activity.

Important Terms:

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Key performance indicators (KPIs) set by the group that are used to measure the effectiveness or success of activities and intervention alternatives, including: Scope, Benefits/Effectiveness, Obstacles/Barriers, and Resources/Costs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope</td>
<td>That part of the organization (e.g., individuals, groups, whole parts of the organization) that the intervention is intended to benefit.</td>
</tr>
<tr>
<td>Benefits/Effectiveness</td>
<td>Benefits of any kind that the intervention should provide. For example, fewer accidents, cost savings, improved job performance, improved health, improved safety, improved sense of wellbeing, lower job turnover, etc.</td>
</tr>
<tr>
<td>Obstacles/Barriers</td>
<td>Anything that is likely to work against the interventions being considered; for example, uncertainty about continued financial resources, long delays in getting needed materials or equipment, difficulty in scheduling meetings, a lack of top-down support, resistance to change, etc., etc.</td>
</tr>
<tr>
<td>Resources/Costs</td>
<td>Estimates by the group of the financial or other types of resources available for an intervention. Need to consider both the short and long-term resources/costs.</td>
</tr>
</tbody>
</table>

Group Process:
1. Define the scope in terms of the numbers of employees that should definitely benefit from an intervention.
   - Who would a good solution reach?
   - How many people should benefit?

   ▪ It may be necessary to place a higher priority on those interventions that benefit a larger number of people.

   - Would other employees also stand to benefit in some limited way?
• It is possible that an intervention that targets a problem shared by only a limited number of employees will also help prevent this problem from occurring in other employees. For example, an ergonomic training program on how to properly adjust a workstation cannot only benefit employees with musculoskeletal discomfort, it can also help other employees prevent musculoskeletal disorders.

2. Define the expected benefits/effectiveness of an intervention.
   - What would you like to see happen as a result of the intervention both long and short term?
   - Specific examples could be a 50% reduction in injuries, 20% fewer absences, a 50% reduction in stress, improved employee morale, improved customer relations, etc., etc.

   • Encourage the Design Team to think in terms of both long-term and short-term benefits.

3. Estimate the resources available for an intervention.
   - Consider any resources the group has, or other resources available in the organization.
   - May need to gather information from other organizational sources (e.g., the Steering Committee).

   • If the Design Team is initiating the IDEAS process, information from the Steering Committee may be most helpful at this point. Line-level employees are not likely to be aware of the current organizational/financial resources that are available. There also might be another planned initiative that the intervention could become a part of.

4. Define potential obstacles/barriers to success of an intervention.
   - Is there anything in the organization that might prevent the intervention from happening as proposed?
   - For example: What about the timing of the intervention, will a delay result in failure?

   • The culture and climate of the organization and different units or departments should be considered in this step. Is it likely that an intervention will be well received? Are some groups of employees particularly resistant to change?

Important: As you consider the many factors that could “make or break” interventions, other contributing factors and/or new ideas for activities may become obvious. It is a good idea to review Worksheets 1 and 2 and make any needed changes or additions before going on to Worksheet 4.
Important for the Site Facilitator:

Explain that solution activities for each major goal/objective will have different selection criteria. There is some advantage to having the Design Team ‘take one step back’ from each of the sets of activities they generated in Worksheet 2 before combining activities into final intervention alternatives. The focus should instead be on the broad goals that are shared by all of the potential solutions. What are some measurable results the group hopes for, regardless of which intervention alternative will be chosen?
3.4 Health and Safety Worksheet Series: Step 4
Apply Selection Criteria to Solution Activities & Create Intervention Alternatives

Quick Reference Guide for Worksheet 4
Apply Selection Criteria to Solution Activities & Create Intervention Alternatives

The process for this step will take 1 - 2 meetings depending on the number of activities to be evaluated. The group may need to return to Worksheet 2 to add, remove, or reorganize various activities while completing Worksheet 4.

Worksheet 4 Goals:
A Design Team, preferably involving line-level employees, lists all of the activities created in Worksheet 2, and evaluates each of these using the selection criteria created in Worksheet 3. These activities are then incorporated into intervention alternatives to present to a committee of decision makers.

Important Terms:

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Key performance indicators (KPIs) set by the group that can be used to measure the effectiveness of activities and overall success of intervention alternatives in regard to: Scope, Benefits/Effectiveness, Obstacles/Barriers, and Resources/Costs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope</td>
<td>That part of the organization (e.g., individuals, groups, whole parts of the organization) that the intervention is intended to benefit.</td>
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</tr>
<tr>
<td>Resources/Costs</td>
<td>Estimates by the group of the financial or other types of resources available for an intervention. Need to consider both the short and long-term resources/costs.</td>
</tr>
</tbody>
</table>

Group Process:
1. Decide which solutions seem more important than others and work on the activities for these first.
2. Use as many worksheets as needed to evaluate all activities listed in Worksheet 2.
Have the Design Team focus on one potential solution at a time. Start with a solution that is most salient to the group. Multiple worksheets might be needed for completing work on a single solution. Each set of solution activities should have a separate worksheet.

3. Indicate how well each of the activities would do in relation to the criteria you created on Worksheet 3 (e.g., which activities would not only benefit the employees most in need of help, but others in the work group as well).

Have the selection criteria determined in Step 3 readily available to be referenced by the Design Team. It may be helpful to list them on a flip chart or on the board to support a group process. Some activities may be rejected during this process because they do not go very far in satisfying the selection criteria set by the group. Intervention alternatives can be revised at this time, as needed, using any of the activities. If the group thinks of more activities during this process, have them return to Worksheet 2 and decide which goal/objective or potential solution the activity would address.

4. Group solution activities into intervention alternatives to be presented to a committee of decision makers.
   - Activities could be incorporated into multiple interventions, especially if a hybrid intervention alternative is created.
   - The activities for each intervention alternative should be listed on one sheet, and separate sheets should be created for each intervention alternative.

Important:
Each activity must be evaluated based on all of the selection criteria. To avoid confusion, only the criteria that were agreed upon in Worksheet 3 should be considered. Alternatively, the list of selection criteria in Worksheet 3 can be changed but then this new set of criteria must be applied to all activities and intervention alternatives.

Important for the Site Facilitator:
Encourage the Design Team to focus on the selection criteria generated in Worksheet 3 in order to remain as objective as possible when deciding which activities to keep and which to reject. It is important to reach a consensus about which activities to retain. Clean worksheets should be created once the Design Team agrees on sets of activities for each intervention alternative before moving on to the next step in order to be clear about the final list of activities in each intervention. It is a good idea to retain copies of worksheets with the activities that were rejected because these may become useful if new intervention alternatives must be generated.
The group process for this step should take 1 meeting. Two meetings may become necessary if the group disagrees about the relative importance of selection criteria when prioritizing the intervention alternatives at hand.

Worksheet 5A Goal:
A Design Team rates the set of proposed workplace interventions designed to benefit employee health & safety. Intervention alternatives are proposed to the Steering Committee.

Important Terms:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIGH</strong></td>
<td>An “H” is used to indicate that the activities that make up an intervention alternative meet or exceed what is stated in the selection criteria.</td>
</tr>
<tr>
<td><strong>MEDIUM</strong></td>
<td>An “M” is used to indicate that the activities that make up an intervention alternative only partly accomplish what is stated in the selection criteria.</td>
</tr>
<tr>
<td><strong>LOW</strong></td>
<td>An “L” is used to indicate that the activities that make up an intervention alternative fail to accomplish, or barely accomplish what is stated in the selection criteria.</td>
</tr>
</tbody>
</table>

Priority Ranking: Intervention alternatives should be ranked after deciding how much weight to place on each of the selection criteria and how well each intervention alternative addresses the general health & safety problem/issue.

Group Process:
1. For each selection criteria, compare the important details across all intervention alternatives, and then rate them as High (H), Medium (M) or Low (L).
   o For example, if “Scope” for Intervention A benefits all employees in need of help, but this is not the case for the other intervention alternatives, then “Scope” for Intervention A would receive a rating of H (high).

   • Obviously, all of the details regarding the selection criteria used for each activity will not fit on this worksheet but try to provide enough detail in the title box to remind everyone of the differences between the intervention alternatives in regard to the specific activities involved.
Group members should compare scope, costs/resources, benefits/effectiveness, and obstacles/barriers individually for each intervention alternative. For example, the group should determine how the scope of all activities in Intervention Alternative A compares to the scope of all activities in Intervention Alternatives B and C. It is possible for very different intervention alternative activities to receive the same rating, so comparisons are necessary.

2. Come up with a Priority Ranking for each of the intervention alternatives.
   - Some selection criteria may be more important than others (e.g., scope may be more important than cost for some interventions), and so a simple average of all of the ratings is usually not very useful.
   - Instead, consider placing more weight on those ratings that matter most, and prioritize intervention alternatives accordingly.
   - The group should reach a consensus about the final rank order.

Determining the weight of selection criteria may be a daunting task for the group but this is an important step before priority rankings can be made. If it seems that the selection criteria should be weighted differently for the intervention alternatives, this would be a sign that the intervention alternatives are perhaps not well suited to be presented together as alternatives for a single goal/objective. Instead, two sets of intervention alternatives may be needed because there are two different goals/objectives being addressed.

Important:
Final decision-making about which intervention(s) to implement is made by the Steering Committee and/or upper management, after doing more in-depth evaluation on their own in Worksheet 5B followed by discussions with the Design Team. The Steering Committee and/or upper management may also request that some changes be made to a proposed intervention. All completed worksheets should be saved because they can be useful when explaining how the intervention alternatives were created and then rated, and when planning implementation.

Important for the Site Facilitator:
The final version of Step 5A is usually presented to the Steering Committee and/or upper management to help explain how the various intervention alternatives were ranked, along with Worksheets 1 & 2, so the priority rank order should be thought through carefully. Encourage the group to use all three classifications of ratings (High, Medium, and Low) for the identified interventions.
### Quick Reference Guide for Step 5B
**Rate & Select Intervention(s)**

**Goal of Step 5:**
*The Steering Committee reviews intervention alternatives proposed by the Design Team, provides feedback as necessary, and selects which intervention alternative(s) to implement, or develops new intervention alternative(s).*

**Important Terms:**

<table>
<thead>
<tr>
<th><strong>Selection Criteria</strong></th>
<th>Key performance indicators (KPIs) set by the group that can be used to measure the effectiveness of activities and overall success of intervention alternatives in regard to: Scope, Benefits/Effectiveness, Obstacles/Barriers, and Resources/Costs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scope</strong></td>
<td>The part of the organization (e.g., individuals, groups, whole parts of the organization) that the intervention is intended to benefit.</td>
</tr>
<tr>
<td><strong>Benefits/Effectiveness</strong></td>
<td>Benefits of any kind that the intervention should provide; for example, fewer accidents, cost savings, improved job performance, improved health, improved safety, improved sense of wellbeing, lower job turnover, etc., etc.</td>
</tr>
<tr>
<td><strong>Obstacles/Barriers</strong></td>
<td>Anything that is likely to work against the interventions being considered; for example, uncertainty about continued financial resources, long delays in getting needed materials or equipment, difficulty in scheduling meetings, a lack of top-down support, resistance to change, etc., etc.</td>
</tr>
<tr>
<td><strong>Resources/Costs</strong></td>
<td>Some estimates by the group of the financial or other types of resources available for an intervention. Need to consider both the short and long-term resources/costs.</td>
</tr>
</tbody>
</table>

**Group Process (Steering Committee):**

1. **Assign a Revised Overall Rating** to each of the intervention alternatives.
   - It is not unusual for the Steering Committee’s ratings of selection criteria to differ from those of the Design Team (e.g., new cost estimates by the Steering Committee may suggest that an intervention is not feasible).
   - The Steering Committee should reach a consensus about priority ranking.

   **This is a challenging step for a facilitator because it requires coordination of activities of both the Steering Committee and the Design Team, and because communication breakdowns can undermine the review process and result in good ideas for interventions being rejected for the wrong reasons.**

2. If none of the intervention alternatives have high ratings, consider discussing specific selection criteria with the Design Team and asking the Design Team to create a new, or modified, intervention alternative(s).
It is very important to have some successful interventions early in the program. Good candidates for these first interventions are ones that can be implemented relatively easily and without much cost, and which will have immediate measurable and apparent impact. Members of the Design Team need to become aware of these same priorities.

In general, the Steering Committee should avoid making snap judgments regarding intervention proposals.

3. As an alternative to #2, consider creating a new intervention alternative based on a combination of activities in the intervention alternatives proposed by the Design Team. Ask the Design Team to review any new intervention alternative and recommend any needed changes/adaptations.

4. Choose which, if any, of the intervention alternative(s) to implement.

5. If no intervention is chosen for implementation, communicate the specific reasons why to the Design Team, preferably in the context of a joint meeting.

“Accepting” or “Rejecting” are not the only options open to a Steering Committee when reviewing intervention proposals. It is usually possible for the Steering Committee to adapt an intervention, ideally through collaborating with the Design Team, while not compromising the major goal/objective of the intervention. Alternatively, it may be possible to implement the intervention on a smaller scale, and as a way to gather data that can be used to decide about or improve a full-scale intervention.

Important:
The Steering Committee can revise ratings of the intervention alternatives as it sees fit but consultation with the Design Team is encouraged to provide opportunities for productive discussions and new relevant information to be presented by the Design Team that might alter the Steering Committee’s ratings. Communicating and collaborating with the Design Team is an important way to gain and maintain Design Team support for an intervention.

Important for the Site Facilitator:
It may not be possible for the Steering Committee to support the highest ranked intervention alternative, or even the intervention alternative ranked second. The Design Team should be prepared for this, and still consider the lowest ranked intervention alternative as an important step forward in addressing the health & safety problem/issue at hand. If this is not the case, another intervention alternative should be created.

Prepare the Design Team for the possibility that the Steering Committee or upper management may feel the need to alter some aspects of an intervention alternative based on their additional evaluation and expertise.
It is important to prepare the Design Team for the possibility that the Steering Committee may find that none of the intervention alternatives are acceptable in their present form. If this is the case, specific feedback should be provided by the Steering Committee in Worksheet 5B about each intervention alternative to help guide the creation of new intervention alternatives by the group that would be acceptable. Alternatively or in addition, it may be helpful to hold joint meetings between the Design Team and Steering Committee to explore and discuss new intervention options.

Steering Committee decisions about intervention proposals should be made in a timely manner. For those intervention proposals that require a more lengthy review process, steps should be taken to keep the Design Team abreast of these deliberations to gain a sense of progress being made, and also to provide the group with a realistic time frame for when a decision can be expected.
4.0 Remaining Steps – Implementation/Evaluation/Modification

4.1 Health and Safety Worksheet Series: Step 6
Plan & Implement Intervention(s)

Quick Reference Guide for Step 6
Plan & Implement Intervention(s)

Goal of Step 6:

*Develop a schedule of activities for successful implementation of an intervention.*

Important Terms:

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Schedule</strong></td>
<td>An agreed-upon time frame for an intervention to be both implemented and evaluated.</td>
</tr>
<tr>
<td><strong>Gantt Chart</strong></td>
<td>A chart consisting of a timeline and bars representing the timing and length of project activities, and also how they relate to each other. One of many management tools that are used to plan, organize, schedule and monitor project activities. For general information on Gantt charts: <a href="http://en.wikipedia.org/wiki/Gantt_chart">http://en.wikipedia.org/wiki/Gantt_chart</a></td>
</tr>
</tbody>
</table>

Group Process:

1. Assign leadership roles for the management and oversight of an intervention to members of the Steering Committee or other designated management personnel.

2. Use the selection criteria identified in **Worksheets 3 and 4** to generate a list of key considerations prior to developing an implementation schedule:
   - Resources availability (e.g., time to prepare an appropriate meeting space may require 2 weeks)
   - Cost/funding (e.g., staffing requirements, material costs)
   - Obstacles (e.g., shipping delays for equipment, limited staff resources)
   - Communication/promotion (e.g., needed memos, informational brochures)
   - Materials acquisitions (e.g., need to purchase new materials)
   - Training/orientation (employees, mid-level management, etc.)
   - Resources for intervention evaluation (data collection, management, analysis, etc.)
   - Key personnel who will be responsible for implementing the intervention

3. Develop a schedule for implementation using a Gantt chart or other project planning tool that will provide specific milestones for the project, and will permit the progress of the intervention to be tracked.

4. As needed, provide training/orientation sessions to supervisors and middle management who are in some way impacted by the intervention. Their cooperation and support can be critical to intervention effectiveness and success.

5. Share key dates and project milestones with the Design Team so that the intervention can be promoted and the Design Team remains well informed about plans for the intervention.

**Important:**

The Design Team may be able to assist with development of a more complete list of key considerations. The Design Team can play an invaluable role in promoting an intervention among line-level employees, and can also assist with many of the other planned activities listed above. Joint meetings between the Steering Committee and the Design Team can provide an efficient way for implementation plans to be reviewed and needed changes/adaptations to be considered.
5.0 General Tips

Role of the Facilitator

Your role as facilitator is to:

1. Create a comfortable atmosphere, where everyone feels that his or her opinion is important.

2. Encourage brainstorming and creative problem solving within the Design Team and the Steering Committee
   - Unless completely off topic, all ideas should be considered.

3. Promote discussion without inserting your own views.

4. Focus discussions on issues at hand.

5. Make sure that all members have a chance to be heard, and that no individual takes over the discussion.

6. Summarize points after discussion and make sure that the group agrees.

7. Act as an intermediary between the Design Team and the Steering Committee.
   - Encourage joint meetings between Design Team and Steering Committee regarding intervention selection or to clarify intent. Encourage group members (representatives) to meet with Steering Committee along with the facilitator when appropriate.

8. It is important for the Design Team to feel that this is their team, and that you value their opinions/decisions and represent them accurately to management.

Tips for Site Facilitator:

1. It may be beneficial to think of changes to specific ‘work units’ vs. changes to the entire organization. A one-size fits all approach may be risky especially within a large organization. Refer back to results from key informant interviews and focus groups to see if discrepancies exist and use this as your starting point.

2. Consider the scope of the proposed intervention/activity. Are you implementing a new technology, a new way of doing business or a new organizational structure?

3. Try to understand the culture of the workplace and use this information to guide the Design Team throughout the IDEAS process. Work strategically with the Design Team, Steering Committee, focus groups and responses from the all-employee survey to understand:
   - What is important to employees?
   - What do employees want to keep doing?
   - What do employees want eliminated?
   - What topics negatively impact health? What are the negative effects?
   - What topics positively impact health? What are the positive effects?
   - What factors off the job negatively impact health? What are the negative effects?
   - What factors of the job positively impact health? What are the positive effects?
   - What do employees want to see in the workplace?

4. Think strategically about realistic and quality ways to measure the impact of your change. Speak in business language (e.g. return on investment (ROI)). Think about the overall impact of the proposed health and safety
intervention and try to align this with overall business goals. Think about the proposed culture changes in terms of engaged and empowered employees, impact on workers compensation or health care costs, improved productivity etc.

5. When finalizing the health issues and concerns, it’s important to think about how people will personally be affected by the implemented change/activity.

6. Encourage the Design Team and Steering Committee to have an effective communication strategy from the beginning.

7. Facilitate open communication between the Design Team and Steering Committee throughout the process. Encourage the Steering Committee and the Design Team to think differently while aiming to make practical improvements to the work organization.

8. When working through the IDEAS process, consider implementing a pilot initially. This could be a small trial of the proposed intervention that could be undertaken in an area that is eager to be involved. This will increase the chances of success and pave the way for a positive broader rollout. The information achieved from a pilot can also help to re-define the approach that the Design Team will use to implement the change.

9. Celebrate success throughout the process! Be honest with the Design Team about what is working and what is not working and use this information to revise the IDEAS process.

10. Throughout the IDEAS process, circle back frequently to results from focus groups, all employee survey and Design Team and Steering Committee meetings around the topic of “What would the ideal workplace at our company look like?” Consider revising the IDEAS worksheets if necessary or redirecting conversations based on answers and discussions.

11. Stay positive! Culture change is difficult and doesn’t happen overnight. View any progress in addressing the identified health and safety issues as a step in the right direction towards creating a work environment that provides employees with opportunities to improve health.
6.0 IDEAS Worksheets
Step 1: Identify Health & Safety Problem/Issue and Contributing Factors

General Health & Safety Problem/Issue

Sub-Issue

Contributing Factors:

Sub-Issue

Contributing Factors:

Sub-Issue

Contributing Factors:
Step 2: Set Measurable Objectives & Brainstorm Solution Activities

Health & Safety Goal/Objective

Solution #1
  Specific activities/components of Solution #1

Solution #2
  Specific activities/components of Solution #2

Solution #3
  Specific activities/components of Solution #3
Step 3: Set Selection Criteria for Evaluating Solution Activities and Interventions

<table>
<thead>
<tr>
<th>Scope/Impact</th>
<th>Benefits/Effectiveness</th>
<th>Resources/Costs</th>
<th>Obstacles/Barriers</th>
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<tbody>
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</tbody>
</table>
### Step 4*: Apply Selection Criteria to Solution Activities & Create 3 Intervention Alternatives

<table>
<thead>
<tr>
<th>Solution Activities:</th>
<th>Scope/Impact</th>
<th>Benefits/Outcomes</th>
<th>Resources</th>
<th>Obstacles</th>
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</thead>
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</tbody>
</table>

*Use multiple worksheets to review solution activities, then combine solution activities into intervention alternatives.
<table>
<thead>
<tr>
<th>Intervention A</th>
<th>Intervention B</th>
<th>Intervention C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td><strong>Title:</strong></td>
<td><strong>Title:</strong></td>
</tr>
</tbody>
</table>

- **Anticipated scope/impact (L/M/H)**
- **Anticipated benefits (L/M/H)**
- **Resources needed (L/M/H)**
- **Anticipated obstacles (L/M/H)**

**Priority rankings of interventions (optional):**

**Additional notes to the Steering Committees (optional):**
# Step 5B: Rate & Select Intervention(s)

<table>
<thead>
<tr>
<th>Intervention A</th>
<th>Intervention B</th>
<th>Intervention C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Title:</td>
<td>Title:</td>
</tr>
</tbody>
</table>

- **Anticipated scope/impact (L/M/H)**
  - Intervention A
  - Intervention B
  - Intervention C

- **Anticipated benefits (L/M/H)**
  - Intervention A
  - Intervention B
  - Intervention C

- **Resources needed (L/M/H)**
  - Intervention A
  - Intervention B
  - Intervention C

- **Anticipated obstacles (L/M/H)**
  - Intervention A
  - Intervention B
  - Intervention C

*Topics to discuss with Design Team regarding proposed interventions:*

<table>
<thead>
<tr>
<th>Intervention(s) selected for implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Step 6: Plan and Implement Interventions

Group Process Checklist (Steering Committee)

☐ 1. Assign leadership roles for the management and oversight of an intervention to members of the Steering Committee or other designated management personnel.

☐ 2. Generate a list of key considerations prior to developing an implementation schedule.

☐ 3. Develop a schedule for implementation.

☐ 4. As needed, provide training/orientation sessions to supervisors and middle management.

☐ 5. Share key dates and project milestones with the Design Team.

☐ 6. Prior to implementation, develop organization-wide communications about the intervention and the overall PExHP program.
7.0 Completed Worksheet Examples
Step 1: Identify Health & Safety Problem/Issue and Contributing Factors

General Health & Safety Problem/Issue

*Overheating*

- **Sub-Issue**
  - **Hot uniforms**
    - *Shirt fabric too thick*
    - *Long pants worn in summer as well as winter*
    - *Long-sleeved shirt worn in both summer and winter*

- **Sub-Issue**
  - **No air circulation in office**
    - *Air conditioner broken*
    - *Windows do not open by design*

- **Sub-Issue**
  - **No water in the workplace**
    - *Water cooler inaccessible to workers*
    - *Water from the accessible sink is unsafe to drink*
Step 2: Set Measurable Objectives & Brainstorm Solution Activities

Health & Safety Goal/Objective

Reduce overheating and associated fatigue

Solution #1

Procure cooler uniforms

Specific activities/components of Solution #1

Order uniforms made of thin, cooling wicking fabric
Order separate summer uniform with shorts and short-sleeved shirt

Solution #2

Ensure air circulation in office

Specific activities/components of Solution #2

Fix air conditioner
Purchase fans
Remodel some of the windows so they open
Allow workers to step out into the fresh air for breaks

Solution #3

Make water available to workers

Specific activities/components of Solution #3

Purchase a second water cooler for working area
Install a water filter so workers can drink from the sink
### Step 3: Set Selection Criteria for Evaluating Solution Activities and Interventions

<table>
<thead>
<tr>
<th>Scope/Impact</th>
<th>Benefits/Effectiveness</th>
<th>Resources/Costs</th>
<th>Obstacles/Barriers</th>
</tr>
</thead>
</table>
| The intervention should ideally affect all 50 production workers in the 2nd floor office, all year round | The intervention should ideally:  
1. Ensure that no worker feels overheated or dehydrated  
2. Increase work speed and productivity  
3. Increase employee satisfaction | To be acceptable, an intervention should realistically:  
1. Not cost more than $100  
2. Require a one-time change, rather than repeated modification  
3. Not interrupt production or take employee time away from work | Foreseeable barriers:  
1. Management may not agree to major remodeling of office, since renovations were only recently completed  
2. Color and layout of uniforms is part of the company brand --- clients rely on uniform color/layout for recognition |
### Step 4*: Apply Selection Criteria to Solution Activities & Create 3 Intervention Alternatives

**Solution 1: Procure cooler uniforms**

<table>
<thead>
<tr>
<th>Solution Activities:</th>
<th>Scope/Impact</th>
<th>Benefits/Outcomes</th>
<th>Resources</th>
<th>Obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order uniforms of thin, cooling wicking</td>
<td>All 50 production workers, all year round</td>
<td>Cooling year round, worker satisfaction, higher productivity. Also, if fabric were thin, may not need to make more drastic alterations (i.e., short sleeves) – important for branding</td>
<td>Researched wicking uniforms online, estimated costs $45 per uniform</td>
<td>Expensive; also, would need to be careful to keep color exactly the same – important for branding</td>
</tr>
<tr>
<td>wicking fabric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Order summer uniforms with short-sleeved</td>
<td>All 50 production workers, summer only</td>
<td>Superior cooling in summer</td>
<td>Based on web search, estimated costs for summer uniform $25 per worker</td>
<td>Costs for summer uniforms would be in addition to costs of winter uniforms; also, cooling benefits only felt in summer</td>
</tr>
<tr>
<td>shirts and short pants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Use multiple worksheets to review solution activities, then combine solution activities into intervention alternatives.*
### Step 4*: Apply Selection Criteria to Solution Activities & Create 3 Intervention Alternatives

#### Solution 2: Ensure air circulation in office

<table>
<thead>
<tr>
<th>Solution Activities:</th>
<th>Scope/Impact</th>
<th>Benefits/Outcomes</th>
<th>Resources</th>
<th>Obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fix air conditioner</td>
<td>All 50 production workers, all year round</td>
<td>Cooling year round, but no hydration worker satisfaction, higher productivity</td>
<td>Hiring technicians – est. $100</td>
<td>Current AC is old— if not fixable, new unit will have to be bought and cost will increase</td>
</tr>
<tr>
<td>Purchase fans</td>
<td>May not affect all production workers, all year round</td>
<td>Air circulation, but no cooling and no hydration; flexibility in buying more or fewer fans; flexibility in moving fans around office; cost-effective</td>
<td>Fans cost about $25 apiece</td>
<td>Some employees may still be overheated; fan units may get in the way of work; noise from multiple fans</td>
</tr>
<tr>
<td>Remodel some windows so they may open</td>
<td>May not affect all production workers, all year round</td>
<td>Air circulation, cooling, but no hydration; flexibility in opening/closing as many windows as necessary</td>
<td>Remodeling costs $250/window</td>
<td>Expensive, disruptive to work processes, involves renovations</td>
</tr>
<tr>
<td>Allow fresh air breaks for workers</td>
<td>Affects all workers, but not consistently</td>
<td>Low-cost activity. Cooling, but no air circulation, no hydration; allows workers to step away from work</td>
<td>Worker time – breaks disruptive to workflow if frequent</td>
<td>Frequent breaks may impact productivity</td>
</tr>
</tbody>
</table>

*Use multiple worksheets to review solution activities, then combine solution activities into intervention alternatives.*
Step 4*: Apply Selection Criteria to Solution Activities & Create 3 Intervention Alternatives

**Solution 3: Make water available to workers**

<table>
<thead>
<tr>
<th>Solution Activities:</th>
<th>Scope/Impact</th>
<th>Benefits/Outcomes</th>
<th>Resources</th>
<th>Obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase a second water cooler for working area</td>
<td>All 50 production workers, all year round</td>
<td>Cooling and hydration; also, a good opportunity to step away from work briefly. A water cooler area may promote socialization. Increased worker satisfaction, higher productivity</td>
<td>Cost of a unit is $150, plus $15 a bottle</td>
<td>Expensive; storage for bottles may be an issue; accidental spills onto production floor when bottles are loaded onto cooler</td>
</tr>
<tr>
<td>Install a water filter so workers can drink from sink</td>
<td>All 50 workers, all year round</td>
<td>Cooling and hydration; also, a good opportunity to step away from work briefly. A water</td>
<td>One-time cost of unit $150, plus $100 installation; Routine annual maintenance required</td>
<td>Water quality needs to be checked routinely. If filter malfunctions, employees may be exposed to dirty water</td>
</tr>
</tbody>
</table>

*Use multiple worksheets to review solution activities, then combine solution activities into intervention alternatives.*
## Step 5A: Rate Intervention(s)

<table>
<thead>
<tr>
<th>Intervention A</th>
<th>Intervention B</th>
<th>Intervention C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: <em>Order uniforms of thin, cooling wicking fabric</em></td>
<td>Title: <em>Fix air conditioner and install water filter</em></td>
<td>Title: <em>Purchase fans and install water filter</em></td>
</tr>
<tr>
<td>Anticipated scope/impact (L/M/H)</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Anticipated benefits (L/M/H)</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Resources needed (L/M/H)</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Anticipated obstacles (L/M/H)</td>
<td>High</td>
<td>Medium</td>
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<tr>
<td></td>
<td></td>
<td>Medium</td>
</tr>
</tbody>
</table>

### Priority rankings of interventions (optional)

1. AC/Water filter  
2. AC/Water filter  
3. Fans/water filter

### Additional notes to the Steering Committees (optional):

For maximal cooling and hydration, we recommend that both the AC is fixed and a water filter is installed. If the AC cannot be fixed, the workers could benefit from fans being placed in the office; but we believe that a water filter should be installed regardless, because of the paramount importance of staying hydrated.
Step 5B: Rate & Select Intervention(s)

<table>
<thead>
<tr>
<th>Intervention A</th>
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<td>Title: Order uniforms of thin, cooling wicking fabric</td>
<td>Title: Fix air conditioner and install water filter</td>
<td>Title: Purchase fans and install water filter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anticipated scope/impact (L/M/H)</th>
<th>High</th>
<th>High</th>
<th>High-Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipated benefits (L/M/H)</td>
<td>High-Low</td>
<td>High</td>
<td>High-Medium</td>
</tr>
<tr>
<td>Resources needed (L/M/H)</td>
<td>High</td>
<td>High</td>
<td>Medium</td>
</tr>
<tr>
<td>Anticipated obstacles (L/M/H)</td>
<td>High</td>
<td>Medium-Low</td>
<td>Medium</td>
</tr>
</tbody>
</table>

**Topics to discuss with Design Team regarding proposed interventions:**

*Dear Design Team: We in the Steering Committee do not think that changing the uniforms would result in “high” benefits, because it does not address the problem of hydration. Also, wicking fabric tends to smell, especially if there is no air circulation. In addition, we do not believe that the fan/water filter option is as beneficial as the AC/water filter option. Plus, the AC/water filter option will be a much easier sell to the owner of the company, because he has been talking for a long time about fixing the AC.*

**Intervention(s) selected for implementation**

*Fix air conditioner and install water filter*