



**Healthy Workplace
Participatory Program**
A toolkit for advancing *Total Worker Health*®

IDEAS STEP 4

*Form Interventions and
Apply Selection Criteria*





IDEAS STEP 4

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Facilitator Preparation

To do:

1. **Watch and decide whether to show the video during the DT meeting:** Apply selection criteria (8:05) <https://www.uml.edu/Research/CPH-NEW/Healthy-Work-Participatory-Program/generate-solutions/apply-criteria.aspx>
2. **Prepare photocopies of:**
 - a. The completed IDEAS Step 2 and Step 3 worksheets to bring to the meeting
 - b. DT handouts (meeting plan and other handouts in packet)
3. **Prepare Step 4 “Apply Selection Criteria” Worksheet** (for Activity 5) -- the DT will work together to complete this worksheet in Activity 5.
 - i. Fill in the selection criteria (from IDEAS Step 3 Worksheet) on the top row
 - ii. If you have access to a projector, you can project a digital copy of the worksheet for the group to work on together. If you do not have access to a projector, you can prepare a large poster-sized version of the worksheet.
4. **Send the DT a friendly reminder of the meeting date and time** at least 2-3 days before the upcoming meeting.

To bring:

- Photocopies of:**
 - **Completed Step 2 and Step 3 Worksheets** (*or bring Step 3 flip charts of selection criteria (key performance indicators) from last meeting.*)
 - **IDEAS Step 4 meeting plan and DT handouts**
 - **Intervention Proposal Presentation Planning Guide for Design Team and Steering Committee** (*to be distributed at end of meeting while reviewing next steps*)
- Flip chart paper and markers**, or laptop and projector
- A few stacks of post-it notes** (*ideally different colors*)

To know:

The intent of IDEAS Step 4 is to form three intervention options and prepare a business case for proposal to the Steering Committee. Creating three intervention options increases the odds that key leaders will approve at least one option.

By the end of this step the Design Team will have completed an analysis of each intervention option, and will rate how well each option meets the criteria they set in Step 3.

IDEAS Step 4 is the most complex and most time consuming to accomplish; you will need 2-3 meetings at a minimum. The meeting plan is arranged for three meetings, each 60-90 minutes long.

Tips for facilitating this step:

Facilitating this step with Design Team entails a sequential series of four group activities:

1. **Grouping solution activities from Step 2 to form 3 intervention options**
2. **Analyzing each intervention for scope, benefit, resources needed, and potential obstacles.**
 - DT members may need to assist with researching information as "homework" outside of meeting time to streamline the process.
3. **Applying selection criteria from Step 3 to each intervention option.**
4. **Rating and ranking each intervention option regarding how well it meets the selection criteria.**

Concepts you will need to explain to the DT

What is a solution vs. an intervention?

In Step 2 the DT brainstormed solutions to specific sub-issues for the major health and safety problems. In Step 4 the DT will use their brainstorming to create three intervention options.

Solution:

A targeted sub-objective for what could be done to achieve the Major Health & Safety, Well-being (HS&W) Objective, making it easier to come up with ideas for specific actions/activities.

- Solutions and their accompanying activities were the focus of the DT's work in Step 2. (*Examples: Provide training, provide proper equipment, re-organize workflow, etc.*)
- Each solution may have one or more activities associated with it.

Intervention:

A set of activities that, when implemented together, address a Major HS&W Objective as completely as possible.

- Interventions can include activities from a single solution or multiple, different solutions.
- However, more typically the Major HS&W Objective will be better addressed with a "hybrid" solution, which will include activities from multiple solutions and combine them into a single, multifaceted intervention
- Generally, the more sub-issues (from IDEAS Step 1) that are addressed with an intervention, the more effective the intervention is likely to be.

Key Definitions:

Scope	The range of people (who and how many) that the intervention is intended to benefit.
Benefits / Effectiveness	Benefits of any kind that the intervention should provide. Consider short term benefits such as changes in attitudes, behaviors, satisfaction. Consider longer term benefits such as fewer accidents, cost savings, improved health, lower intention to leave, etc.
Resources Needed	Estimates of the financial or other types of resources needed for the intervention. Need to consider both the short and long-term resources/ costs
Obstacles	Anything that is likely to work against the intervention being considered; for example, uncertainty about continued financial resources, long delays in getting needed materials or equipment, a lack of top-down support, resistance to change.

What is a “business case”?

A business case is a proposal presentation that outlines the characteristics and relative effectiveness of each intervention so that the SC has sufficient information for selecting one or more intervention options to be implemented.

IDEAS Step 4 helps the DT to create a business case for three intervention options. All three options will be presented to the Steering Committee for consideration, with the goal of the SC approving at least one option.

Each intervention option will be evaluated based the selection criteria (or “key performance criteria – KPIs) developed during IDEAS Step 3:

- Scope
- Benefits/Effectiveness
- Resource considerations
- Potential obstacles

Tip: The size and complexity of the interventions should reflect the size and complexity of the health and safety concern.

Why should the DT propose more than one intervention option?

Presenting multiple intervention options to the SC increases the odds that at least one will be supported for implementation during IDEAS Steps 5 and 6.

Presenting multiple interventions demonstrates to organizational leaders that the Design Team has given careful thought to how to solve problems with different approaches and with varying levels of resources.

Meeting #1

Activity 1: Review activities from Step 2

During Step 2, you helped the DT to generate as many ideas as they could imagine addressing the health and safety concerns. However, in Step 4, they need to reflect and consider how to make their proposal manageable and practical. This activity asks them to add new thoughts from co-workers and to prioritize the ideas they feel most strongly about. You can use a voting procedure to help the process. If the DT narrowed down their solution activities already in Step 2, you do not need to do this activity again in Step 4.

Activity 2: Form interventions

The most efficient way for DT to proceed is to use the planning template provided in their handout. The template (and the meeting plan) guides the DT to first consider the “must haves” and set this as the first intervention option. Then they form two additional intervention options as outlined in the template.

There are three key concepts that are important for Design Team members to grasp as they form interventions.

Key concept #1: Interventions will have the most impact if they address as many sub-issues (from IDEAS Step1) as possible. That means that a strong intervention will incorporate a group of activities from several solution areas.

Key concept #2: The DT should make sure that any intervention they form is acceptable if it's the one that is selected. They should not be tempted to limit the interventions to those that entail minimal cost to implement. If it cost nothing, it likely indicates that very little of the upstream contributing factors of the problem will be addressed.

Key concept #3: The DT should consider including one or two activities in each intervention option that are relatively easy or affordable to implement. This allows some “quick wins” when entering the implementation phase of an intervention that has been approved.

Meeting #2

Activity 4: Analyze interventions

The purpose of this activity is to estimate the requirements and impacts for each intervention option to generate a “business case” for decision making.

DT members will estimate the scope, benefits, resources needed, and potential obstacles for each intervention based on the activities that were “packaged” together in the prior meeting. This information will be used in Step 5 to assess how well each intervention meets selection criteria they set in IDEAS Step 3.

It's best to review the definitions, guide the DT through a completed, example and then practice analyzing 1-2 activities as a group. Once they feel confident, then DT members should be able to divide the activities up and work individually to complete the rest as homework.

Tips:

- Use the “Analyze Activities” sample, worksheet, and detailed instructions in the DT handouts for teaching purposes.
- You may decide to adjust the homework assignment based on the experience and resources of the DT members. For example, you may decide to assign only the cost estimates as homework, or only the scope, benefits and obstacles.

- If your DT prefers to work electronically, you can prepare an Excel spreadsheet to collect the information that is in the DT homework worksheet. This will make it easier for you to compile a master list of solution activity details into a single sheet.
- The DT may request to work as a group to complete this step; if so, plan for 1-2 meetings to accomplish this work.

Once all the estimating and information gathering is done, make sure all team members can see and discuss the totality of the information. Ask DT team members to briefly present the work they did to estimate scope, benefits, resources, obstacles for specific activities. As the facilitator, you should pay attention to two process concerns -- time keeping and DT listening and communication skills.

- **Time keeping:** it will be important to help keep the meeting moving forward. Remind the team that “clarifying questions” are appropriate but try not to argue the merits of the research at this point. You can encourage the DT members to write down any suggested “upgrades” to be addressed later. Then come back to those points after DT members have shared their information.
- **DT listening and communication skills:** You can set the stage for DT members to practice good listening and positive communication with a little coaching before the share-back begins. Suggest that each DT “presenter” begin with a statement that they want to share their homework as preliminary estimates, and they welcome any new ideas.

Meeting #3

Activity 5: Apply selection criteria, rate interventions

- In this meeting the DT will **apply** the selection criteria (also called, Key Performance Indicators or KPIs) from Step 3 to evaluate the intervention options they created.
 - The facilitator should prepare ahead the Step 4 “Apply Selection Criteria” Worksheet for the group activity (*see To do notes above*).
- After applying the selection criteria, DT may want to modify the intervention activities to better achieve the criteria. This is a positive, normal aspect of the process. Encourage the DT to take the time they need to refine their intervention options until they feel satisfied and confident. This may require additional meeting time to reconfigure interventions.
- Once the DT is satisfied with the intervention options, they will use the Step 4 Intervention Rating Sheet to summarize their evaluation of each intervention option according to the selection criteria. This sheet and prior worksheets will be used as supporting materials for a proposal presentation during IDEAS Step 5.

Activity 6: DT rates interventions using the IDEAS Step 5 scoring sheet

- The Design Team uses the rating sheet to score and prioritize the intervention options.
 - High scores in the selection criteria of **Scope** and **Benefits/Effectiveness** signify a **positive attribute**. This means the intervention will likely reach the desired employees and have the desired outcomes. The Step 5A scoring sheet uses green shading for these criteria.
 - High scores in the selection criteria of **Resources Needed** and **Obstacles** signify a **negative attribute**. For instance, expensive interventions with a lot of obstacles are more challenging to implement. Therefore, a “high” rating is unfavorable. The scoring sheet uses red shading for these criteria.
 - These ratings are meant to give the Steering Committee an idea of how the DT views the strengths and drawbacks of each intervention option intervention.
 - Note: Using a numerical rating system is an acceptable alternative. However, the same rating system must be applied consistently by DT and SC during IDEAS Steps 4 and 5.
- It is important to clarify to the DT that their ratings are still in the “proposal phase” when they present them to the SC. The DT should expect the SC to ask questions about the intervention. Tip: View the proposal as a “conversation starter” with organizational leaders, especially for interventions that require a high resource commitment.
- After completing the Step 5A Scoring Sheet, the DT should select at least 1-2 members to present their proposal to the Steering Committee. The team can discuss and decide who else they would like to attend and participate in the discussion that follows the presentation.

Post-meeting to do:

- Prepare a final version of all IDEAS Step 4 worksheets.
- Retain information gathered on all activities (even those that were not chosen to be part of an intervention) in case you need to refer back to them later.



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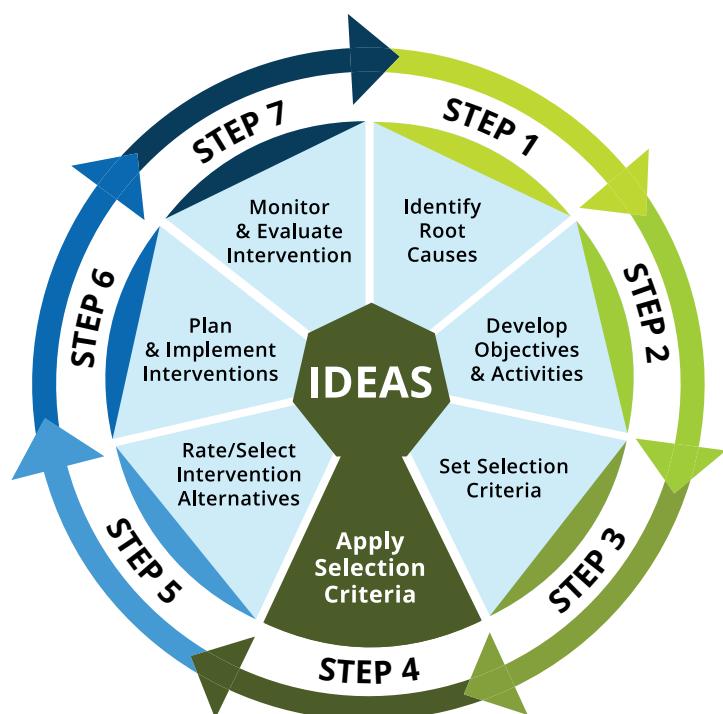
Facilitator Agenda

Meeting Intent:

To form three intervention options and prepare a business case for proposal.

Desired Outcomes for IDEAS Step 4:

1. A set of three intervention options, each containing a range of solution activities that address the major safety and health concern.
2. An analysis of each intervention option based on the Selection Criteria set in Step 3.
3. Evaluation ratings for each intervention option.
4. Clarity on next steps



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Facilitator Agenda

When	What	How
0:00 (2 min)	Check-in	Round-robin: <i>Insert Check-in question here.</i>
0:02 (1 min)	Approve meeting minutes	Facilitator asks Design Team members for any changes and then asks for a vote to approve meeting minutes
0:03 (2 min)	Review Meeting Plan	<ol style="list-style-type: none"> 1. Volunteer reviews Intent and Desired Outcomes for the meeting 2. Volunteer reviews the agenda and key definitions 3. Facilitator explains this step will take 2-3 meetings. <p><i>Questions and comments if necessary</i></p>
Recommended Meeting #1: Group the solution activities (from Step 2) to form 3 intervention options		
0:05 (10 min)	1. Review activities from Step 2 and simplify if needed	<ol style="list-style-type: none"> 1. DT members suggest new activities based on co-worker suggestions. <i>Assumes DT members have spoken with peer to get input on the activities brainstormed by DT after Step 2.</i> 2. DT prioritizes the list of activities to 3-4 in each solution area. <i>Vote if needed</i>
0:15 (40 min)	2. Form interventions <u>Handouts:</u> Step 4A: Form Interventions	<ol style="list-style-type: none"> 1. Facilitator explains the method to group activities together to form intervention. <i>(Refer to example in Form Interventions handout)</i> <p><i>Try to address the sub-issues as completely as possible in each option.</i></p> <p><i>SC may approve only 1 intervention – make it count.</i></p>

When	What	How
		<p>2. DT forms interventions: Personal reflection: Spend 5 minutes writing your ideas for each intervention options A, B, C using the approach we decided on. Identify the “basic essential” activities that will form Intervention A.</p> <p>3. Round-robin: What are the <i>must-haves</i>? Intervention A – the “basic essentials” <i>The “basic essential” activities are those that, even if the only things to be adopted, would make a meaningful impact.</i> <i>This intervention is the most important one to start with. It sets the floor for what is acceptable/ meaningful.</i> <i>Note-taker captures “must have” activities on flip chart paper. Use voting or nominal group process to form agreement.</i></p> <p>4. Discussion: If we had the resources, which activities would we include to address the root causes as completely as possible? Intervention B – the ideal, “comprehensive” <i>Encourage members to consider these questions:</i> <i>Are some solution areas more important than others?</i> <i>What is the maximum number of activities we envision for Intervention B?</i> <i>Be sure to include the “must haves” in Intervention B and add other activities across all solution areas that address sub-issues as completely as possible.</i> <i>Remind the DT they will have an opportunity to assess feasibility based on costs and benefits later. Right now, they are forming an initial concept.</i> Note-taker captures activities on flip chart paper for “comprehensive” Intervention B.</p> <p>5. Round-robin: If there were limited resources, and you could only add a couple activities to the “basic essentials” which activities would they be? Intervention C - the “Hybrid” <i>Be sure to include the “must haves” in Intervention A and add other activities across all solution areas that address sub-issues as completely as possible.</i> <i>Note-taker writes activities on flip chart paper; voting and further discussion as needed to develop agreement.</i></p> <p>6. Facilitator summarizes the activities in each intervention option and confirms agreement.</p>

When	What	How
0:55 (5 min)	Review next steps	<p>Facilitator reviews preparation for next meeting:</p> <p>DT members read, "Analyze Activities" worksheet and definitions. If desired, assign preliminary homework to prepare for next activity.</p>
<p>Recommended Meeting #2: Analyze each intervention option for scope, benefit, resources needed, and potential obstacles.</p>		
0:05 (75 min)	<p>3. Practice and do: Analyze Interventions</p> <p>Handouts: Analyze Activities Step 4B: Analyze Activities for Interventions example and worksheet</p>	<ol style="list-style-type: none"> Facilitator explains – DT will review key terms and definitions, see an example, then work together to estimate scope/benefits/resources needed/obstacles for 1 or 2 intervention activities. <i>Refer to Activity 3 in DT handouts</i> Volunteers offer to read aloud the definitions on the Analyze Activities worksheet. Clarifying questions from DT Facilitator guides DT through a completed example, provided. <i>Refer to DT handouts</i> DT selects 1 activity; Facilitator guides the DT discussion of scope/benefits/resources needed/obstacles. <i>Select a relatively simple activity from one of the solution areas for practice.</i> <i>Encourage the DT to keep it simple and keep moving; they don't need an exhaustive, detailed analysis.</i> <i>Note whether additional information is needed; this can be researched by DT and/or can be collected from SC.</i> DT members select 2-3 activities to repeat the "analysis" procedure as homework before the next meeting. <i>Refer to Activity 3 worksheet and homework page.</i> <i>Each DT is different; some may prefer to do this activity together in meeting time.</i> Shareback of results at next meeting if needed.

When	What	How
1:20 (5 min)	Review next steps	<p>Facilitator reviews preparation for next meeting:</p> <p>DT members complete homework, send ahead to facilitator by deadline date.</p>
<p>Recommended Meeting #3: Apply Step 3 selection criteria and rate each intervention option.</p>		
0:05 (50 min)	<p>4. Apply selection criteria to evaluate each intervention option</p> <p>Handout: Step 4C: Apply Selection Criteria to Intervention Options example and worksheet</p>	<p>1. Facilitator explains purpose of this step: <i>To evaluate each intervention option against the selection criteria you set in Step 3. This will help you judge whether to refine the interventions before you propose them to the Steering Committee.</i></p> <p>2. Facilitator explains how to apply selection criterial to each intervention option. <i>Review the sample completed "Apply the Selection Criteria" Worksheet</i> <i>Point out the selection criteria listed in the first row of the worksheet</i> <i>Point out the activities listed in the first column of the worksheet</i></p> <p>3. Facilitator guides the DT to decide whether each intervention meets the selection criteria by "checking" the appropriate cell. (Refer to Design Team: Apply Selection Criteria worksheet) <i>By looking across the rows, you can see which selection criteria an intervention meets</i> <i>By looking down the columns, you can see which interventions meet a certain selection criterion</i> <i>DT may decide to refine the activities chosen for a particular intervention option if they are not satisfied with the overall quality of the intervention. They may remove, add, or replace solution activities based on activities brainstormed during Step 2</i></p>

When	What	How
0:55 (10 min)	5. Agree on interventions to present to SC	<p>1. Facilitator explains the feedback process: thumbs up, thumbs-down, or horizontal to indicate your satisfaction with each intervention in its current form.</p> <p>2. Facilitator asks for a “thumb vote” for each intervention package</p> <p>Note-taker captures the “vote” on flip chart paper</p> <p>3. If DT satisfaction is low for any one intervention, discuss ways to modify it.</p>
1:05 (20 min)	6. Team members rate each intervention option (package) <u>Handout:</u> Step 4D: Rate Intervention Options Example and worksheet	<p>1. Facilitator explains the rating system that will be used (H-M-L) for each intervention option</p> <p><i>High is “good” for scope and benefits. We want a large scope and many benefits.</i></p> <p><i>High is “bad” for resources needed and anticipated obstacles. High resources needed means that the intervention is expensive.</i></p> <p><i>High anticipated obstacles mean that things could get in the way of intervention success.</i></p> <p><i>Refer to worksheet example in handouts</i></p> <p>2. DT members use the <u>Rate Interventions Worksheet</u> in their DT notebook to rate the selection criteria for each of the interventions options. – 5 min</p> <p><i>Explain that DT members will work individually at first and then will discuss everyone’s responses together. This will allow everyone to understand the range of perspectives in the group.</i></p> <p>3. DT members discuss each domain (one at a time) in round robin fashion.</p> <p>E.g Round-Robin: What rating did you assign the benefits/effectiveness for intervention 1? – up to 20 sec each</p> <p><i>Repeat for remaining domains, and for each intervention option.</i></p> <p><i>Discuss and resolve any differences of opinion</i></p> <p><i>Remind the DT that the ratings apply to the <u>expected reach of the intervention overall</u>, given all the activities within that intervention option.</i></p> <p><i>If their ratings seem overly optimistic, ask clarifying questions to encourage them to be as realistic as possible.</i></p>

When	What	How
1:25 (5 min)	Review next steps Handouts: Intervention Proposal Presentation Planning Guide for Design Team and Steering Committee	Facilitator reviews preparation for next meeting: DT rates interventions and prepares for proposal presentation. Read through Intervention Proposal Presentation Planning Guide for Design Team and Steering Committee
1:30	Adjourn	

