



IDEAS STEP 5

Rate and Select Interventions

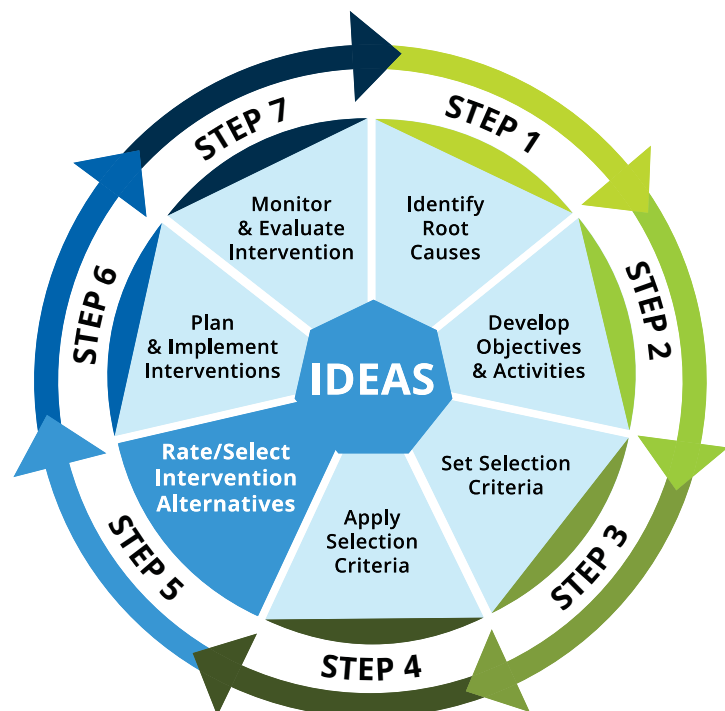
ST Steering Committee Agenda

Meeting Intent:

The Steering Committee rates and approves an intervention to be implemented.

Desired Outcomes for IDEAS Step 4:

1. SC meets and discusses proposed intervention options with the Design Team.
2. SC assigns ratings to each intervention option.
3. SC selects intervention to be implemented and communicates the decision to the Design Team.



Key Definitions:

Intervention: A set of activities that, when implemented together, address a major health, safety, and well-being (HS&W) goal as completely as possible.

- Generally, the more sub-issues (from IDEAS Step 1) that are addressed with an intervention, the more effective the intervention is likely to be.

Selection criteria: Quantifiable measures [in business terms, “key performance indicators” (KPIs)] set by the team that can be used to measure the effectiveness of the intervention.

The IDEAS process assigns a rating to each of four selection criteria: Scope, Benefits/Effectiveness, Resource/Costs, and Obstacles (See Figure 2 below).

Ratings assigned may be High (H), Medium (M), or Low (L).

- “H” indicates the intervention, as a whole, meets or exceeds the stated selection criteria.
- “M” indicates the intervention, as a whole, only partially accomplishes the stated selection criteria.
- “L” indicates the intervention, as a whole, fails to accomplish or barely accomplishes the stated selection criteria.

Figure 2. Example intervention rating worksheet with descriptions of the four selection criteria and sample ratings

	Intervention A	Intervention B	Intervention C
Anticipated Scope <i>“Who do you want to reach? How many?”</i>	M / H	H	M
Anticipated Benefits <i>“What positive outcomes are we trying to accomplish? Short term? Long term?”</i>	L / M	H	M
Anticipated Resources Needed <i>“What resources are currently available? Do we need to acknowledge any constraints?”</i>	L	M / H	M
Anticipated Obstacles <i>“What could interfere with intervention success?”</i>	L	M	L

Priority ranking:

The Steering Committee rank orders the intervention options after deciding how much each option addresses the general health and safety concern, and how much weight to place on each of the selection criteria.

- For example, three intervention options should be ranked 1st, 2nd, 3rd choice according to their strength at meeting the selection criteria.
- **Tip:** Some selection criteria may be more important than others. Consider placing more weight on the ratings that matter most, and prioritize accordingly.
- **Tip:** If an intervention requires authority or budget beyond that of the Steering Committee, still consider making a request to the proper authority. By doing so, you can show the DT that management is willing to act in support of their concerns.

Final decisions about which intervention(s) to implement are made by the Steering Committee and/or upper management.

Resources:

Handout: Intervention Proposal Planning Guide for Design Team and Steering Committee

Handout: Active Listening

Handout: Giving and Receiving Feedback Effectively

Step 5: Rate and Select Intervention Options -- Steering Committee

	Intervention A Title:	Intervention B Title:	Intervention C Title:
Rate the three intervention alternatives as High (H), Medium (M), or Low (L) relative to the selection criteria from Step 3.			
Anticipated Scope (L/M/H)			
Anticipated Benefits (L/M/H)			
Anticipated Resources Needed (L/M/H)			
Anticipated Obstacles (L/M/H)			
Topics to discuss with Design Team regarding proposed intervention (optional):			
Intervention(s) selected for implementation:			

Step 5: Rate and Select Intervention Options -- Steering Committee

	Intervention A Title:	Intervention B Title:	Intervention C Title:
SAMPLE COMPLETED WORKSHEET			
Rate the three intervention alternatives as High (H), Medium (M), or Low (L) relative to the selection criteria from Step 3.	Improve functionality of coffee cups and lids	Improve safety features of coffee machine	Reorganize workspace to maximize efficiency
Anticipated Scope (L/M/H)	L	H	H
Anticipated Benefits (L/M/H)	L/M	H	M
Anticipated Resources Needed (L/M/H)	L	M/H	M
Anticipated Obstacles (L/M/H)	H	H	L
Topics to discuss with Design Team regarding proposed intervention (optional):			
<p><u>Intervention A:</u> SC agrees with ratings for anticipated benefits and resources. However, using thicker coffee cups materials may conflict with eco-friendly brand. We rated "high" for obstacles because we might lose customers. SC would like to research compostable cup options if DT feels this option is essential.</p> <p><u>Intervention B:</u> SC agrees this intervention may have the greatest impact. However, we are concerned about the time and effort to find an alternative coffee machine design and if it will impact coffee flavor. Are DT members willing to gather more info so SC can make an informed decision before purchasing new machines?</p> <p><u>Intervention C:</u> This seems like a win-win. All employees benefit and the obstacles are quite low.</p>			
Intervention(s) selected for implementation:			
We recommend proceeding with option C first, then possibly implementing other options based on the results of additional research.			

Developed by the Center for the Promotion of Health in the New England Workplace with support from NIOSH grant #U19-OH008857

Intervention Proposal Presentation Planning Guide for Design Team and Steering Committee

The goals of the proposal presentation are:

- Develop a **shared understanding** of the root causes of a specific safety or well-being concern.
- Develop a **shared understanding** of how the proposed interventions will address those root causes.
- Develop trust through respectful, open dialogue.
- Inspire management support for at least one of the proposed interventions.

Design Team

- **Prepares and delivers a proposal presentation to the Steering Committee**
 - The proposal should include three intervention options with fully developed business case for each one. The goal is for Steering Committee to approve at least one option.
- **Prepares proposal presentation materials**
 - **Recommended:** Prepare a summary sheet and PPT presentation – *use these to focus attention of managers, be brief and clear. Can provide worksheets as supporting documentation.*
 - **Presentation Content**
 - Background (*the problem, the root causes, goal, possible solutions*)
 - Selection criteria (*from Step 3, also called key performance indicators or KPIs*)
 - Proposed Interventions -- rated by KPIs (*from Step 4C and Step 4D worksheets*)
 - Conclusion/recommendation
- **Practices proposal presentation**
 - **Selects 1-2 DT members as presenters.** Practice with DT until presenters are comfortable, the materials are refined, and the DT is satisfied. This may take 2-3 meetings if DT members have little prior presentation experience.
 - **Practices effective presentation skills**
 - Use presentation tools to keep yourself and others focused
 - Use your own words to tell a compelling story
 - Invite questions and feedback
 - If you don't know the answer to a question, acknowledge that fact and offer to help find the answer
 - Conclude the presentation with a clear call to action
 - **Reviews effective communication skills** (*see handouts: Active Listening, Giving and Receiving Feedback Effectively*)
- **Tips for effective communication – Steering Committee and Design Team**
 - Ask questions and listen actively to understand the values and perspective of the person speaking.

- **Assume good intent and remain positive.** What participants say and do in a meeting will impact everyone's comfort, confidence, and trust in the process. This may be especially true for Design Team members who are interacting with managers in a presentation setting for the first time.
- **Pay special attention to the intervention selection criteria (KPIs)** – Ask, *“How do the KPIs support organizational goals?”* This information will help Steering Committee members assess the merits of the interventions. It will also help Design Team members understand and accept the SC decisions and recommendations.

Steering Committee (SC)

- **Attends the proposal presentation – most or all members should be present.**
 - Asks clarifying questions to fully understand the rationale and business case for the intervention options. This is an opportunity to learn how front-line employees view the root causes of a health concern and what can be done to address it.
- **After the proposal presentation – Meets as a team separately to review and discuss the proposed interventions.** Rates the intervention options (uses a blank IDEAS Step 5 worksheet) and recommends one or more interventions for implementation.
- **After completing Step 5 rating sheet - Reconvenes (in person is best) with DT to recommend intervention priorities.** Aim for 2-4 weeks for timely follow up.
 - Explains any modifications suggested in the proposed intervention activities.
 - Explains resources available to support interventions and recommended timeline for implementation.
 - Invites Design Team to contribute to developing action and evaluation plans (IDEAS Steps 6 and 7). They can be valuable partner for successful implementation!
 Appropriate roles for DT members could include: providing feedback on action plans, pilot testing or prototyping of new solutions, promoting employee participation in new interventions, and assisting with evaluation activities.
- **Steering committee prepares to move into IDEAS Steps 6 and 7**
 - Establishes action plans for implementing intervention activities (Step 6).
 - Uses selection criteria from IDEAS Step 5 to develop an evaluation plan for monitoring and evaluating intervention activities (Step 7).

Resources

Handout: Active Listening

Handout: Giving and Receiving Feedback Effectively

PPT Template for Intervention Proposals (download from www.uml.edu/cphnewtoolkit)

Active Listening

Seeking to Understand First

We demonstrate this by:

- Listening without interrupting
- Listening without judging or reacting in the moment to what is said, “Hearing the whole story”
- Communicating attentiveness to the speaker through facial expression and non-verbal behaviors (nodding, attentive body posture, etc.)

Coming to Mutual Understanding

We demonstrate this through paraphrasing and clarifying:

- Stating what you heard using your own words
- Checking with the speaker that we are capturing the message
- Asking clarifying questions

Examples of Paraphrasing:

“I heard you say _____”

“From what you said, it sounds like you felt _____”

“This is how I understood what you were saying _____”

Examples of Asking Clarifying Questions:

“When you said _____ did you mean _____ or _____?”

“I am not sure what you meant by _____. Could you say more?”

Adapted from University of Massachusetts Lowell Workplace Learning and Development

Giving and Receiving Feedback Effectively

When giving feedback, be:

Specific: Be explicit, free from ambiguity, and example-driven

Behavioral: Focus on behaviors and ideas, not personality

Timely: Give feedback as soon as possible, don't put it off

Frequent: Allows for balance (positive and critical), becomes more the norm

Balanced: Be sure to ask the employee what he/she thinks, give both positive and critical feedback

Constructive: When providing critical feedback, focus on the merits of the proposal content. Provide clear suggestions for improvement, free of judgement and bias

Relevant: Cover the most important aspects, allow for personal style

Accurate: Avoid hearsay as feedback, get the facts

When receiving feedback, be:

Open: Be willing to hear ways to improve, keep an open mind

Patient: Listen without interrupting, justifying or explaining

An Active Participant: If you do not understand, ask for an example or further explanation

Reflective: Allow for time to process feedback, agree to discuss further if needed

Interested: Pay attention, ask questions, and ask for examples

Non-Defensive: Try to listen openly without prejudice or bias

A Listener: Try to avoid the habit of "waiting to respond"

Adapted from University of Massachusetts Lowell Workplace Learning and Development