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**Behavioral Safety Implementation
'Training for Effect'**

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Synopsis

The implementation of a Behavioral Based Safety (BBS) process cannot be achieved without due consideration to the principles of effective training. The training begins informally when organizations first decide that BBS is an option for their organization. From this point on it is vital that a critical mass of people from the participating organization volunteer to continue with further training and ongoing coaching.

Identifying and applying the Knowledge, skills and attributes required to effectively participate in the implementation is most important. The fundamental knowledge and skills required to participate come from the discipline of applied behavioral analysis and manifest into appropriate behaviors for initiating and maintaining all behaviors associated with the BBS process.

The paper lists coaching questions that guide organisations through the training activities required to implement the process effectively. The questions apply equally to those interested in commencing the process or those wishing to revitalize their existing BBS process.

1. Introduction

Training employees is an important aspect of any Behavioral Based Safety (BBS) implementation process. In particular the quality of training has a direct impact on the desire and the ability of the participants to implement and maintain the BBS process.

The purpose of this paper is to describe some of the features of an effective Behavioral Based Safety (BBS) training methodology. The paper is not intended for the academic audience but rather a practical guide for process practitioners as well as organizations wanting to review the effectiveness of their BBS training delivery. The guide is made practical by the inclusion of a series of coaching questions located at various points in this paper to act as a training review checklist.

Throughout this paper training considerations will be discussed in the order that they would normally occur at the various phases of implementing the BBS process. The word 'training' extends beyond the bounds of formal workshops to include any initiative designed to impart knowledge, skills and attributes necessary to make the BBS process successful.

The content for this paper is derived from practitioners with several years practical experience delivering BBS training combined with the practical application of the basic principles of applied behavior analysis.

The primary objective of a BBS is to build on the target organization's current Occupational Health and Safety systems in a way that increases 'safe' behaviors and realizes a corresponding decrease in 'at risk' behaviors in the workplace. This is achieved by training personnel to identify and provide observation/feedback on 'safe' and 'at risk' behaviors at every tier within the organization. Effective training is critical because it provides all the potential participants in the process with the 'will' and the 'knowledge, skills and attributes' to participate in the process effectively.

The process is most effective if it is voluntary at the front line level where workers are most at risk and mandatory for supervisors and managers to support the process. The process requires having a critical mass of participants to volunteer to be involved in the process and to be available to provide positive reinforcement for safe behaviors, and to provide feedback for individuals and the wider organization concerning 'at risk' behaviors. Ultimately the goal is to have each individual in the organization 'self assess' their own behaviors and realize the effect they have on safe work practices.

To understand how training effects this behavior change we need to understand the implementation process.

2. Process Implementation & Training

The implementation begins when a member of the organization first considers the need for a BBS Process and is invited to attend a BBS Users' Conference.

Has your organization assessed the effectiveness of BBS implementations on other organizations?

Behavioral Safety consultants conduct Behavioral Safety Users' Conferences and invite present and potential clients to meet and discuss Behavioral Safety process achievements and challenges. These conferences are often a chance for front line workers and managers to share their experiences with representatives from other organizations.

At Users' Conferences representatives from organizations considering the process have their first training experience. The source of the new found information about behavior principles and the implementation process is communicated from a variety of people who have actually experienced the BBS process in action. For this reason the Users' Conference serves an important training function: it provides real credibility to the process and therefore plays an important role in motivating people to become further involved.

Often a real motivator for front line workers from organizations considering the process is the discovery that front line workers from other organizations have real ownership of the BBS implementation. In behavioral terms the Users' Conference is an antecedent for behaviors associated with participating with other organizations actively involved in the process; the consequences of the experience is positively reinforcing, causing increased probability of continued involvement in the process implementation.

If representatives of potential clients view the process as desirable they will then report back to their respective organizations on the outcomes of the Users' Conference. The organization may then consider the next step in the BBS process.

Have you assessed the readiness of the organization for a BBS process?

A critical factor affecting the success of the process is the commitment of senior management. True commitment to the process can only be achieved by understanding the process and the principles underpinning the process. Therefore senior management need to receive training in the behavioral principles underpinning the process, as well as coaching in the development and implementation of process support behaviors.

The author has experienced BBS process implementations characterized by 'token' or 'imprudent' support by senior managers. While consultant coaching/training services can resuscitate an 'off the rails' process implementation it is far wiser to realize the requirement for commitment prior to making the decision to go ahead with the process implementation in the first place.

Another factor affecting the success of the BBS process implementation is the current status of the organization. The author has witnessed situations where organizations were undergoing a merger or had major redundancies

occurring; both these factors distracted personnel from the BBS Implementation process. Therefore senior managers need to be schooled on the adverse effects of potential changes in the organizational dynamics affecting the process implementation.

Have you profiled the organization prior to training the personnel?

Several characteristics of the organization have potential affect on training outcomes. Some of these relate to participants including the following; language and literacy, time to retirement, shift work involvement, workload and availability, the level of isolation, union activity and functional areas likely to resist. Two examples are cited as follows:

- Participants with low levels of literacy may find it difficult to read the training materials: in this situation the trainer must factor literacy levels into the way the training materials are prepared as well as the selection of suitable exercises appropriate to the level of literacy included in the training workshop.
- Shiftwork involvement and rest prior to the workshop. The author is aware of workshops that have been conducted on shifts or immediately after a shift. There is a considerable amount of research to suggest that learning/training effectiveness is reduced when participants are fatigued (6).

An understanding of the organization's profile will assist the process implementation planners to identify obstacles to training before they occur.

The most effective way to determine the profile of the organization is to conduct a BBS survey. The survey can be used to collect factual information about the individuals within the organization as well information concerning the potential participant's perceptions of the organization's safety culture.

A separate, but equally important step is to determine those personnel who have considerable influence within the organization.

Does your BBS training process target personnel with considerable influence in the organization?

Once the senior managers are trained in the behavioral principles and the process the next step is to invite all those in the organization with high influence to an introductory Overview Workshop. To ensure the effectiveness of BBS it is essential to include persons with key influence from both managers and frontline employees in the Overview Workshop. Your organization may also want to include contractors.

There are two common scenarios that arise from not actively involving both management and frontline representatives in the development of the process.

Firstly, the author has observed supervisors and managers distancing themselves from the process. This occurs if they are not appropriately trained

to support the process. When untrained supervisors witness employees offering feedback to peers on safety performance they can feel a bit left out. This occurs because they may view 'frontline workers providing feedback' as the role of the supervisor. This can lead to the supervisor alienating themselves from the process.

Likewise, it is important that front line employees do not see the BBS process Implementation as another contrived effort to 'do something to them in the workplace'. Often employees resist change because experiences of change in the past has been punishing for them in some way.

Conversely, if employees feel that they have been consulted concerning the process they are less likely to resist it. To support this several researchers have specified the need to have a bottom-up approach to BBS Implementations. (4).

The participants for the Overview Workshop mentioned above include those who previously attended the BBS Conference in the initial stages of deciding to go with the process.

The rationale behind this workshop is to increase the critical mass of those in favour of the workshop. The aim of this workshop is to get the approval of those with influence for the process to go ahead. At the conclusion of this workshop if the influential group do not decide that the process is worthwhile it is unlikely that it will succeed and therefore it would not be advisable to proceed with the process.

Have you identified all the key training workshops required?

It is essential that all the key learning areas are identified prior to the BBS implementation. While there is flexibility on how the knowledge and skills for each learning area is achieved the author recommends that six (6) separate workshops form part of the BBS implementation plan. Each workshop targets a specific audience, identifying participant outcomes that are critical to the overall success of the implementation. The workshops provide each stakeholder in the process with the knowledge, skills and attributes to fulfill their role in reducing 'At Risk' behaviors in the workplace. The workshops include the following:

- Overview
- Foundation
- Facilitator
- Process Leadership
- Steering Committee (Optional)
- Train the Trainer (Optional)

A brief description of purpose of each workshop is provided at appendix 1.

Is the timing of the training appropriate?

The above workshops need to be sequenced in a particular way. Typically, the Overview workshop, comprising of all the key stakeholders, occurs first, followed by Foundation and Process Leadership workshops that occur concurrently. The Facilitator workshop is usually the last to occur, the participants of this workshop are those who volunteer to provide observation/feedback sessions with their peers.

It is desirable that the timing of the workshops be in sync with the commencement of the implementation start date. The author has witnessed a considerable loss in momentum in BBS implementations on occasions when the process implementation did not follow directly after the training workshop.

Does the training provide the participant with the knowledge and skills to engage in the BBS Implementation process?

A creditable and effective training workshop will have an overall objective and a series of Learning Outcomes (LO). The LO's are stated in behavioral terms and are usually, but not always, relayed to the participants at the beginning of the workshop. A brief list of LO's are listed at appendix 2.

LOs allow participants to know what is required of them during the workshop and also act as a reference for participant assessment both in a formative way (throughout the workshop) and in a summative way (at the conclusion of the workshop).

A common error is that workshops are not guided by LO's. Workshops of this type can introduce inconsistent and fragmented learning. For example, one facilitator may emphasize point 'A' while the next facilitator may not make point 'A' at all. The workshop content can also be too little and therefore slow paced or too much and therefore rushed.

Another common mistake observed by the author is that BBS trainers attempt to fit too many Learning Outcomes into the workshop. This is ineffective as it reduces the impact of the information necessary for the success of the workshop.

Are participants assessed to determine their level of Knowledge and skill?

By assessing participants against the LO's an understanding of workshop effectiveness can be measured. This is usually assessed during or at the end of a workshop. Of course a more effective assessment is to measure changes in behaviors in the workplace well after the workshop is completed.

Does the training experience provide participants with sufficient positive reinforcers to ensure they become further involved in the process?

This is the 60 million dollar question?

Participants attend training either because they are coerced (negatively reinforced) or because they expect the training to have something in it for them (expect to be positively reinforced), or some combination of the two. Regardless of the reason for their initial involvement it is critical to the BBS implementation process that a critical mass of the participants experience the training as a strong antecedent to further involvement in the BBS process. (at least 20% in our view)

If this doesn't occur the implementation is unlikely to succeed. Ie they will perceive that there is nothing in it for them.

A common training experience is that participants spend their time listening to a one-way dialogue which involves them being lectured for the day. This often results in participants 'mind surfing' their way through the day, thinking of anything other than the training topic and ultimately ending up with a punishing experience.

While it is unlikely that all participants will wish to become further involved in the process the goal must be to maximize future participation.

So what can we do to ensure that training event maximizes the probability of participants engaging in the BBS process into the future? The answer is simple but the doing is more complex: the training experience must be full of experiences that positively reinforce their involvement in training and in the BBS process. ie lots of positive reinforcement within the training event so that participants will engage in future BBS events. How you provide these reinforcers during the training is more of an art than a science.

A suitable analogy for what is required might be the feeling we have all experienced; being totally engaged in reading a book or watching a movie. This occurs because the book/movie creates ongoing antecedents and consequences to engage the reader in the story.

In a really captivating book/movie the reader can often find themselves sympathizing with a particular character. This further invests the reader in the story.

Conversely, if the book or movie becomes boring we will cease to read/watch it. Once we put the book down or turn the movie off we are less likely to engage with it again. Ie it is punishing

So how do we create a series of antecedents and consequences?

Thankfully, the BBS process and the underpinning principles sell themselves. They can be supported by years of research and practical application.

In addition a combination of research and the authors experience suggests that the training experience is most likely to be positively reinforcing if the facilitator engages in the following:

Recognition of four adult learning styles – Research (8) shows that adults have a least three different preferred ways of learning. In behavioral terms these may best be explained as peoples preferences developed by participant's reinforcement histories. Some typical styles include the following:

- Visual
- Aural
- Kinesthetic
- Tactile

To be effective, the facilitator will account for the various preferences that adults have for learning and include this in the way they present the information. Variety of stimulus is the key here.

Involvement – The more the facilitator involves participants in the discussion and allows them to discover new information for themselves the more likely it will be that participants view the experience as positive and meaningful to them.

Placement – Is the responsibility of the facilitator and is about setting the scene for the participant. It is usually characterised by placing a person in a situation that they are familiar with and facilitating their journey through to the point where they acquire new information and skills. This is not easy because participants will have different levels of knowledge and experience as well as different preferences. Therefore in behavioural terms a workshop needs to be a variety of experiences that matches strong antecedents and consequences for all participants.

If the discussion becomes a little sidetracked as it often does in training then placement brings everybody back to a familiar reference.

Questioning – Affective questioning technique is an important driver in he developing an effective learning environment. The Greek philosopher Socrates is often credited with unleashing the power of questioning to arrive at the truth. The Socratic method led to the formation of the beginning of the Scientific Method, in which the first step says to name the problem in the form of a question.

Effective questioning is a useful way for the facilitator to guide the course of the learning.

Clarification – this is about 'getting to the bottom line' of the discussion. As facilitators we do this by 'interpreting' or 'summing up' what has been said when the situation requires it throughout the training event.

Novelty - Novelty is strong natural reinforcer (3). An effective trainer will vary the training and attempt to engage the audience in a similar way that Vaudeville entertainment captures the audience.

Fun – The more fun the participants have the more likely they will relate to the training experience in a positive way.

Repetition - Participants often miss certain key information when their thoughts wander. This is a natural phenomenon that catches us all out at some time during training. If information is repeated at regular intervals throughout the training participants are less likely to miss key information and therefore understanding is more likely. For this reason it is important for the facilitator to repeatedly emphasize key points throughout the training workshop. Of course overdoing repetition may also be punishing for the participant.

Presentation Style - An interactive presentation style will also assist to increase the number of antecedents and consequences included in the training. By asking a question the training facilitator can solicit a response and counter response. An explorative style that stimulates and challenges the learner is preferred.

Does the facilitator have a method of dealing with conflict?

There are many methods of dealing with conflict in training sessions. The method chosen may well depend on the experience and the expertise of the facilitator. It is not within the scope of this paper to describe Conflict Management principles or methods. However, it is important that the facilitator focuses on the session outcomes being positive for the majority of the participants. For this reason it is always preferable to have an independent party conduct the training. Those from within the organisation are more likely to be drawn into debates and issues that are not directly related to the BBS outcomes while outsiders can remain independent.

In the main it is preferable for the facilitator to agree to disagree when an impasse arises and proceed with the intention of building some positive momentum on the issues on which participants do agree. One method used by the author to reduce conflict upfront is cited in the grey box below.

The following is an E-mail sent to all participants from an employee scheduled for Behavioural Based Safety Training.

Sent this reply out before but got no answer- my feelings have not changed so here goes (again). Is this training compulsory? I thought we had a commitment from management that all participation in B-Safe was voluntary. Has this changed? If it has I would like to know why and if it hasn't I will again decline any involvement with what I consider to be an unnecessary use of time that could be better spent actually working. That is as delicate as I can possibly say it.

The interesting point about the above statement is that the reader had not previously attended training and was not aware of the content of the training or the purpose for it.

Here is how the facilitator decided to deal with it. The facilitator met with the group on the day of the training and commenced the workshop by displaying an empty jar and announced that it had something valuable in it. He then asked how much the group were willing to pay for the contents of the jar? The group were generally reluctant to pay anything for what was in the jar, announcing they didn't know what was in it.

The facilitator responded by asking the question. *So you think it is unwise to judge the value of something unsighted?* The group agreed that it was unwise.

The facilitator then advised the group that it was also difficult to judge the value of training without experiencing it.

The session proceeded with little active resistance after this event.

Despite the need for the experience to be positive it is possible to have a great time at training and still not attain the knowledge, skills and attributes required to implement the BBS process. The bottom line is that participants need to know 'what to do' and 'how to do it' at the end of the training event.

Does the training equip the participant with both 'knowing' and 'doing' outcomes?

To be effective the training must provide the knowledge and skills to be able to participate in the BBS process. Researchers have studied the issue of implicit or tacit knowledge - 'knowing' how to do the task versus 'doing', it. (5)

For example, a participant can know the theory behind serving a tennis ball but be physically unable to do it. In the case of the BBS process; a participant can know the theory behind delivering positive reinforcement after a safety observation but not be able to actually do it.

Often there is an erroneous assumption that if people know 'what to do' they can automatically go out and do it – the author believes this assumption to be incorrect. Participants must actually practice the skills of participating in the behavioral feedback/observation (or the support behaviors if you are a manager) as part of the training to equip them with the skills and confidence to actually go out and do it.

Knowing is also not doing into the future. A fundamental principle of behavioral science is that a behavior (in this case a behavior taught in training) will not be sustained unless it continues to be reinforced over time. (3). While some of the reinforcement required may come internally from the observee it is important that reinforcement provided to the participant from an external source must be supplied on an 'ongoing basis'.

Does your training have a provision for recurrent training and coaching?

In its most rudimentary form training is often seen as a means of transferring information from the head of the trainer into the head of the participants. This is often a one-way process. A natural reinforcers for the support of this view may be that training through instruction is expedient and cheap. Both sources of positive reinforcement for organizational managers.

Managers and trainers with this view see training as a one-off event that involves a didactic approach to learning. In behavioural terms this means that this type of training is an antecedent; it activates behaviour, but unless supported by a series of reinforcing consequences it will not be effective in sustaining a change in behaviour.

Research shows that ongoing coaching following training improves the actual results of the training in terms of productivity by approximately three fold. (7)

Is trainer effectiveness monitored throughout the process?

The knowledge, skills and motivation of the trainers is a critical factor affecting the success of the workshop. The trainer must have a high level of fluency in the BBS process as well as the principles of applied behavior analysis.

The trainer also requires a high level of knowledge, skill and confidence in the areas of facilitation, coaching and adult learning. An understanding of the Health and Safety Legislation and Safety Systems Management, while not essential, also assists the credibility of the trainer.

One way to ensure that the trainer is effective is to check their credentials prior to the implementation. The author suggests that you follow this up by monitoring feedback from each group throughout the training implementation process.

Are the participant materials user friendly?

Workshop materials need to have the following characteristics:

- Well presented and organised
- Matches workshop content and sequence
- Adequately signposted for quick reference
- Appropriately referenced
- Accurately presented
- Sufficient quantities for all participants.

Are training logistics appropriate?

All the aforementioned features of training can be in place and it can still be unsuccessful if it is not adequately administered. Venues need to be suitable for the training, preferably away from interruptions and comfortable. The facilities must be furnished with all the required training aids.

Catering is also a must. The author has observed over the years that participants will be distracted if they are not provided with up front explanations of meal breaks and finish times.

Is the BBS implementation process evaluated to determine overall effectiveness?

BBS process implementation and ongoing maintenance need to be evaluated for effectiveness. A Sample tool for the evaluation of some, but not all, training implementation criteria is attached at appendix 3. Regular BBS process audits will allow the implementation team to monitor and adjust implementation strategies to ensure the process remains effective.

3. Conclusion

This paper is for organizations intending to begin the BBS process or those aiming to assess the effectiveness of training methodologies for their existing BSS process.

The information is based on the experiences of the author. A series of coaching questions are located throughout the paper to allow the reader to single out each of the characteristics necessary for the training components of the process to be a success.

The author proposes that the training implementation begins informally when the client first considers the possibility of engaging in BBS.

Participant involvement in training is critical to the success of the process. It is particularly important that people with key influence within the organization are given positive experiences through training. The training process involves the development of the knowledge and skills of participants as well the motivation of participants to continue with the process into the future. Suggestions as to how this can occur are offered throughout the paper.

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Behavioral Based Safety Workshops

1. Overview Workshops

1.1 Aim

The aim of this workshop is to provide participants with an overview of the Behavioral Based Safety (BBS) process and an understanding of the rationale underpinning BBS.

Throughout the workshop participants will be presented with a rationale as to why and how the BBS process works. Participants will be invited to review the results of BBS processes undertaken by other organizations.

Included in this workshop are a variety of anecdotes and activities designed to improve understanding of the impact of behaviors in the workplace.

At the completion of this workshop, the group is in a position to decide whether to proceed with the process at the organizational level

2. Foundation Workshops

2.1 Aim

The aim of this workshop is to promote the benefits of a Behavioral Based Safety process. The workshop provides participants with the basic knowledge and skills required to support and participate in the BBS process. Participants will be provided with a description of the steps in the BBS process as well as guided practice identifying behaviors and applying antecedents and consequences to behaviors.

The workshops are highly interactive, using a variety of delivery techniques and support media. At the completion of the workshop, participants are encouraged to volunteer as facilitators.

3. Facilitator Workshops

3.1 Aim

The aim of this module is to provide participants with the knowledge, skills and attributes to participate in the BBS process as a Facilitator. Participants

are given an opportunity to gain advanced knowledge of the BBS process and be provided with additional knowledge and skills required to become an effective peer coach. During this workshop participants develop an understanding of the basic elements of effective, open communication by using active listening and feedback techniques during feedback interviews. Participants will also be given guided practice in developing and processing generic, job or incident specific Safe Behaviors.

During this module participants are provided with an opportunity to work through the practical aspects of coaching peers to work more safely.

4. Process Leadership

4.1 Aim

The aim of this module is to familiarize participants with the concept of Process Leadership. This module will describe the process of creating discretionary effort/performance using BBS principles. The tool used to achieve discretionary effort/performance during this workshop is the Four Pillars of Process Leadership.

Participants will also be provided with the opportunity to pinpoint selected results and identify enabling behaviours. They will have an opportunity to apply the ABC model of behavior analysis and identify behavior patterns and then given the opportunity to deliver feedback effectively using BBS principles.

Each participant will leave the workshop with an action plan detailing their goals and roles in the BBS process.

5.0 Steering Committee Workshop (Optional)

5.1 Aim

Steering committee members are provided with the knowledge and skills to be able to provide the necessary support during the critical implementation phase. At the conclusion of this one day workshop, the steering committee will have the understanding necessary to aid in the design and implementation of the BBS process.

6.0 Train the Trainer (Optional)

6.1 Aim

This module provides participants with the Knowledge and Skills to plan, conduct and review training workshops for the purpose of developing competencies one on one or in a small groups.

7.0 BBS Process Refresher Training (Optional)

7.1 Aim

Participants will be provided with the opportunity to update their knowledge and skills on the Behavioral Science Principles underpinning the BBS process. The workshop will focus on the principles as they apply to the various BBS activities. Example, Observation Feedback, Developing Safe Operating Behaviors and Problem Solving.

Learning Outcome Examples

Appendix 2

- Describe the meaning of Antecedent.
- List the 4 behavioral consequences.
- Identify a Safe Behavior.
- Describe the observation feedback process.
- List the components of a BBS SafeCard.
- Describe the role of a supervisor / manager in the BBS process.

Appendix 3 – Training Evaluation SAMPLE

Item No	Item	Item Description	Evidence	Rating	Comments
3.1	Conduct Foundation Workshops for all target group	<p>Workshops conducted on schedule</p> <p>Workshops attended by targeted groups</p> <p>Workshops achieving minimum 20% facilitator volunteer quota</p> <p>Participants actively engaged in workshops</p>	<ul style="list-style-type: none"> • Review schedule against training records • Review schedule against training records • Interview safety champion/ sight records • Interview participants 		
3.2	Conduct Facilitators Workshop	<p>Workshops conducted on schedule</p> <p>Workshops attended by targeted groups</p> <p>Participants actively engaged in workshops</p> <p>Specific Area Accident/Incident Statistics available for participants</p> <p>Sites available for participants to conduct field activities (workplace observations)</p>	<ul style="list-style-type: none"> • Review schedule against training records • Review schedule against training records • Interview safety champion/ sight records • Interview participants • Interview participants 		