

NIOSH
School/Campus Safety & Security & Workplace Violence Avoidance Training Prog/Tool
Final Progress Report

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Training Prog/Tool

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Terms and Abbreviations

NIOSH – National Institute for Occupational Safety and Health

UF – The University of Findlay

WPV – Workplace Violence

CR – Conflict Resolution

K-12 – Kindergarten through 12th Grade

DVD – Digital Video Disc

PC – Personal Computer

FATS – Firearms Training System

HR – Human Resource

RA – Residence Hall Advisor

Abstract

This was not a “traditional” research project. The University of Findlay received funding from the National Institute of Occupational Safety and Health to develop a series of Conflict Resolution Video Training Scenarios. Therefore, this effort was a “training tool development project”, with the express purpose of preventing workplace injuries due to conflicts in the workplace that could lead to physical or emotional harm. Three targeted populations were identified: 1) university campus security personnel, 2) collegiate resident life staff, and 3) workplace environment (through Human Resource Managers).

The primary emphasis of the entire effort was placed on the creation of Decision Making Training Tools that can be utilized by members of each of the above referenced target populations to train their respective employees to better prepare for, and respond to, incidents that require the resolution of conflict or potential conflict. The Decision Making Training Tools were developed in such a way that trainers at each respective organization can utilize them in one-on-one or group settings with their employees. A downloadable training manual, color coordinated scenario flow chart, and detailed instructional video describing how to best utilize the Training Scenarios were included. Training materials were developed for the following:

- For School/Campus Safety and Security
 1. Marketed to Student Services Administrators for use with Residence Hall Directors and Advisors.
 2. Marketed to unarmed school/campus security officials. Also an option here for use with unarmed security officials in any setting.
- For Workplace Violence Avoidance
 1. Marketed to Human Resource Managers for use with supervisors and workers.

The training tools developed in this effort can be used to prevent workplace injuries through the resolution of conflict that may result in physical and/or emotional harm to employees, employers, customers, vendors, visitors, and others who are associated with the “workplace”. Each of the Video Scenario training programs identified above focused on various situations that can and do occur in workplaces. Focusing around typical activities/events that may occur in each of the workplace settings is an excellent way to portray, teach and adopt the conflict resolution for each of the targeted populations.

UF was able to draw from and expand upon our previous efforts on similar projects to develop and produce the three proposed Video Scenario training tools under this NIOSH funded effort. The developed training tools are titled:

- Situations and Simulations for Campus Security
- Situations and Simulations for College Advisors
- Situations and Simulations for Human Resource Managers

These three Video Scenario training tools are now available for distribution.

SECTION 1

Highlights/Significant Findings

This was not a “traditional” research project. The University of Findlay's (UF) School of Environmental and Emergency Management received funding from the National Institute of Occupational Safety and Health to develop a series of Conflict Resolution Video Training Scenarios. Therefore, this effort was a “training tool development project”, with the express purpose of preventing workplace injuries due to conflicts in the workplace that could lead to physical or emotional harm. Three targeted populations were indentified: 1) university campus security personnel, 2) collegiate resident life staff, and 3) workplace environment (through Human Resource Managers).

Highlights and significant findings include the following:

- The research survey conducted by Bowling Green State University (BGSU) during the initial stages of this effort (described in Section II below) confirmed with the targeted populations that they did, in fact, see the proposed Video Scenario training tools as a worthwhile venture, and one of which they would take advantage.
- UF was able to draw from and expand upon our previous efforts on similar projects to develop and produce the three proposed Video Scenario training tools under this NIOSH funded effort. The developed training tools are titled:
 - Situations and Simulations for Campus Security
 - Situations and Simulations for College Advisors
 - Situations and Simulations for Human Resource Managers
- There is significant flexibility in the application of the training tools developed under this funding, depending upon the need and the audience. The interactive training tools can be used in either an Instructor Lead Training format or by self-instruction.
- All three products are now available for distribution (See the Materials Available List in Section II).

Translation of Findings

In general, Conflict Resolution encompasses a spectrum of skills and processes, ranging from direct negotiation to intervention of an impartial third party skilled in problem-solving. The range of dispute resolution techniques includes: negotiation, collaborative problem solving/consensus building, conciliation, facilitation, mediation, and arbitration.

Every day individuals interact with other individuals in schools, homes, and places of employment. Within each interaction is the potential for a constructive or destructive conflict. “We send from 100 to 300 messages a day. These include the message we intend to send; the message as the hearer interprets it; the response of the hearer based on what he or she heard; and our reaction to the exchange of words, meaning, and interpretation.” (Walker 2002) With this

number of messages and the possibilities for interpretation it is essential that we ensure that our messages are received positively. In addition, when our messages are misinterpreted, we need to seek methods where these misinterpretations can be handled in a constructive way.

Conflict resolution skills include perspective taking, emotional literacy, critical thinking, problem solving and methods of effective communication. Individuals that learn these skills and apply them to their supervisory roles, interpersonal relationships, and day to day interactions are more effective and positive people.

In particular, the training tools developed in this effort can be used to prevent workplace injuries through the resolution of conflict that may result in physical and/or emotional harm to employees, employers, customers, vendors, visitors, and others who are associated with the “workplace”. Each of the Video Scenario training programs identified above focused on various situations that can and do occur in workplaces. Focusing around typical activities/events that may occur in each of the workplace settings is an excellent way to portray, teach and adopt the conflict resolution for each of the targeted populations.

Outcomes/Relevance/Impact – Prevention/Intervention Techniques

This project will lead to improvements in occupational safety and health by providing the organizations/target populations identified above with training tools that can be used to reduce physical and emotional harm to employees (and others) that result from the types of conflict oriented situations that occur on a daily basis. If used properly, these training tools will lead to the prevention of possible negative outcomes from interactions that result routinely in the workplace. Potential and appropriate Intervention Techniques are also stressed throughout the training programs.

The training tools are completed, and are available for distribution. They also contain a highly detailed, but very “user-friendly” operations manual, intended to empower trainers within each organization to deliver the training. Organizations are, therefore, provided with all they need to get the training underway once they receive the training materials, and get their internal trainer prepared to deliver the content.

SECTION 2

Scientific Report

During the initial stages of this effort, UF collaborated with the Center for Family and Demographic Research at Bowling Green State University to develop and conduct a survey to support the Training Scenario development effort. Three targeted populations were indentified: 1) university campus security personnel, 2) collegiate resident life staff, and 3) workplace environment (through Human Resource Managers). Well over 500 surveys were sent to members of these three target populations. The focus of the surveys was to provide information on:

- Which proposed “real life” scenarios were deemed the most likely and least likely to occur?
- Would the organizations in the targeted populations be likely to utilize the video scenario training tools if they were developed?
- In what format should the training tools be provided (ex: CD-Rom, DVD, etc.)?
- What would be the preferred way to conduct the training, once the tools were created?

Due to the fact that the results of these efforts simply provided support to the creation of the Video Training DVDs themselves, and were not the major focus of this effort, we do not believe it is essential to describe the results of surveys in any more depth in this document. The entire report is available for any/all who are interested, and is referenced below in the Available Materials Section.

The primary emphasis of the entire effort was placed on the creation of Decision Making Training Tools that can be utilized by members of each of the above referenced target populations to train their respective employees to better prepare for, and respond to, incidents that require the resolution of conflict or potential conflict. The Decision Making Training Tools were developed in such a way that trainers at each respective organization can utilize them in one-on-one or group settings with their employees. A downloadable training manual, color coordinated scenario flow chart, and detailed instructional video describing how to best utilize the Training Scenarios were included.

Training materials were developed for the following:

- For School/Campus Safety and Security
 1. Marketed to Student Services Administrators for use with Residence Hall Directors and Advisors.
 2. Marketed to unarmed school/campus security officials. Also an option here for use with unarmed security officials in any setting.
- For Workplace Violence Avoidance
 1. Marketed to Human Resource Managers for use with supervisors and workers.

All the training DVDs developed under this effort contain a series of scenarios that depict situations surrounding some type of conflict, or potential conflict. Operating in real time, with life-sized projections, the video replicates the confusion and stress of an actual event. The video/DVD experience is designed to be interactive with decision-based actions at the root of the system. The scenario will start as the event unfolds. Video branching will occur throughout the scenario. The branching will allow the operator to change the direction of the scenario. Special attention is paid during this process to outcomes that could result from the events occurring during the scenario, combined with the potential response(s) from the trainee that could lead to an escalation, or a de-escalation of the situation. This is actually the key to the entire process, as the critical teaching points are woven into the script, and all the potential outcomes, in such a way as to be able to show the trainee how his/her actions and reactions can lead to the escalation or de-escalation of an event. The preferred outcome is, obviously, de-escalation.

The objective of creating training tools that would prevent or reduce interpersonal conflict (and thereby reduce the potential for workplace injury) in the targeted workplaces through the development and distribution of user-friendly Video Scenario training tools was met in full.

None of this information is considered proprietary, and all materials are available for review and distribution, as identified below in the Available Materials Section.

Publications

None written to-date.

Inclusion of gender and minority study subjects

Not applicable.

Inclusion of Children

Not applicable.

Materials Available for Other Investigators

The efforts undertaken in this project have resulted in the following sets of available materials:

- A research report titled Evaluation of Conflict Resolution Video Scenario Training Tools: Final Report, conducted by the Center for Family and Demographic Research at Bowling Green State University in May of 2009.
- A Video Scenario Training Package titled Situations and Simulations for Campus Security, containing a training DVD and a downloadable training manual, color coordinated scenario flow charts, and detailed instructional video describing how to best utilize the training scenarios.
- A Video Scenario Training Package titled Situations and Simulations for College Advisors, containing a training DVD and a downloadable training manual, color coordinated scenario flow charts, and detailed instructional video describing how to best utilize the training scenarios.
- A Video Scenario Training Package titled Situations and Simulations for Human Resource Managers, containing a training DVD and a downloadable training manual,

color coordinated scenario flow charts, and detailed instructional video describing how to best utilize the training scenarios.

All of the materials listed above are available by contacting the Principal Investigator, Jeff McGuire, whose contact information is provided on the first page of this report. Upon request, NIOSH will be provided one hard copy or one electronic copy of everything listed above. Other investigators will be able to preview any of the Conflict Resolution/Decision Making training tools by visiting UF's website findlayallhazards.com and clicking on a *future* link that is being developed as this report is being written (actually the entire website is new and about to be re-launched). In another 30 days feel free to contact Jeff McGuire via telephone or email to be advised of the link on the new website where these previews can be found. Since the grant research funding did not include costs for production and distribution of the training tools, there will be a production, shipping and handling charge for each Conflict Resolution/Decision Making DVD ordered by other principal investigators.

FINANCIAL STATUS REPORT

(Long Form)

(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted HHS, CDC, NIOSH		2. Federal Grant or Other Identifying Number Assigned By Federal Agency 1R01OH009611-01		OMB Approval No. 0348-0039	Page 1 of 1 pages
3. Recipient Organization (Name and complete address, including ZIP code) The University of Findlay 1000 N. Main Street Findlay, OH 45840					
4. Employer Identification Number 34-4431169		5. Recipient Account Number or Identifying Number 9756		6. Final Report <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
7. Basis <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual					
8. Funding/Grant Period (See instructions) From: (Month, Day, Year) 9/1/08		To: (Month, Day, Year) 8/31/10		9. Period Covered by this Report From: (Month, Day, Year) 9/1/08	
		To: (Month, Day, Year) 8/31/10			
10. Transactions:					
		I	II	III	
		Previously Reported	This Period	Cumulative	
a. Total outlays		0	263,318	263,318	
b. Refunds, rebates, etc.		0	0	0	
c. Program income used in accordance with the deduction alternative		0	0	0	
d. Net outlays (Line a, less the sum of lines b and c)		0	263,318	263,318	
Recipient's share of net outlays, consisting of:					
e. Third party (in-kind) contributions		0	0	0	
f. Other Federal awards authorized to be used to match this award		0	0	0	
g. Program income used in accordance with the matching or cost sharing alternative		0	0	0	
h. All other recipient outlays not shown on lines e, f or g		0	0	0	
i. Total recipient share of net outlays (Sum of lines e, f, g and h)		0	0	0	
j. Federal share of net outlays (line d less line i)		0	263,318	263,318	
k. Total unliquidated obligations				0	
l. Recipient's share of unliquidated obligations				0	
m. Federal share of unliquidated obligations				0	
n. Total federal share (sum of lines j and m)				263,318	
o. Total federal funds authorized for this funding period				263,318	
p. Unobligated balance of federal funds (Line o minus line n)				0	
Program income, consisting of:					
q. Disbursed program income shown on lines c and/or g above				0	
r. Disbursed program income using the addition alternative				0	
s. Undisbursed program income				0	
t. Total program income realized (Sum of lines q, r and s)				0	
11. Indirect Expense					
a. Type of Rate (Place "X" in appropriate box)					
<input type="checkbox"/> Provisional <input checked="" type="checkbox"/> Predetermined <input type="checkbox"/> Final <input type="checkbox"/> Fixed					
b. Rate 28.5%		c. Base 187,047.40		e. Federal Share 53,308.51	
		d. Total Amount 53,308.51			
12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:					
13. Certification: I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purpose set forth in the award documents.					
Typed or Printed Name and Title J. Randal Van Dyne Executive Director/Assistant Vice President				Telephone (Area code, number and extension) (419) 434-4572	
Signature of Authorized/Certifying Official 				Date Report Submitted January 14, 2011	

