

# **Evaluation of WorkSafe Victoria’s inspector induction, on-going training, and professional development programs**

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# 1. Executive Summary

## Background and aims

WorkSafe Victoria's inspectorate operates as a mobile responsive and tactical group, that ensures duty holders and employees are complying with health and safety legislation and promotes commitment to making workplaces healthy and safe. Ensuring compliance is critical to the successful implementation of health and safety legislation and, like any legislation, if there is inadequate compliance, it will not meet its social objectives. However health and safety inspectors (hereafter referred to as inspectors) have also become increasingly focused on moving beyond compliance, by forming partnerships with duty holders to develop risk management systems and to promote genuine commitment to workplace safety (Macpherson et al., 2021). WorkSafe Victoria inspectors are therefore vital in ensuring the health and safety of duty holders, employees and the public.

The context of work for WorkSafe Victoria's inspectors has been rapidly changing, both within the regulatory structure and in the workplaces visited by inspectors. Recently, there have been significant shifts in factors such as where and when work is undertaken. Psychosocial factors have become more focal and this year the world's first international standard for psychological health and safety at work was introduced (ISO 45003). The composition of the Victorian workforce has also changed in terms of the age profile of workers producing new challenges for inspectors. Increasingly inspectors are required to pay greater attention to work arrangements outside the traditional employment relationship. Consequently inspectors are required to implement standards, inspection programs and enforcement strategies that accommodate sub-contracting, labour hire, home-based work and franchise arrangements.

In these complex and changing contexts, inspectors are expected to work independently; elicit information from duty holders, managers and workers; undertake complex risk assessments in diverse contexts; decide on the best options; engage in persuasion; and ensure compliance; as well as be resilient and optimistic, given that they may face varied responses from the duty holders at the workplaces they enter (Gunningham, 2012). Accordingly, inspectors require competencies such as flexibility and adaptiveness, interpersonal skills, negotiation skills, assertiveness, psychological capital (resilience, optimism, hope, self-efficacy), self-awareness, skills in managing team dynamics, encouragement skills and skills in providing feedback. Inspectors are expected to vary their behaviour and communication contingent on the characteristics of workplaces they are inspecting, for example, size, industry type and workforce characteristics (Mendeloff & Gray, 2005; Ko, Mendeloff & Gray, 2010). Consequently, inspectors need to "craft" their work by evaluating the context and matching their intervention strategies to achieve a good fit with the demands of the regulatory challenges and their capabilities as inspectors. However, little is known about the effectiveness of induction, ongoing training and professional development programs for inspectors.

The aim of this project is to evaluate three types of training programs: induction training, field mentoring/diploma training and the professional development delivered to inspectors. The criterion for evaluation is the extent to which the capabilities required of an inspector were developed among participants as a result of their induction training, field mentoring/diploma training and professional development. This report presents the findings of an investigation into the impact of these training programs on the development of key capabilities: psychological capital, assertiveness, career adaptability, job crafting, and influencing behaviours.

## Research method

The initial sample for this project comprised new-start inductee inspectors from three training cohorts. Consistent with the proposal for this project, inductees in these three training cohorts were surveyed at four time points: prior to commencing the induction training (Time 1), at the conclusion of the induction training (Time 2), at the conclusion of the field mentoring/ Diploma of Government (Workplace Inspection) (Time 3) and after 12 months engagement in the professional development training (Time 4). However, as a risk mitigation strategy in case there was significant attrition, three additional cohorts of new inspectors were also surveyed at Time 1, 2 and 3.

At the beginning of their induction training, inductees were invited to participate in the study, which involved completing a 30-minute survey. The initial sample comprised 109 inductees at the commencement of their induction training (Time 1). All inductees agreed to participate in the initial survey.

On the final day of their induction training, inductees were invited to participate in a follow-up survey, with the same measures completed at commencement. We obtained 102 matched follow-up responses from inductees, after completion of their induction training and prior to the commencement of their field mentoring/diploma training (Time 2). The response rate for the first follow-up survey was 94%.

Approximately 18 months after Time 2 data collection, inductees were invited to participate in a second follow-up survey. This second follow-up survey contained the same measures used in the two earlier surveys, as well as a measure of inspector influencing behaviours. We obtained 66 matched responses at this second follow-up, which aligned with the completion of their field mentoring and Diploma of Government course (Time 3). The second follow-up survey response rate was 65%.

Approximately 12 months after engaging with the professional development training, inspectors in the first three cohorts were invited to participate in a third follow-up survey (Time 4). The third follow-up survey included the same measures used in the second follow-up survey (including the inspector influencing behaviour measure so that comparisons could be made between the second and third follow-up surveys) and a self-report single-item measure of performance/promotability. We obtained 41 matched responses at the third follow-up survey, which represented a response rate of 65%.

Prior to conducting the study, we obtained approval from the Monash University Human Research Ethics Committee. Participation in the study was voluntary and participants were informed that their survey responses were de-identified and anonymous.

## Key findings

The key findings of this study are summarised below in Table 1.

**Table 1: Summary of Key Findings of Induction Training, Field Mentoring/Diploma Training & Professional Development**

**Induction training improved the following capabilities for inductees:**

- Hope (perseverance to work towards goals and finding pathways to goals when there are barriers);
- Career adaptability curiosity (probing deeply about career- and job-related issues and seeking information);
- Career adaptability confidence (certainty an employee has in their ability to solve problems at work);
- Overall career adaptability (higher-order psychosocial competencies for dealing with complex work contexts);

- Job crafting increasing structural resources (increasing opportunities to develop knowledge, skills and abilities); and
- Job crafting decreasing hindering demands (decreasing barriers in order to work more efficiently).

**There was no significant change in the following capabilities of inductees after induction training:**

- Self-efficacy (an individual's beliefs about their abilities to successfully execute work tasks);
- Resilience (ability of an individual to bounce back from adversity, risk or failure and to adapt);
- Optimism (a style used to explain the influences and causes of previous positive or negative events);
- Overall psychological capital (a positive state of development in capabilities that improve effectiveness);
- Assertiveness (expressing requests forthrightly, but in a way that will not spiral into aggression);
- Career adaptability concern (orientation towards and preparing for the future at work);
- Career adaptability control (self-discipline demonstrated by being conscientious in making decisions);
- Job crafting increasing social resources (increasing opportunities for feedback, coaching and support); and
- Job crafting increasing challenging demands (self-initiated discretionary work activities for skill development).

**Field mentoring/diploma training improved the following capabilities for new inspectors:**

- Career adaptability confidence (certainty an employee has in their ability to solve problems at work);
- Career adaptability control (self-discipline demonstrated by being conscientious in making decisions);
- Overall career adaptability (higher-order psychosocial competencies for dealing with complex work contexts);
- Job crafting decreasing hindering demands (decreasing barriers in order to work more efficiently); and
- Job crafting increasing challenging demands (self-initiated discretionary work activities for skill development).

**There was no significant change in the following capabilities of new inspectors after field mentoring/diploma training:**

- Self-efficacy (an individual's beliefs about their abilities to successfully execute work tasks);
- Hope (perseverance to work towards goals and finding pathways to goals when there are barriers);
- Resilience (ability of an individual to bounce back from adversity, risk or failure and to adapt);
- Optimism (a style used to explain the influences and causes of previous positive or negative events);
- Overall psychological capital (a positive state of development in capabilities that improve effectiveness);
- Assertiveness (expressing requests forthrightly, but in a way that will not spiral into aggression);
- Career adaptability concern (orientation towards and preparing for the future at work);
- Career adaptability curiosity (probing deeply about career- and job-related issues and seeking information);
- Job crafting increasing social resources (increasing opportunities for feedback, coaching and support); and
- Job crafting increasing structural resources (increasing opportunities to develop knowledge, skills and abilities).

**Professional development (12 months) improved the following capabilities of inspectors:**

- Self-efficacy (an individual's beliefs about their abilities to successfully execute work tasks);
- Assertiveness (expressing requests forthrightly, but in a way that will not spiral into aggression);
- Rational persuasion influencing behaviours (using logic/facts to show that a request is appropriate/effective); and
- Collaborating influencing behaviours (providing resources or assistance in carrying out a request).

**There was no significant change in the following capabilities of inspectors after completing 12 months of professional development:**

- Hope (perseverance to work towards goals and finding pathways to goals when there are barriers);

- Resilience (ability of an individual to bounce back from adversity, risk or failure and to adapt);
- Optimism (a style used to explain the influences and causes of previous positive or negative events);
- Overall psychological capital (a positive state of development in capabilities that improve effectiveness);
- Career adaptability confidence (certainty an employee has in their ability to solve problems at work);
- Career adaptability control (self-discipline demonstrated by being conscientious in making decisions);
- Career adaptability concern (orientation towards and preparing for the future at work);
- Career adaptability curiosity (probing deeply about career- and job-related issues and seeking information);
- Overall career adaptability (higher-order psychosocial competencies for dealing with complex work contexts);
- Job crafting increasing social resources (increasing opportunities for feedback, coaching and support);
- Job crafting increasing structural resources (increasing opportunities to develop knowledge, skills and abilities);
- Job crafting increasing challenging demands (self-initiated discretionary work activities for skill development);
- Job crafting decreasing hindering demands (decreasing barriers in order to work more efficiently);
- Apprising influencing behaviours (explaining how a request will help the target achieve their goals); and
- Legitimizing influencing behaviours (establishing the legitimacy of a request by leveraging authority).

## Recommendations

Recommendations are offered for each of the three training programs. More detail on these recommendations and specific examples are provided at the end of the report in the Recommendations section. These recommendations are for WorkSafe Victoria to consider implementing.

The first set of recommendations is based on the evaluation of the **induction training** provided to new inspectors.

- Recommendation 1.1. Continue and Expand the *Communicating as an Inspector* module.

WorkSafe Victoria should continue with and expand the *Communicating as an Inspector* module and field placements with mentors, given the significant improvement in inductee inspectors' hope, career adaptability curiosity, career adaptability confidence, overall career adaptability, job crafting increasing structural resources, and job crafting decreasing hindering demands. We believe that the *Communicating as an Inspector* module and field placements with mentors are the key drivers of these capabilities.

- Recommendation 1.2. Revise the Induction Training to prioritise mastery and social modelling, by including more opportunities for inductees to increase their self-efficacy, resilience and optimism during the induction program.

WorkSafe Victoria should refine training activities to prioritise mastery and social modelling, focusing on recognising successes in training and providing more field placements, where inductees shadow successful mentor inspectors to improve self-efficacy. WorkSafe Victoria could also include improvisation, rehearsal and reframing based training to improve resilience and optimism.

- Recommendation 1.3. Revise the Induction Training to include more focused assertiveness training in the *Communicating as an Inspector* module.

WorkSafe Victoria should consider placing more emphasis in this module on assertive role playing, developing questioning strategies, applying assertiveness outcome expectancies training (i.e., considering expected reactions of a duty holder to their assertive behaviour), personality testing including the Agreeableness dimension of the “Big Five” to identify inductees who may struggle with assertiveness and providing coaching to develop assertive techniques with these inductees.

- Recommendation 1.4. Refine the induction training processes to improve career adaptability in terms of both control and concern.

Training focused on improving self-discipline, effort and persistence as well as activities encouraging inductees to be responsible for shaping themselves and their work should be implemented to improve career adaptability control. Training activities focused on career exploration and information seeking could be included to increase career adaptability concern by helping inductees to look ahead and prepare for the future. Providing mentors and supervisors with training on developing supportive supervision practices could also be considered as employees who receive support from their supervisors are more likely to be adaptable in their careers.

- Recommendation 1.5. Expand the induction training by providing additional training on giving/receiving effective peer feedback as well as more opportunities for coaching and obtaining feedback from colleagues.

WorkSafe Victoria should provide more opportunities for job crafting by increasing both social resources and challenging demands. To increase trainees’ social resources, additional training should be provided on giving/receiving effective peer feedback as well as more opportunities for coaching and obtaining feedback from colleagues. Inductees already engage in considerable mentoring activities; however, this could be more focused on encouraging them to be more proactive/responsible in managing their mentoring. WorkSafe Victoria should provide more opportunities for inductees to self-select difficult training tasks where they examine underlying relationships among aspects of their role as an inspector to improve job crafting by increasing challenging demands.

The second set of recommendations is based on the evaluation of the **field mentoring/diploma training** provided to new inspectors.

- Recommendation 2.1. Continue the field mentoring/diploma training.

WorkSafe Victoria should continue with the field mentoring/diploma training, given the significant improvement in new inspectors’ career adaptability confidence, career adaptability control, overall career adaptability, job crafting decreasing hindering demands and job crafting increasing challenging demands as a result of this training. Mentoring provides inspectors with access to tacit knowledge, career sponsorship, guidance on advancement, advice on overcoming barriers and an experienced role model to emulate. Mentoring therefore is likely to be a major contributor to these improvements and should be expanded. The *Communicate as a Regulator* skill set in the Diploma of Government (Workplace Inspection) is also a likely driver of these improvements. Specifically the *Use Complex Workplace Communication Strategies* and *Manage Conflict* units of competency are key in this regard and so they should be retained and given increasing emphasis.

- Recommendation 2.2. Provide more mastery opportunities for new inspectors.

Consistent with the recommendations for the induction training, WorkSafe Victoria should consider providing more mastery opportunities, where new inspectors can succeed at challenging tasks and reflect on these successes to increase self-efficacy and hope. WorkSafe Victoria should consider providing more opportunities for improvisation, experimentation and rehearsal in the field mentoring/diploma training to build resilience. Reframing interventions should be considered to increase optimism.

- Recommendation 2.3. Consider more closely matching of mentor/protégée pairs.

WorkSafe Victoria should consider extending mentoring beyond the field mentoring training to improve self-efficacy and hope. WorkSafe Victoria should consider more closely matching mentors and protégées based on similarity (e.g., matching female protégées with female mentors), so that protégées can observe similar people succeed, raising their success expectations.

- Recommendation 2.4. Consider complementing and extending the assertiveness training.

WorkSafe Victoria should consider complementing and extending the assertiveness training provided in the *Use Complex Workplace Communication Strategies, Communicating as a Regulator* and particularly in the *Manage Conflict* units of competency in the Diploma of Government (Workplace Inspection) course. This could involve training focused on identifying assertive, passive and aggressive behaviours, improving emotional regulation, strategies for refuting unreasonable requests and developing assertive behaviours. Field mentors could also be encouraged to model assertive behaviours when conducting workplace visits with protégées.

- Recommendation 2.5. Modify the field mentoring/diploma training to improve the career adaptability of new inspectors in terms of concern and curiosity.

To enhance career adaptability concern, cognitive sensemaking processes should be considered, where new inspectors attempt to interpret and give meaning to new developments at work. To improve career adaptability concern, new inspectors could be provided with guidance from mentors on how decisions made today impact their future career. Career adaptability curiosity could be improved via self-awareness and reflection activities, where new inspectors explore their “possible selves” in demanding circumstances and use these insights for growth opportunities. New inspectors could be encouraged to make connections between their role as an inspector and these self-awareness insights as this would help develop career adaptability curiosity.

- Recommendation 2.6. Consider the increased use of technologies to expand opportunities in the field mentoring/diploma training to increase both structural and social resources for job crafting.

Increasing structural resources for job crafting could be encouraged via providing more opportunities to learn new technologies and develop different skills. Increasing social resources for job crafting could be facilitated by inspectors using these technologies to share knowledge via peer-to-peer learning networks and communities of practice. Devolving more responsibility to new inspectors in managing their field mentoring should also be considered as this is likely to increase both structural and social resources for job crafting.

The third set of recommendations are based on the evaluation of **professional development** training provided to inspectors.

- Recommendation 3.1. Continue to provide the suite of professional development training opportunities that are currently available to inspectors.

The evaluation found that inspectors' ratings of their self-efficacy, assertiveness, rational persuasion influencing behaviours and collaborating influencing behaviours significantly improved following 12 months engagement in professional development. These are critical capabilities required by inspectors and therefore improvement in these domains provides quite strong support for the impact of the professional development program.

- Recommendation 3.2. Consider creating professional development learning activities focused on developing the psychological strengths of hope, optimism and resilience.

Learning activities could be structured and developed using the psychological capital intervention training model (Luthans et al., 2006). This model, focusing on goal setting, positive mindset/self-talk, obstacle avoidance/planning, positive visualisation and reframing, has been used extensively and interventions based on the model have been empirically validated (Georgiou et al., 2021; Luthans et al., 2006; Luthans et al., 2010).

- Recommendation 3.3. Develop new modules focused on developing competence to improve the career adaptability of inspectors.

In order to cultivate career adaptability among inspectors, WorkSafe Victoria could implement training focused on developing adaptive expertise (i.e., cognitive flexibility and innovative thinking skills), empowerment, identifying career goals and “means-end” structured pathways to achieving these goals, career planning, decision-making skills and learning processes that stimulate inquisitive career-related behaviours.

- Recommendation 3.4. Expand training for Group Leaders.

While job crafting is a proactive self-initiated behaviour, WorkSafe Victoria Group Leaders can play a critical role in stimulating and nurturing job crafting by creating an active learning team environment that encourages empowerment and personal initiative. Consequently, WorkSafe Victoria should consider providing targeted training to Group Leaders, as part of their leadership development, to help them support inspectors in their teams decide on what and when to craft, and to help them identify the capabilities, expertise and tacit knowledge necessary to address current and anticipated challenges.

- Recommendation 3.5 Develop training activities focused on improving job crafting.

These training activities could be designed based on the Michigan Job Crafting Exercise (Berg et al., 2010), which focuses on helping employees to reshape their jobs to better align with their strengths and values. The Michigan Job Crafting Exercise could provide the overarching frame and the learning processes could be operationalised in terms of job resources and demands. These exercises could be supplemented by inspectors using online learning platforms to share experiences, learn about successful approaches and encourage each other to persist with their personal crafting plans.

- Recommendation 3.6 Consider team-based professional development training for job crafting.

As inspectors are nested in workgroups, they typically have access to similar resources and are constrained by similar demands. Therefore there are strong reasons for developing job crafting skills within teams. Explicitly developing and delivering a team-based job crafting intervention is likely to improve job crafting focused on increasing social resources. This could be based on the proactive goal setting approach (Parker et al., 2010) that involves four learning processes: *envisioning*, *generating*, *planning* and *striving* and has been used successfully as a meta-process model for designing job crafting interventions.

- Recommendation 3.7. Introduce professional development activities focused on assisting inspectors to develop their influencing behaviours.

While the frequency with which inspectors engaged in rational persuasion and collaborating influencing behaviours increased following 12 months engagement in professional development activities, there is evidence that having a repertoire of influencing tactics is beneficial in terms of inspectors gaining compliance and commitment to requests. Rational persuasion and collaboration are two influencing behaviours that are highly effective in facilitating, not only compliance with requests, but also commitment. These are two nuanced influencing skills that align with WorkSafe Victoria's shift in emphasis towards first using encouragement and persuasion to promote commitment, rather than automatically applying enforcement interventions that create only compliance. This professional development activity to improve influencing skills could be delivered online as an eLearn.

## 2. Introduction

### 2.1. Background

WorkSafe Victoria's inspectorate operates as a mobile responsive and tactical group, that ensures duty holders and employees are complying with health and safety legislation and promotes commitment to making workplaces healthy and safe. Ensuring compliance is critical to the successful implementation of health and safety legislation and, like any legislation, if there is inadequate compliance, it will not meet its social objectives. However health and safety inspectors have also become increasingly focused on moving beyond compliance, by developing partnerships with duty holders and employees to develop risk management systems and to promote genuine commitment workplace safety (Macpherson et al., 2021). WorkSafe Victoria health and safety inspectors are therefore vital in ensuring the health and safety of duty holders, employees and the public.

The context of work for WorkSafe Victoria's inspectors has been rapidly changing, both within the regulatory structure and in the workplaces visited by inspectors.

From 2016 to 2017, the WorkSafe Victoria inspectorate conducted 44,874 individual visits to 21,035 unique workplaces, with attributed costs of \$74 million per annum, making workplace inspections a major focus of WorkSafe Victoria's strategy. WorkSafe Victoria has consistently been recognised as a leading regulator in Australia and is at the forefront of regulators in terms of implementing innovative "better practice" interventions and refinements.

A review in 2004 of the Victorian Occupational Health and Safety (OHS) Act 1985 (Maxwell, 2004), which resulted in the current Victorian OHS Act 2004, identified the need for increased capability within the inspectorate. In response, WorkSafe Victoria developed a comprehensive training program and a range of professional development initiatives designed to enhance inspectors' skills and confidence to engage workplace stakeholders and support them with compliance issues.

The context of work for WorkSafe Victoria inspectors has been rapidly changing, both within the regulatory structure and in the workplaces visited by inspectors. In recent years, there have been significant shifts in factors such as where and when work is undertaken. Psychosocial factors have become more focal and this year the world's first international standard for psychological health and safety at work was introduced (ISO 45003). The composition of the Victorian workforce has also changed, for example, in terms of the age profile of workers, which produces new challenges for inspectors. It is also the case that increasingly inspectors are required to pay greater attention to work arrangements outside the traditional employment relationship. As a consequence, WorkSafe Victoria inspectors are required to implement standards, inspection programs and enforcement strategies that accommodate sub-contracting, labour hire, home-based work and franchise arrangements.

Increasingly WorkSafe Victoria and other OHS regulators in Australia are shifting their emphasis from a deterrence/enforcement model based on sanctions and punishment for breaches of the OHS Act towards an encouragement model. The encouragement model is primarily focused on achieving the goals of the regulatory system and to prevent, rather than punish, contraventions. It essentially relies on persuasion to achieve compliance and accentuates co-operation rather than confrontation, and conciliation and negotiation as opposed to coercion (Walters et al., 2012). This does not mean that enforcement is not undertaken when required, but rather that inspectors are encouraged to think more flexibly about how to bring about compliance (and “beyond compliance”) by duty holders in varying contexts (Gunningham, 2015).

In these complex and changing contexts, inspectors are expected to work independently; elicit information from duty holders, managers and workers; undertake complex risk assessments in diverse contexts; decide on the best options; engage in persuasion; and ensure compliance; as well as be resilient and optimistic, given that they may face varied responses from the duty holders at the workplaces they enter (Gunningham, 2012). As a consequence, inspectors require well-developed competencies such as flexibility and adaptiveness, interpersonal skills, negotiation skills, assertiveness, psychological capital, (resilience, optimism, hope, self-efficacy), self-awareness, skills in managing team dynamics, encouragement skills and skills in providing feedback. Research also indicates that inspectors are expected to vary their style, behaviour and communication depending on the characteristics of the workplaces they are inspecting, for example in terms of size, industry type, workforce characteristics, and level of unionisation (Mendeloff & Gray, 2005; Ko, Mendeloff & Gray, 2010). As a consequence, inspectors need to “craft” their work by evaluating the context and matching their intervention strategies to achieve a good fit with the demands of the regulatory challenges and their capabilities as inspectors. As noted by Chris Maxwell QC in his commissioned review of the OHS Act: (2004, p.47):

Being a good inspector is... an extraordinarily difficult job. The inspector has to be variously, an expert at hazard identification and risk assessment; an expert at systems engineering; an expert at micro economics; competent at statutory interpretation; and have skills as a diplomat/negotiator/mediator. He/she also has to have a fairly thick skin, given that site inspections are often unpopular events with duty holders.

## 2.2. Research aim

The aim of this project was to evaluate three training programs: the induction training; field mentoring/diploma training; and professional development program delivered to new inspectors employed by WorkSafe Victoria. The criterion for evaluation is the extent to which the capabilities required of an inspector were developed among participants as a result of their induction training, field mentoring/associate diploma training and professional development. This report focuses on the findings of the evaluation with respect to the impact

of these training programs on the development of the key capabilities of psychological capital, assertiveness, career adaptability, job crafting and influencing behaviours.

Below we describe the scoping activities undertaken to identify the capabilities required of inspectors and the learning outcomes of the induction, field mentoring/diploma and professional development training provided to inspectors.

2.3. Scoping, identification and description of inspector capabilities/training outcomes

In order to identify the specific capabilities required of a successful inspector, as well as the learning outcomes of the induction, field mentoring/diploma and professional development training provided to inspectors, we engaged in a number of scoping activities prior to the commencement of this study. These are detailed below:

- review of the academic and grey literature describing the role and skills required by workplace health and safety inspectors;
- review of WorkSafe Victoria’s position description for inspectors in terms of the attributes and key knowledge, skills and abilities required;
- observation of different components of the induction training prior to commencement of the study in order to identify capabilities being developed;
- work-shadowing by accompanying inspectors on three site visits to observe the skills and behaviours required of inspectors when conducting workplace inspections;
- In-depth interviews conducted with the Business Improvement Operational Regulatory Support manager and WorkSafe Victoria trainers to determine skills and capabilities developed by inspectors through participation in the field mentoring training;
- review of documentation detailing the Diploma of Government (Workplace Inspection) in terms of the subject content, teaching and learning processes and learning outcomes.
- Unstructured interviews conducted with two inspectors who had recently completed the Diploma of Government (Workplace Inspection) in terms of the capabilities that were developed; and
- iterative meetings held with WorkSafe Victoria’s Learning and Capability manager to negotiate and finalise the capability measures for inclusion in this study.

This scoping process identified key broad and specific capabilities developed by the induction and ongoing training programs for inspectors to successfully perform their role. The broad and specific competencies of inspectors identified in the scoping protocol are summarised below in Table 2 and are discussed in detail below.

| Broad Competencies    | Specific Competencies                        |
|-----------------------|--|
| Psychological capital | Self-efficacy, Hope, Resilience and Optimism |
| Assertiveness         | N/A  |
| Career adaptability   | Concern, Control, Curiosity and Confidence   |

|                        |   |
|------------------------|---|
| Job crafting           | Increasing social resources, Increasing structural resources, Increasing challenging demands and Decreasing hindering demands |
| Influencing behaviours | Rational persuasion, Legitimizing, Appraising and Collaborating   |

TABLE 2: BROAD AND SPECIFIC COMPETENCIES

*Psychological capital* is a critical capability for the success of inspectors, particularly as the contexts in which they perform their role have become more variable, uncertain, complex and challenging. Psychological capital refers to an individual's positive state of development in relation to a set of capabilities that they can use to help improve their effectiveness in their job role and their career success (Luthans et al., 2006). The four capabilities are described below:

- *self-efficacy* is the individual's belief about their abilities to mobilise the motivation, cognitive resources or courses of action needed to successfully execute a specific task within a work context. Individuals with higher levels of self-efficacy have the self-belief to take on and put in the necessary effort to succeed at challenging tasks. Employees with higher self-efficacy tend to exhibit greater job performance, increased job satisfaction, and a stronger affective commitment to their organisation (Judge & Bono, 2001). Self-efficacy significantly influences career development and progression, as those with higher self-efficacy are more proactive in seeking developmental opportunities and more adaptable to changing job demands (Abele & Spurk, 2009). Additionally, individuals with elevated self-efficacy are less prone to job-related stress and burnout as they possess better coping mechanisms to more effectively manage challenges at work. Additionally, higher self-efficacy is associated with decreased job-related stress and burnout at work (Salanova et al., 2002);
- *hope* is an empowering way of thinking and a positive motivational state that is based on an individual's derived sense of successful agency and pathways. Agency relates to having the perseverance to work towards goal directed action (i.e., "willpower"), while pathways refers to having the capability to identify pathways toward achieving goals and, when necessary, redirecting paths to goals when initial paths are blocked (i.e., "waypower"). Employees with higher levels of hope are capable of developing contingencies in the event that they encounter barriers at work and indeed these barriers provide the motivation to search for and implement new paths to goal accomplishment. By contrast, employees with lower levels of hope are more inclined to disengage when confronted with barriers at work and experience reduced motivation to identify and pursue alternative approaches (Reichard et al., 2013);
- *resilience* is the ability of an individual to bounce back or rebound from adversity, uncertainty, risk or failure, and adapt to changing and stressful life demands. Individuals who are more resilient bounce back psychologically (including emotionally and cognitively) to levels at, or even beyond, previous levels. Employees who exhibit higher levels of resilience tend to cope better at work, even under stressful conditions, as they can effectively manage setbacks and continue to pursue their goals (Luthans et al., 2007). Resilient individuals are also more likely to experience higher job satisfaction, as their capacity to cope with challenges reduces the negative impact of work stress (Youssef & Luthans, 2007). Additionally, resilience is associated with lower levels of burnout and turnover intention, contributing to greater employee retention, knowledge retention and organisational

stability (Shin et al., 2012). Resilience in adverse situations is a key requirement for inspectors in WorkSafe Victoria's position description for this role; and

- *optimism* refers to the style that individuals use to explain the influences and causes of previous positive or negative events in order to create expectancies about the future. Individuals with a more pessimistic explanatory style explain negative events by inferring internal, stable and global causes. For example, pessimists are likely to believe that they caused a negative event (internal), that it is chronic (stable) and that it is pervasive and will affect other situations as well (global). By contrast, people with a more optimistic explanatory style explain negative events by inferring external, unstable and local attributions. For example, optimists are likely to think that a negative event was caused by something or someone other than themselves (external), that it will probably not persist (unstable) and that it is likely to be limited to this specific circumstance (local). Optimistic employees experience better mental health and lower levels of stress and burnout (Malinowski & Lim, 2020), as their positive expectations help them to better cope with work-related challenges and to maintain their psychological well-being (Wang et al., 2020). Higher levels of optimism are also associated with enhanced motivation (Bressler et al., 2020), more fulfilling work life (Zhou & Hirst, 2022), better problem-solving skills and lower levels of work-life conflict (Converso et al., 2019).

Meta-analyses (Avey et al., 2011; Loghman, 2023) indicate that overall psychological capital is positively related to desirable attitudes (e.g., satisfaction, affective organisational commitment, and well-being), desirable behaviours (e.g., organisational citizenship and work engagement) and performance. Conversely, overall psychological capital was found to be negatively related to undesirable attitudes (e.g., cynicism), stress (burnout and fatigue) and negative behaviours (e.g., workplace deviance, withdrawal and absenteeism). A study involving auditors (a profession similar in many ways to an inspector), found that higher levels of self-efficacy were associated with conducting higher quality audits (Lee et al., 2016). Research evidence suggests that these dimensions are "state-like" and therefore open to development and change and can be leveraged to produce beneficial outcomes for individuals and organisations (Luthans et al., 2010).

*Assertiveness* is a communication capability characterised by expressing directions, recommendations and opinions forthrightly, but in a way that will not spiral into aggression. Assertiveness involves confidently and honestly making requests or expressing one's personal rights, opinions, feelings or beliefs without compromising the rights of others (Nakamura et al., 2017). Assertive communication is the middle ground, lying between ineffective passive and aggressive responses. Recently, there has been burgeoning attention placed on developing assertiveness among employees, particularly those in "front-line" customer/client focused roles (Abdelaziz et al., 2020).

Employees who are not assertive often demonstrate timidity when making requests or claims and propose solutions that are suboptimal because the other party's needs are privileged relative to their own or contextual requirements. Indeed, the research evidence suggests that individuals who avoid enacting assertive behaviours are typically ineffective in bringing about change and are perceived by others to be uninfluential (Ames, 2008). Individuals who are low on assertiveness are less likely to ask colleagues and supervisors for help, resulting in these workers not requesting and receiving the support that they require to perform their role effectively, when compared with those who are high on assertiveness (Bohns, 2016). Employees who are low on assertiveness are also more likely to experience negative physical and psychological consequences from workplace stress (Friedman et al., 2000). As a result of their low resistance to yielding to others' requests and demands, unassertive individuals tend to become "anchored" by their counterpart's position in negotiations. Therefore, they are more likely to make conciliatory counter-offers that produce imbalanced

and inferior outcomes (Ames et al., 2017). Team members who behave unassertively may also contribute to task conflict within their teams as a result of their hesitation in raising contentious issues in a timely way (Jehn & Mannix, 2001).

The received wisdom is often that acting assertively or unassertively is a completely deliberate and controllable behaviour. However, some studies indicate that assertive and accommodating behaviours are more automatic and less controlled, particularly accommodating behaviours. Thus, conflict avoidance by individuals with lower levels of assertiveness may be caused by the automatic activation of anxiety or fear. This suggests that conflict avoidance may not be completely explained by a lack of deliberation and planning, but that an inability to self-regulate may also play an important role (Bohns, 2016). Research also indicates that anxiety in a negotiation environment leads to accommodating offers and to earlier exiting from negotiations by the anxious party (Brooks & Schweitzer, 2011).

Assertive individuals are self-assured and take charge when tasks need to be accomplished within the work environment. They are able to confidently express their emotions, views, desires, expectations and needs, without compromising or denying the freedoms of others (Alberti & Emmon, 2008). Assertive employees are able to honestly express their concerns and expectations of others and are confident in their capacity to make decisions. They are likely to be energetic and approach their work with more vigour and purpose than their counterparts. As a result, they are likely to be more engaged at work and more committed to their organisation (Abdelaziz et al., 2020). Assertive workers are also able to influence others and deal robustly, but respectfully, when disagreements arise. Employees higher on assertiveness are more skilled at constructively questioning the ideas and suggestions of others and firmly communicate their feelings without manipulation. As a consequence, while assertive employees speak out and voice their opinions, they are also skilled in negotiation and are able to make offers or concessions to bring about successful resolutions (Goel et al., 2024).

Given that a key responsibility of inspectors is to ensure compliance by duty holders and their employees with the OHS Act and Regulation, being assertive in their communication style is clearly an important capability. Inspectors need to be assertive because they are frequently required to make timely decisions regarding next steps and required interventions and this may be in an emergency or at-risk situation. Indeed, research indicates that being assertive can be an important factor in terms of employees achieving workable outcomes in complex and challenging situations (Phillips, 2021). Assertive inspectors are likely to be competent in conducting worksite visits, better able to apply their knowledge and skills and more effective in communicating and positively influencing duty holders. Inspectors with well-developed assertive communication skills are expected to be more effective in terms of establishing and maintaining successful relationships with their supervisors and peers. There is a large body of evidence indicating that assertiveness can be developed and enhanced via experiential training (Omura et al., 2017). Recent research conducted with health and safety representatives in organisations has demonstrated, via a pretest-posttest group design, that assertiveness training not only increased assertive communication among health and safety representatives, but also reduced their levels of social anxiety (Cantero-Sánchez et al., 2021).

*Career adaptability* is a critical set of psychosocial competencies that enables workers to predict, prepare for, and deal with complex and changing work environments. Career adaptability involves planful attitudes (i.e., developing competencies, values, attitudes and behaviours that align with one's career), informed decision-making (i.e., carefully considering career opportunities before acting) and self- and environment exploration (i.e., seeking and aligning to a work context and career that is congruent with their individual characteristics)

(Dell & Searle, 2022). Employees can draw on these adaptive competencies to manage ill-defined, complex and unanticipated problems that arise in their work environment (Sibunruang et al., 2016). Given the variability and complexity of an inspector's role, career adaptability is an important capability for their successful performance. Indeed, in the position description for WorkSafe Victoria's inspectors, "flexibility" is the first key attribute presented and "adaptability to change" is listed as an important skill required for the position. Career adaptability relates to an individual's resources for coping with current and anticipated tasks, transitions and shocks in their occupational roles (Savickas & Porfeli, 2012). Career adaptability is a self-regulatory and malleable capability that enables employees to successfully solve novel, difficult and uncertain problems that arise throughout their careers (Rudolph et al., 2017). Thus, career adaptability is the readiness of employees to cope with unpredictable tasks in their work role, as well as their capacity to make dynamic adjustments in response to unanticipated changes in the work environment (Lee, 2024).

Research involving Australian employees has found that career adaptability is positively related to job satisfaction and self-rated performance (Zacher, 2014). Career adaptability is also predictive of a range of positive adaptive outcomes including enhanced career choice confidence, improved decision-making, greater work engagement, increased proactive career behaviours and more tenacious goal pursuit (Federici et al., 2021; Ginevra et al., 2016; Guan et al., 2015; Hirschi et al., 2015; Jia et al., 2020; Johnston et al., 2013; Spurk et al., 2020). Employees who are career adaptable are more successful in capitalising on career opportunities and in transitioning to various work roles with organisations (Tolentino et al., 2014). Recent research also indicates that employees with higher levels of career adaptability experience better person-job fit, reduced job uncertainty and report higher levels of career satisfaction (Yen et al., 2023). Employees with higher career adaptability are more likely to establish high-quality social exchange relationships with their employer, resulting in increased likelihood to remain with their organisation (Wang et al., 2022). In addition, a recent study of employed adults found that higher levels of career adaptability are predictive subjective career success (Kundi et al., 2022). Career adaptability is negatively related to a number of undesirable outcomes such as turnover intention and work stress. Career adaptability has been conceptualised as both a higher-order construct and at the individual facet-level with four sub-capabilities:

- *Concern* is the extent to which an employee is oriented towards and engaged in preparing for the future. Career adaptability concern enables employees to look forward and prospectively prepare for future career responsibilities and tasks. Employees who score highly on this capability are opportunity-oriented, likely to consider and prepare for their vocational future and engage in strategic planning for their specific career goals;
- *Control* is the level of self-discipline demonstrated by being conscientious in making decisions. Career adaptability control provides workers with the capacity to be agentic, purposive and responsible when making important choices at work, empowering them to take responsibility for shaping and self-governing their careers. Employees who score highly on career adaptability control typically are self-determined, confident in making career decisions, satisfied in their careers and experience high levels of general well-being;
- *Curiosity* is the extent to which an employee explores circumstances, probes deeply about issues and seeks information. Career adaptability curiosity prompts workers to explore different opportunities at work and to think about themselves in different roles at work. Higher levels of career adaptability curiosity is reflective of career inquisitiveness. Employees who score highly on this capability investigate their environment and seek out opportunities for growth. When curious employees identify these growth opportunities, they are more motivated to take action to realise these opportunities, in comparison to their less curious counterparts. Curiosity is described

as a key attribute for inspectors in WorkSafe Victoria's position description for this role; and

- *Confidence* is the level of certainty an employee has in their ability to solve problems and overcome obstacles. Career adaptability confidence enables employees to navigate barriers at work and engage in active problem-solving in order to achieve career aspirations. Employees who score highly on career adaptability confidence tend to be more motivated to learn new skills, conscientious and engaged at work, efficient when they perform tasks, better problem-solvers and are perceived as more promotable compared to their counterparts.

Integral to the concept of career adaptability is the assumption that the sub-capabilities can change over time and therefore they should be strengthened by job related training and development interventions (Ohme & Zacher, 2015; Rudolph et al., 2017).

Our scoping protocol identified *job crafting* as an increasingly relevant capability required by WorkSafe Victoria inspectors in order to perform their role well and to contribute to the success of the inspectorate in the current complex and uncertain environment. In turbulent and unpredictable business contexts, traditional “top-down” initiatives undertaken by leaders are unlikely to be sufficient to deal with emergent threats and opportunities, both internally and in the external environment. Instead, leaders need to develop and leverage the capacity of their employees to initiate discretionary, “bottom-up” change to improve organisational effectiveness and job crafting is a promising set of proactive behaviours to achieve this (Wang et al., 2017). Job crafting is a relatively new construct and refers to self-initiated changes that an employee makes to their role and tasks. Having a workforce where employees are engaged in job crafting therefore provides an organisation with a strategic competitive advantage (Van den Heuvel et al., 2010). This is because workers who engage in proactive behaviours and take initiative to make improvements at work are critical for organisations that are navigating challenging and constantly changing environments (Harju et al., 2022). It is also the case the employees are more likely to accept and embrace changes at work that they have implemented, compared to changes imposed upon them (Campion et al., 2005). Workers may craft their jobs in a number of ways, for example, reframing the meaning of their work, modifying the scope of tasks they undertake as part of their job, avoiding interactions with disagreeable coworkers, altering the colleagues they choose to collaborate with on projects, and adjusting the skills and capabilities required for their work (Meijerink et al., 2020). In essence, job crafting involves balancing their job demands and job resources with their personal abilities and needs (Zhang & Parker, 2019).

Job demands are aspects of a person's job that require ongoing emotional, physical, or mental effort. Emotional demands include exposure to violence, aggression or bullying, displaying incongruent emotions and behaviour (i.e., being clam when a client/customer is aggressive) and providing support to someone who is in distress. Examples of physical job demands include working long hours without sufficient breaks, performing physically demanding tasks such as heavy lifting, or role overload where the worker has many tasks and little time to complete them. Mental demands include the absence of mechanisms/systems to prevent mistakes or not having the requisite skills and capabilities to adequately perform one's role. Exposure to these types of job demands is associated with energy depletion, exhaustion, burnout and injury at work (Hakanen et al., 2008). Employees exposed to these job demands are likely to perceive that they have a lack of control at work and encounter negative emotions and as a consequence, experience frustration in terms of personal growth and goal accomplishment (Meijerink et al., 2020). Interestingly, research indicates that there is one category of job demands, challenging demands (e.g., number of assignments), that is associated with positive work outcomes (Tims et al., 2017). Unlike hindering demands which create barriers for goal attainment, exposure to challenging job demands is likely to be stimulating for employees as they provide opportunities for

improvement in terms of skill development, competence and personal growth (Shang et al., 2023).

Job resources are aspects of an individual's job or work environment that facilitate personal development, thriving, goal attainment and career success. Importantly, job resources can also be utilised to reduce job demands and the psychological and physiological negative outcomes associated with exposure to these demands. Examples of job resources are cooperative work relationships with colleagues, perceptions of psychological safety within a team (e.g., members feel safe to take interpersonal risks in their team), performance feedback, coaching and mentoring, skill variety, supportive leadership, opportunities for advancement and learning and development (Tims et al., 2017). Employees who have greater access to job resources are more likely to be engaged at work and the proactive changes involved in job crafting allows these employees to make their work more meaningful (Van Wingerden et al., 2017).

Employees who engage in more job crafting behaviours experience higher levels of job involvement (Bakker et al., 2012); job satisfaction (Tims et al., 2013); career success (Akkermans & Tims, 2017); work meaning (Wrzesniewski et al., 2013); career planning (Xu et al., 2020); effective adaptation to organisational change (Petrou et al., 2012); affective well-being (Gordon et al., 2018); intention to remain in paid employment (Irfan et al., 2023); intention to remain with their current employer (Sanchez-Cardona et al., 2023); and person-job fit (Chen et al., 2014). Research also indicates that job crafting is positively associated with constructive behaviours used by employees to overcome barriers and challenges at work (Berg et al., 2010). Research also indicates job crafting improves work engagement (Tims et al., 2012) and effective problem solving (Daniels et al., 2013), as well as productivity (Leana et al., 2009; Tims et al., 2012).

Job crafting has been conceptualised as comprising four sub-dimensions:

- *Increasing social resources* (e.g., asking for performance feedback, coaching and social support from colleagues and supervisors);
- *Increasing structural resources* (e.g., increasing autonomy, enlarging work content to enhance skill variety and job integrity, as well as creating opportunities to develop oneself at work in terms of knowledge, skills and abilities);
- *increasing challenging demands* (e.g., self-initiated involvement in energising activities such as starting or joining a new project or interest group, taking on additional discretionary tasks, asking for more responsibility, seeking to relieve at a higher level, learning about new developments at work); and
- *decreasing hindering demands* (e.g., reducing interaction with others who cause physical, emotional or mental stress, working more efficiently, avoiding organisational politics, reducing role ambiguity, minimising unnecessary bureaucracy and red-tape, reducing work-family conflict, managing workload and streamlining by reducing work barriers).

Increasing social job resources affords workers the potential to identify their skill deficits as well as strategies for improvement in areas, by seeking constructive feedback and recommendations from supervisors and coworkers. Increasing structural job resources such as skill variety and autonomy provides employees with greater opportunities to experiment with new approaches and refine and test solutions and acquire a broader and more balanced repertoire of capabilities. Increasing challenging demands also provides a mechanism for expanding an employee's resource base. For example, when an employee self-initiates joining a project team (a challenging demand), they have the prospect of forming new relationships with colleagues (increasing social resources) and create the opportunity to

improve themselves through developing new capabilities at work (increasing structural resources). Decreasing hindering demands has the potential to eliminate or reduce physically, emotionally or mentally frustrating barriers for employees and therefore provide the opportunity for them to invest in activities that increase social and structural resources, as well as challenging demands. Job crafting, therefore, can be construed as behaviours that employees undertake to modify the aspects of their job, including actions that are intended to increase social and structural job resources, as well as those aimed at increasing challenging demands and decreasing hindering demands (Rudolph et al., 2017). Research indicates that increasing social and structural resources as well as challenging demands are positively associated with a range of employee well-being indicators, while decreasing hindering demands is negatively associated with these same outcomes (Lichtenthaler & Fischbach, 2019; Rudolph et al., 2017).

While job crafting is a pro-active behaviour, it can be stimulated through human resource management practices such as training and development (Meijerink et al., 2020). Indeed, there is recent evidence to suggest that job crafting can be increased through workshop based face-to-face training, as well as eLearning training targeting capability development and coaching (Devotto & Wechsler, 2019; Kooij, 2017; Oprea et al., 2019; Van Wingerden et al., 2017). By constantly crafting what they do and how they do it in their job, inspectors can shape their work to produce better person-environment fit and performance.

The final capability for inspectors identified in our scoping protocol was *influencing behaviours*. These behaviours are actions that one person (the “influencer”) uses to influence another person (the “target”). Inspectors regularly have to set expectations, give detailed directions, confront noncompliance and encourage proactive OHS performance. These activities require a range of influencing behaviours. The criticality of influencing behaviours is highlighted by the fact that it is a key capability described in the position description for WorkSafe Victoria inspectors. Influencing behaviours in this context are primarily focused on effective communication and modelling with duty holders. However, recent research involving safety professionals revealed that they typically do not utilise a range of influencing behaviours when attempting to gain safety compliance and commitment (Madigan et al., 2022). This is concerning as research indicates that being able to deploy different influencing behaviours provides better outcomes than relying on a single tactic (Case et al., 1993), as the effectiveness of any specific influencing behaviour varies as a function of the context and the target of influence (Enns & McFarlin, 2003). More specifically, research involving safety inspectors has also shown that higher levels of effective communication between inspectors and duty holders and using a range of influencing behaviours improves the effectiveness of inspections in terms of ensuring that safety issues are appropriately addressed (Nielsen, 2007).

Scholars (Seifert & Yukl, 2010) have proposed a number of influencing behaviours; however, the most relevant for inspectors are:

- *Rational persuasion*: This influencing behaviour involves using logical arguments, thorough explanations and factual evidence to show that a request or proposal is feasible and relevant for an important task objective or goal. Rational persuasion can be critical in terms of establishing the importance of a request and therefore helps to promote goal commitment and ultimately compliance (Swaim & Henley, 2017). Rational persuasion also has the effect of creating internal motivation (Barbuto, 2005) and stimulating preparedness to take action (Barbuto et al., 2002). This influencing style is associated with success and positive work outcomes (Higgins et al., 2003). Managers prefer their team members to use rational persuasion in their interactions, compared to other upward influencing behaviours (Steensma, 2007).

- *Legitimizing*: This influencing behaviour involves establishing the legitimacy of a request or verifying that the influencer proposing the request has the authority to make it. Legitimizing is highly effective in creating compliance with a request or directive and in particular when the action is critical, even if the target has low motivation and/or enthusiasm for the request or directive. This influencing behaviour is also effective in situations where the requested action is simple, unambiguous and routine.
- *Apprising*: This influencing behaviour involves explaining how carrying out a request or supporting a proposal will benefit the target personally or help to advance the target's goals. Apprising is more likely to be an effective influencing behaviour if the influencer has a sound understanding of the target's personal needs, can effectively communicate how completing the request aligns with their needs and if the influencer is perceived by the target to be a credible source. Research indicates that apprising is less effective in terms of influencing targets to follow a request compared to rational persuasion and collaboration, however, it does appear to be effective as a supplementary tactic, particularly when compliance is essential and softer influencing behaviours have not been successful (Yukl et al., 2005).
- *Collaborating*: This influencing behaviour involves making it less costly and easier for the target to carry out a request. Collaborating includes offering to provide help in carrying out the request, offering to provide access to necessary resources and offering to help remove obstacles that may prevent the target from successfully completing the task. The use of collaboration as an influencing behaviour may help to convince the target that, with assistance, they can complete a difficult request, make the influencer seem more supportive and therefore elicit a more favourable response to the request (Yukl et al., 2005). Indeed, individuals are more likely to comply with a request or accept a decision when they have been involved in the process of making it, or at least involved in the process of how to implement it (Yukl & Falbe, 1990). Research also indicates that collaborating is one of the most frequently used influencing behaviours by managers (Hashish, 2015) and it is effective in terms of influencing goal commitment (Swaim & Henley, 2017) and team performance (Streiner et al., 2010). Collaborating as an influence behaviour is most effective in dynamic environments, where the action to follow the request is perceived as complex or difficult.

## 2.4. Training Programs

### 2.4.1 Induction training program

The induction training provided to inductee WorkSafe Victoria inspectors is an intensive program (between 13 and 17 weeks). Successful completion of the program as well as the OHS Appointment Exam are required for inductees to have their appointment confirmed as inspectors. The program focuses on providing inductees with the knowledge, skills and abilities required to conduct workplace health and safety inspections. The induction training program is primarily provided by in-house learning and capability consultants, seconded WorkSafe Victoria inspectors who fulfil the role of induction team leaders (ITLs) and, when required, subject matter experts and external training consultants.

In the training program provided to inductees there is a strong emphasis on ensuring that they develop a comprehensive understanding of the OHS Act 2004. Specifically, this component focuses on teaching inductees about the foundations of the Act, general duties outlined in the Act and inspectors' enforcement of the Act. Inductees are also provided with instruction on incident notification as required under the Act, as well as quality assurance and internal review in terms of the Act. In addition, inductees are taught about the Occupational

Health and Safety Act (OHS Regulations) 2017, including the OHS Plant Regulations, OHS Psychological Health Regulations, OHS Hazardous Substances Regulations, OHS Noise Regulations, OHS Construction Regulations, and OHS Falls from Heights Regulations. Investigator inspector inductees are not provided with instruction on the OHS Act and Regulations at the time of induction training; however, this is delivered once they are in the field.

The training program provided to inductees also focuses on providing participants with training on entry report and notice writing, utilisation of the Fieldlink reporting platform, defensive driving and photography. In the more recent induction training programs, inductees are provided training dealing with psychosocial hazards.

Throughout the induction program, inductees participate in field placements where they accompany experienced inspectors on worksite visits. Increasingly, since 2020 there has been a shift towards implementing an apprenticeship based model within the induction training program. Under this model, trainee inspectors spend less time in didactic “classroom” training and spend more time in experiential training via field placements, shadowing experienced inspectors who perform a mentoring role. During field placements inductees only observe their mentors conducting workplace inspections and do not conduct any part of the inspection themselves. Inductees are provided with a “play book” at the beginning of the induction training which outlines the learning outcomes for each week. When assigning inductees to field placements, there is an increasing emphasis on placing them with experienced inspectors who are conducting visits that align with the relevant Acts/Regulations covered in class each week and as outlined in their “play book”. Inductees are required to reflect on what they observed during their placements and these reflections form the basis of questions and discussion when trainees return to classroom training the following week. While some field placements were interspersed in the training schedule of programs prior to 2020, the majority of trainee inspector field placements occurred as a block at the conclusion of the classroom training. Initially, arranging field placements during COVID-19 restrictions in 2020 was difficult due to limitations placed on “accompanied inspections” and so more emphasis was placed on inductees engaging in online video discussions with their mentor. However, with the easing of COVID-19 restrictions and careful coordination by WorkSafe Victoria’s Learning and Capability team and the ITLs, field placements where inductees shadow their mentors on workplace inspections, returned to full operation in the second half of 2020.

#### *2.4.1.1 Case Study: Communicating as an Inspector Module*

*Communicating as an Inspector* is a two-day module in the induction program, provided by external facilitators and it utilises scenario-based training. This module is focused on improving self-insight, crafting the inductee’s role as an inspector to align with their values, developing confidence and communication skills, as well as expanding the repertoire of effective inspector behaviours. In light of this, the *Communicating as an Inspector* module may be an important potential driver of capabilities such as assertiveness, psychological capital, job crafting and career adaptability and therefore here we provide a detailed case study of this module.

The facilitators who deliver the *Communicating as an Inspector* training module are experienced actors/trainers who use drama-based training techniques. In particular, they are experienced in delivering training in the behavioural health and safety domain. Below we outline the specific learning activities involved in this module.

#### *2.4.1.1(a) Identifying Uncertainties and Anxieties as a New Inspector Activity*

In this activity, participants discuss the issues that might arise as an inspector that would create anxiety and concern in terms of how they might react (e.g., dealing with a fatality at a worksite). Participants are then encouraged to explore and discuss their concerns about managing their own reactions and behaviours and the perception of being technically “out of their depth”. These concerns are then discussed in terms of moving from conscious incompetence through to conscious/unconscious competence. The lead facilitator then leads a discussion focused on linking the feelings expressed by participants to their underlying causes. The focus of this discussion is on uncertainty (entering a worksite for the first time) and connecting this with a critical inspector capability: curiosity (i.e., lack of knowledge about an industry gives inspectors the impetus to be curious). Using effective questioning, in terms of moving from general to more specific inquiry, is also discussed as well as how effective questioning directly addresses participants’ anxiety about failing to identify a hazard/risk. Issues such as perfectionism (not missing any hazards/risks) and fear about representing WorkSafe Victoria in meetings with stakeholders are also discussed within the group. Strategies for dealing with these anxieties and gaining a sense of control are then identified and analysed (i.e., consciously slowing down the communication process with a difficult duty holder to regain control). Discussion also focused on professional competency and ability to absorb the information in the induction training. ITLs then discussed their own anxieties/concerns when they commenced as an inspector and the strategies they utilised for overcoming these issues. The ITLs used de-identified personal experiences as examples to highlight their points. The lead facilitator then lead a discussion identifying different support mechanisms available to participants (WorkSafe Victoria, ITLs, trainers, friends and family) and the importance of networking with other participants and how these relationships can support inspectors in the future.

#### *2.4.1.1(b) Memory recall activity*

In this learning activity, the lead facilitator reads out a list of 20 words and participants are asked to recall and write them down in the correct order. Participants are then asked how many words they recalled, with most recalling only a few. The facilitator then tells participants a “story” using the same words that they had tried to recall, linking them associatively in a narrative. Participants were then asked again to recall as many of the words as possible in the correct order. Invariably, participants recall substantially more words after making the narrative associations. In debriefing the activity, participants are questioned by the lead facilitator about why they believed their recall significantly improved. The facilitator typically emphasises the importance of context and cues when recalling information, how working collaboratively on the task surfaces additional information and the importance of visualisation and repetition in aiding recall.

#### *2.4.1.1(c) Observation of Facilitators Roleplaying a Workplace Inspection Activity*

This learning activity involves participants observing two facilitators (actors), one playing the role of the inspector and the other the role of the duty holder. The lead facilitator also sets the context for the visit. In the roleplay, the inspector issues an improvement notice and the duty holder reacts defensively. The interaction then becomes increasingly confrontational and ends abruptly and unsatisfactorily. Participants are then asked to discuss what thoughts and feelings were likely experienced by the inspector and the duty holder, as well as the assumptions each held about the other. Next, participants interview the inspector about their background, experience, values and attitudes. The purpose of this is to encourage participants to use their communication skills to gain information, build rapport, display empathy and reflect on how managing feelings is critical for effective interactions. Emphasis, in particular, is placed on encouraging participants to consider the perspective of the duty

holder in the role play interaction. Participants are then asked to imagine that they are in the role of the inspector and suggest what the inspector could say to avoid the confrontation and obtain the necessary information. The roleplay occurs again, with participants “directing” the inspector in terms of what to say and how to behave during the interaction. Frequently, the lead facilitator pauses the process to provide feedback/guidance on what was suggested by participants. ITLs also provide input and advice to participants regarding what the inspector in the roleplay could communicate, based on their experience, as well as the requirements of the relevant Acts. Next, a few of the participants, in turn, are asked to take on the role of the inspector, with the facilitator again playing the duty holder and they reenact the scenario in front of the group. The lead facilitator regularly pauses the interaction to provide advice and to ask participants for their suggestions for improvement. Following this, facilitators again take on the roles of inspector and duty holder and the participants direct the communication of the inspector until the group and lead facilitator are satisfied that the interaction was positive and effective. Finally, the lead facilitator summarises the key learnings in relation to effective communication and highlights how this contributed to the positive interaction.

#### *2.4.1.1(d) Introducing Yourself as an Inspector Activity*

This learning activity in the Communicating as an Inspector training module focuses on how inspectors can effectively introduce themselves to duty holders. The lead facilitator explains that in interviews conducted with new inspectors, a major anxiety identified related to presenting confidently and competently when introducing themselves to duty holders. Next the ITLs recount their experiences in terms of making introductions early in their career. Participants then form pairs and are required to find out something surprising about their partner. Each participant then shares the surprising fact with the whole group. The lead facilitator then discusses the importance of listening, the enduring nature of early impressions, speaking and behaving confidently and managing emotions. Next, the facilitators role play introductions between inspectors and duty holders using ineffective (e.g., nervous, unprofessional/flippant) and effective (confident, professional) communication. The lead facilitator then debriefs the activity and discusses techniques for managing anxiety, behaving professionally, sensing others’ emotions, ways to “present” as being confident and techniques to create calm in volatile situations.

#### *2.4.1.1(e) Teamwork and Communicating Activity*

In this problem-solving activity, participants form groups and one participant is elected as the group representative. Each group is provided with a large sheet of paper and participants are instructed to, as quickly as possible organise/place themselves so that everyone’s bodyweight is simultaneously on the paper. They are then required to simultaneously remove everyone’s bodyweight from the paper as fast as possible. The lead facilitator then debriefs the activity in terms of discussing the processes that led to success (e.g., teamwork, communicating effectively,) and the processes that were ineffective (e.g., talking over each other). Particular emphasis is placed on discussing the effective communication (e.g., giving feedback and autonomy) and ineffective communication (not carefully monitoring performance) processes used by the lead facilitator when providing the instruction. This activity concludes with the lead facilitator directly linking their experiences with goal setting and being assertive as an inspector (e.g., being firm when setting a date for an improvement notice to be resolved).

#### *2.4.1.1(f) Communication Problem-solving Activity*

In this activity, participants form pairs with one person taking on the role of the instructor and the other taking on the role of the trainee. The trainee is provided with a number of

geometric shapes and the instructor is provided with instructions for making a complete shape. The trainer and trainee sit back-to-back and together work on completing the shape. In this activity, the pairs are provided with one of three different sets of instructions. One set allowed free communication (trainee can ask any question and instructor can provide any answer), another one-way communication (only the instructor can speak) and the third allowed only closed questions and answers (yes/no responses). This activity is then debriefed in terms of which approach produced the most accurate complete shapes, difficulties experienced in obtaining information when the information flow is one-way, frustration when communication is constrained as well as strategies for inquiry and questioning and obtaining information in difficult/complex situations. The lead facilitator and another facilitator then model how to conduct an interview to obtain information about a past experience. The activity concludes with participants forming pairs to practise the interviewing/questioning skills that have been modelled, beginning with broad questions and then drilling down into more specific questions.

#### *2.4.1.1(g) Core Values and Communication Strengths Activity*

In this learning activity, the lead facilitator asks participants to reflect on their core values. Participants are then provided with paper and asked to creatively develop a “family crest” highlighting their core values and communication strengths. Following this, participants, in turn, display their family crest and expand on their core values and strengths as a communicator.

#### *2.4.1.1(h) Reflection Activity*

In this activity, participants are asked to reflect on and record what they have learned and what they would do differently as an inspector, based on their learning in the course. These insights are then shared with the rest of the group and the lead facilitator draws out common themes and assists with developing principles to guide future action as an inspector.

#### *2.4.1.1(i) Roleplay Scenario Activity*

The roleplay scenario training is the major learning activity in the Communicating as an Inspector module. During this training activity, inductees break into small groups and individually role play conducting site visits with the actors/facilitators taking on the role of the duty holder. Each experiential scenario is different, however, in each case the actors/facilitators roleplay being duty holders who are difficult to engage with. In these scenarios, inductees are required to dynamically utilise a range of communication techniques, particularly effective questioning, intended to reduce “duty holder” resistance and/or anxiety, in order to obtain the necessary OHS information and compliance from the “duty holder”.

At the conclusion of each scenario role play, the actors/facilitators provide each inductee with feedback on their behaviour and communication style. In addition, as a group, inductees and the actor/facilitator discuss the strengths of the inductee’s communication style as well as areas for improvement and how they might communicate more effectively. The scenario role play is then repeated so that the inductee has the opportunity to engage with the “duty holder” again and attempt to behave and communicate using more effective strategies that were identified in the group discussion.

At times the actors/facilitators may also stop a scenario when an inductee is experiencing difficulties communicating and dynamically provide them with feedback and suggest an alternative communication approach. In addition to scenario role playing, during the

*Communicating as an Inspector* training module, inductees engage in individual and group-based self-reflection, exploration of their core values and discussions on how these core values might find expression in their role as an inspector; questioning and listening and disclosure activities designed to improve their confidence, self-awareness and capacity to solicit and provide effective feedback.

## *2.4.2 Field mentoring/Diploma of Government (Workplace Inspection) training*

### *2.4.2.1 Field mentoring*

In-the-field mentoring training (i.e., field mentoring) is provided to new inspectors after completing the induction training program. At this point, having successfully completed the induction training and the OHS Appointment Exam, trainees are provisionally authorised to conduct inspections under supervised guidance.

Similar to the induction training, the field mentoring program is based on an apprenticeship model where each new inspector is assigned a mentor. In each case, the mentor assigned to an inspector is highly experienced and they are selected for this role based on their demonstrated capacity to mentor and develop new inspectors. Mentors accompany new inspectors on their workplace visits. Initially new inspectors shadow and observe their mentors conducting inspections in the same manner as the field placements. However, under the guidance of the mentor the new inspectors begin to conduct inspections themselves as their knowledge and confidence builds. New inspectors at this point are authorised to conduct supervised inspections under the Occupational Health and Safety Act - Section 97 (Subsection 1) Inspector subject to Authority's directions.

During the field mentoring training, mentors observe how their protégées conduct these inspections, their communication with duty holders and employees and how effectively they complete formal documentation such as entry reports and notices. The competencies and knowledge of the trainee inspectors are evaluated by their mentor using a checklist. Once the mentor or the trainee inspector's Group Leader is satisfied that the trainee is competent in completing inspections without guidance, the WorkSafe Victoria Training Centre is notified and the inspector is fully authorised to conduct inspections independently without supervision and exercise their full statutory powers under the Act. There is no prescribed duration for the field mentoring training as successful completion is contingent upon the trainee inspector acquiring and demonstrating the requisite competencies as assessed by the mentor or Group Leader.

### *2.4.2.2 Diploma of Government (Workplace Inspection)*

Having completed the field mentoring training, new inspectors are required to enrol in and complete a Diploma of Government (Workplace Inspection) qualification. This is a specialist qualification which covers the competencies required by workplace health and safety inspectors. The Diploma of Government (Workplace Inspection) is delivered by a registered training organisation providing training, assessment and credentials in vocational education and training. The learning and assessment program for the Diploma of Government (Workplace Inspection) was developed to align with the specific training and development needs identified by WorkSafe Victoria. The units offered as part of the Diploma are learner-centred and the specific learning activities utilised are typically experiential in nature.

The Diploma of Government (Workplace Inspection) is delivered and assessed under a competency based system. The course includes 12 units of competency which are outlined below:

1. use complex workplace communication strategies;
2. manage conflict;
3. promote the values and ethos of public service;
4. promote diversity;
5. promote compliance with legislation in the public sector;
6. implement and monitor WHS policies, procedures and programs to meet legislative requirements;
7. manage risk;
8. evaluate workplace legislative compliance;
9. facilitate improvement in workplace legislative performance;
10. conduct an investigation;
11. investigate possible breaches of workplace legislation; and
12. give evidence.

The different units of competency outlined above are organised into clusters of related content to form five skill sets described below:

1. **Evaluate and Facilitate Workplace Safety Performance:** This skill set comprises the capabilities required to determine compliance, breaches and risks to workers or the environment, including the evaluation of change to improve workplace health and safety, workers compensation, injury management and workplace relations. The units of competency that combine to form this skill set are *Evaluate workplace legislative compliance* and *Facilitate improvement in workplace legislative performance*.
2. **Work, Health and Safety and Manage Risk:** This skill set comprises strategies for maximising positive results and minimising negative consequences for a business unit by managing risk. It includes skills in terms of establishing the risk management context and planning for risk management. The units of competency that come together to form this skill set are *Implement and monitor WHS policies, procedures and programs to meet legislative requirements* and *Manage risk*.
3. **Communicate and Engage as a Regulator:** This skill set is focused on developing high-level communication with internal and external clients (e.g., preparing for complex communication, analysing and responding to opinions, presenting a convincing argument and developing a range of communication strategies). This skill set is also focused on developing capabilities in terms of identifying and assessing conflict situations, implementing strategies to resolve conflict and monitoring conflict situations. The units of competency that cluster to form this skill set are *Use complex workplace communication strategies* and *Manage conflict*.
4. **Organisational Ethics and Diversity:** This skill set involves capabilities required to promote ethical standards and diversity within organisations as well as skills for assisting others to comply with public sector guidelines and procedures. Specific competencies developed in relation to ethics include: communicating ethical obligations of public service and the consequences of unethical conduct, assessing the conduct of self and others against ethics standards, decision-making which upholds ethical standards. Competencies developed in relation diversity include: strategies, policies and plans, attracting, developing and promoting a diverse workforce and monitoring diversity outcomes. The competencies developed in terms of assisting others to comply with public sector guidelines and procedures included: strategies to encourage compliance with legislation, communicating the consequences of non-compliance with legislation and effective processes for monitoring non-compliance. The units of competency that combine to form this skill

set are *Promote the values and ethos of public service, Promote diversity and Promote compliance with legislation in the public sector.*

5. **Inspect and Give Evidence:** This skill set comprises the capabilities required by inspectors to conduct investigations into a range of workplace contexts specifically relating to work health and safety (e.g., conducting an initial assessment of the situation, examining the available evidence, identifying potential witnesses, recording initial statements, assessing investigation material and information gathered, conducting formal interviews, and completing an investigation report). This skill set also encompasses the skills required to give evidence in a range of legal proceedings (e.g., preparing for proceedings, presenting evidence, and following up outcomes of proceedings). The units of competency that come together to form this skill set are *Investigate possible breaches of workplace legislation* and *Give evidence*.

The Diploma of Government (Workplace Inspection) is offered on a part-time basis and the content is delivered in a flexible mode. The maximum time allowed for candidates to complete this qualification is two years and candidates may seek recognition of prior learning or recognition of current learning for any subject in this qualification.

At the commencement of the Diploma of Government (Workplace Inspection), inspectors are required to develop an individual learning plan. This learning plan, which is an agreement between the inspector and WorkSafe Victoria's Learning and Capability team and the inspector's Group Leader, details the activities the inspector will undertake to satisfy the requirements of the qualification.

Evidence of demonstrated competence is determined by assessors who are qualified workplace assessors in accordance with the requirements of the Australian Quality Training Framework. Candidates are assessed against a set standard required by the unit of competency (i.e., criterion referenced) and are not graded against each other (i.e., normative assessment). Demonstration of competence involves providing evidence for all of the requirements of the units of competency.

### *2.4.3 Professional Development*

Professional development is provided by WorkSafe Victoria to inspectors via training modules to develop and maintain their competencies. The majority of the professional development modules are delivered face-to-face, however some of these modules are provided online. Inspectors may also develop their skills via "eLearns", which are short, self-paced online training modules involving a range of interactive learning experiences including webinars, audio recordings, text-based content and infographics. Inspectors are required to complete mandatory training modules to maintain compliance (typically annually or biennially), some of which are only mandatory for specific types of inspectors, while other are mandatory for all inspectors. The mandatory training modules are:

- Hazards, Risks and Regulation Training: Forklift and Traffic Management (mandatory for multidisciplinary and construction inspectors)
- Hazards, Risks and Regulation Training: Electrical Safety (mandatory for multidisciplinary and construction inspectors)
- Hazards, Risks and Regulation Training: Noise (mandatory for multidisciplinary and construction inspectors)
- Hazards, Risks and Regulation Training: Confined Spaces (mandatory for multidisciplinary and construction inspectors)

- Hazards, Risks and Regulation Training: Construction Safety (mandatory for construction and IRST inspectors)
- Hazards, Risks and Regulation Training: Asbestos Safety (mandatory for construction and IRST inspectors)
- Hazards, Risks and Regulation Training: Issue Resolution Safety (mandatory for construction, psychosocial and IRC inspectors)
- Defensive Driving (mandatory for inspectors with a vehicle)
- Infringements Masterclass (mandatory for all inspectors)
- Notice Writing and Points of Proof Masterclass (mandatory for all inspectors)
- Introduction to Dangerous Goods (mandatory as determined by line managers)
- Manual Handling Refresher (mandatory for multidisciplinary, construction and psychosocial inspectors)
- Psychosocial Hazards (mandatory for all inspectors)

The professional development modules provided to inspectors have been designed to develop and enhance the competencies relevant to performing their role. A number of the modules focus on workplace health and safety management and include: Forensic Photography, Crime Scene Management, Return to Work Management and Occupational Health and Safety (OHS) Regulations. These modules are intended to provide inspectors with in-depth knowledge and technical skills in specific areas of workplace health and safety, so inspectors have the necessary capabilities to manage complex environments. Other professional development modules address personal safety and stress management issues, for example: Critical Incident and Stress Management and Personal Safety Situation Awareness. The purpose of these modules is to provide inspectors with the skills required to manage stress during critical incidents and to enhance their own personal well-being. Some of the professional development modules focus on improving the communication skills of inspectors and include: Communication Strategies and Occupational Safety Training and Use of Advanced Workplace Communication Strategies. Other professional development modules focus on emotional intelligence and meeting customer needs and include modules such as Using Emotional Intelligence in the Field and Customer Service and Call Management. The complete list of professional development modules (workshops and eLearns) during the evaluation period are provided in Appendix A.

The professional development modules provided to inspectors are delivered by trainers who are members of WorkSafe Victoria's Learning and Capability team or, in some circumstances, by internal or external subject matter experts. The duration of the professional development workshop modules vary in length from 1 hour (e.g., Informants' Statements) through to 48 hours (e.g., Events and Amusements Inspection Training).

Inspectors typically self-select the professional development modules they believe would be helpful, however, a WorkSafe Victoria Group Leader may advise an individual inspector, who is a direct report, on which training modules would be most appropriate in terms of meeting their specific developmental needs. Engagement with the non-compulsory professional development modules is completely at the discretion of the inspector and there is no minimum number of non-mandatory modules that are required to be completed.

WorkSafe Victoria's senior leaders decide which professional development modules are to be provided each year. This occurs during the approval process for the annual training calendar for inspectors (which includes the professional development modules). As part of the approval process, WorkSafe Victoria's senior leaders may also recommend that specific professional development modules be included in the calendar, based on identified strategic needs. There are, however, other certain circumstances where additional professional development training modules may be developed and/or delivered. For example, a Group

Leader may request for a training module to be developed on a particular topic deemed relevant to the performance and career development of inspectors in their team. Also, in circumstances, for example, following the introduction of a new legislated regulation or following recognition of a critical mass of inspection reports that require improvement, a new module may be developed and delivered, or a pre-existing “refresher” module may be included. As a consequence, there is sufficient flexibility in the professional development training calendar for ad-hoc training to accommodate dynamic exigencies.

Some of the formal training modules involve formative assessment (assessing learning via real-time quizzes and tests) and/or summative assessment (assessing learning via knowledge checks or quizzes at the conclusion of the training module). The purpose of these quizzes and tests is to confirm and reinforce the information conveyed in the module and to improve inspector confidence when applying the new skills. Each of the professional development modules is evaluated via feedback provided by participants upon completion. This evaluative feedback is reviewed by WorkSafe Victoria’s Learning and Capability team and forms an important component of the team’s quality assurance measures. WorkSafe Victoria’s Learning and Capability team also work closely with the internal and external subject matter experts in analysing the evaluative feedback in order to make appropriate improvements to the content of the modules, delivery techniques and learning processes. WorkSafe Victoria intends to have a process for monitoring completion of the mandatory professional development embedded by the end of 2024.

WorkSafe Victoria, via an institutional subscription, also provides inspectors with access to the online educational platform, LinkedIn Learning. Inspectors can use LinkedIn Learning to access more than 13,000 online video courses delivered by experts in areas such as personal development, business skills and software application. Accessing and completing the LinkedIn Learning courses is completely at the discretion of the inspectors and while encouraged by WorkSafe Victoria, this is not a requirement. The LinkedIn Learning instructional video content for courses is supplemented with exercise files (supplemental project files or informational documents the LinkedIn Learning instructor uses to teach the course) and assignments for inspectors to complete. Inspectors may choose which LinkedIn Learning courses to complete, based on their self-identified training needs, or they may receive suggestions for courses from the LinkedIn Learning algorithm, based on their stated interests, skills trending in inspection and their learning history. Inspectors may also receive recommendations for a particular LinkedIn Learning course from WorkSafe Victoria’s Learning and Capability team or their Group Leader for specific skill development. Inspectors may also recommend and share courses within their LinkedIn network. Professional development courses are also provided by WorkSafe Victoria’s Enterprise Team, which are available to all WorkSafe Victoria employees, including inspectors.

### 3. Method

#### 3.1. Sample and procedure

The initial sample for this project was comprised of new-start inductee inspectors, employed by WorkSafe Victoria, from three training cohorts. Consistent with the proposal for this project, inductees in these three training cohorts were surveyed at four time points: prior to commencing the induction training (Time 1), at the conclusion of the induction training (Time 2), at the conclusion of the field mentoring/ Diploma of Government (Workplace Inspection) (Time 3) and after 12 months engagement in the professional development training offered by WorkSafe Victoria to inspectors (Time 4). However, as a risk mitigation strategy in case there was significant attrition, three additional cohorts of new inspectors were also surveyed at Time 1, 2 and 3. This increase in scope for data collection, by including three additional

cohorts of new-start inductees at Times 1, 2 and 3, had no impact on the costs or timelines for this project. Given the strong response rate at Time 4 for the first three cohorts (65%) and to avoid extending the timelines for completion beyond those approved, the additional three cohorts were not surveyed at Time 4. Prior to conducting the study, we obtained approval from the Monash University Human Research Ethics Committee. Participation in the study was voluntary and participants could withdraw at any time. In addition, participants were informed that their survey responses were de-identified and anonymous.

The specific training cohorts were:

1. operational emergency management (OEM) inspectors (commenced induction training on April 9, 2018);
2. operational emergency management (OEM) inspectors (commenced induction training on January 21, 2019);
3. operational emergency management (OEM) inspectors (commenced induction training on September 23, 2019);
4. construction inspectors (commenced induction training on August 25, 2020);
5. operational emergency management (OEM) inspectors (commenced induction training on September 19, 2020); and
6. investigative inspectors (commenced induction training on February 16, 2021).

### *3.1.1 Baseline assessment*

On the first or the second day of commencing their induction training, inductees were invited to participate in the study, which involved responding to a baseline survey that required approximately 30 minutes to complete. Respondents from all training cohorts were administered the survey as a group, during a dedicated session scheduled in their training program. The initial sample was comprised of 109 inductees at the commencement of their induction training program (Time 1). All inductees agreed to participate in the initial survey.

### *3.1.2 First follow-up*

On the penultimate or final day of their induction training, inductees were invited to participate in a follow-up survey, which included the same measures they completed at the commencement of their induction training. Respondents from all training cohorts were administered this second survey as a group, during a dedicated session scheduled in their training program. We obtained 102 matched follow-up responses from inductees, after completion of their induction training program and prior to the commencement of their field mentoring/diploma training (Time 2). The response rate for the first follow-up survey was 94%.

### *3.1.3 Second follow-up*

Approximately 18 months after Time 2 data collection, participants in the first three cohorts of inductees were invited to participate in a second follow-up survey. Specifically, they were sent personalised emails from WorkSafe Victoria's Learning and Capability team, containing a link to an online survey. General reminder emails were sent approximately one, two and three weeks after the initial email invitation to participate. This second follow-up survey contained the same measures used in the two earlier surveys, as well as a measure of inspector influencing behaviours. The influencing behaviours measure was not included in the earlier surveys as it asked about specific behaviours as an inspector and, prior to this point, respondents were inductees and merely observing inspections conducted by mentors

during field placements. We obtained 66 matched responses at this second follow-up, which aligned with the completion of their field mentoring and Diploma of Government (Workplace Inspection) course (Time 3). The response rate for this second follow-up survey was 65%.

3.1.4 Third follow-up

After approximately 12 months engagement in WorkSafe Victoria’s continuing professional development program, participants in the first three cohorts (N=63) were assessed using the same measures used in second follow-up survey (including the inspector influencing behaviour measure so that comparisons could be made between the second and third follow-up surveys) including self-report performance/promotability rating (Time 4). General reminder emails were sent approximately one, two and three weeks after the initial email invitation to participate. We obtained 41 matched responses at the third follow survey, which yielded a response rate of 65%.

An overview of the methodology used in this study is presented below in Figure 1.

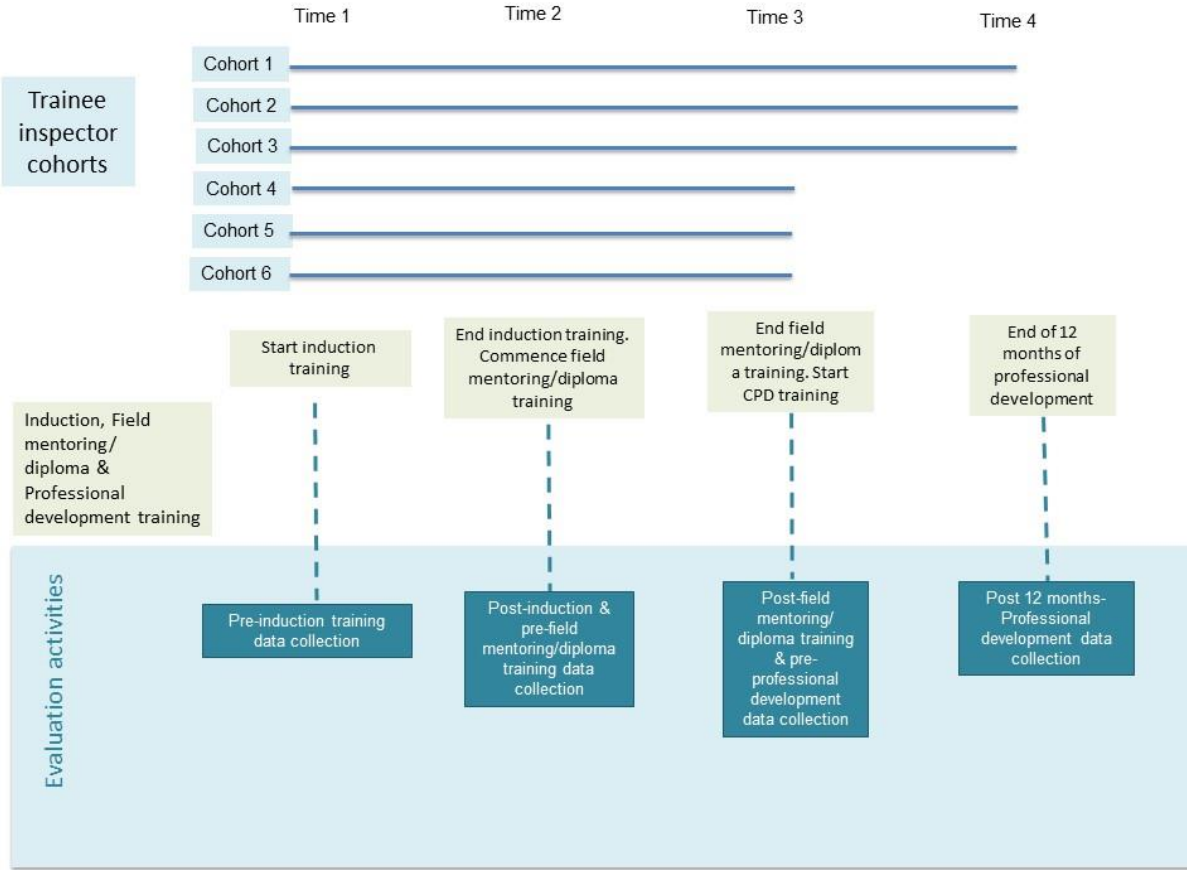


FIGURE 1: OVERVIEW OF METHODOLOGY

3.2. Measures for evaluation

Below we describe the self-report competency measures used to evaluate the effectiveness of the induction training and the field mentoring/diploma training. A limitation of self-report

measures is that they may be subject to self-presentation biases such as social desirability. However, often these competencies are best assessed by the individual and are not easily observed by others (e.g., self-efficacy, hope, optimism, etc.). It is also the case that some methodologists (Chan, 2008; Hough et al., 1990; Spector, 1987; 1994; 2006; Tharenou, Donohue, & Cooper, 2007) argue that these biases may be overstated (particularly in a low stakes context such as a survey compared to a high stakes context such as a job interview) and they may be substantially reduced when respondents are assured anonymity and when valid and reliable measures are used. In this evaluation, participants were assured anonymity and all measures used were empirically pre-validated with very good psychometric properties. In addition, analyses conducted in the current study found these measures to be reliable indicators (above .70) of their underlying constructs.

### 3.2.1 Career adaptability

Career adaptability was assessed using the 24-item Career Adapt-Abilities Scale (CAAS; Savickas & Porfeli, 2012). The CAAS consists of four subscales with six items each that measure concern, control, curiosity, and confidence as psychosocial resources for individuals' career development. Example items are "Thinking about what my future will be like" (concern), "Making decisions by myself" (control), "Exploring my surroundings" (curiosity), and "Performing tasks efficiently" (confidence). Respondents provide their ratings on 5-point scales ranging from 1 (*not strong*) to 5 (*strongest*). We found evidence in support of the internal consistency reliability for the overall scale and for the separate subscales. The average Cronbach's alpha (across four waves) for the overall career adaptability scale was .90, .81 for concern, .77 for control, .82 for curiosity and .85 for confidence.

### 3.2.2 Assertiveness

Assertiveness was measured using the dominant style scale taken from the Career Attitudes and Strategies Inventory (CASI; Holland & Gottfredson, 1994). The dominant style scale assesses the extent to which an employee behaves assertively and their proclivity to take charge when tasks need to be accomplished within the work environment. The scale consists of 11 items presented as declarative statements, to which respondents are required to indicate whether each is *false* (1), *mostly false* (2), *mostly true* (3), or *true* (4). An example item is "I am the sort of person who takes over when there are differences in opinion". The average Cronbach's alpha (across four waves) for the Dominant Style scale was .72.

### 3.2.3 Job crafting

Job crafting was measured via the 21-item Job Crafting Scale (Tims et al., 2012) and is comprised of four subscales: increasing social job resources (five items), increasing structural job resources (five items), increasing challenging demands (five items), and decreasing hindering demands (six items). Responses are provided on a 5-point Likert scale (ranging from 1 *totally disagree* through to 5 *totally agree*). Example items are: "I ask colleagues for advice" (increasing social resources); "I make sure that I use my capacities to the fullest" (increasing structural resources); "If there are new developments, I am one of the first to learn about them and try them out" (increasing challenging demands); and "I try to ensure that my work is emotionally less intense" (decreasing hindering demands). The average Cronbach's alpha (across four waves) for increasing social job resources was .71, .81 for increasing structural job resources, .74 for increasing challenging demands and .76 for decreasing hindering demands. These Cronbach's alpha coefficients indicate that the job crafting scales demonstrated acceptable internal consistency reliability in this study.

### 3.2.4 Psychological capital

Psychological capital was assessed using the 12-item Psychological Capital Questionnaire (Luthans et al., 2007). This scale is comprised of four subdimensions: self-efficacy (3 items), resilience (3 items), optimism (2 items), and hope (4 items). Example items are: “I feel confident presenting information to a group of colleagues” (self-efficacy); “I can think of many ways to reach my current work goals” (hope); “I usually take stressful things at work in my stride” (resilience); and “I’m optimistic about what will happen to me in the future as it pertains to work” (optimism). Items are rated using a 6-point response format ranging from (1) *strongly disagree* through to (6) *strongly agree*. Consistent with prior studies, we found that the overall psychological capital measure and the four subdimension scales were reliable. The average Cronbach’s alpha (across four waves) for the overall psychological capital scale was .85, .77 for self-efficacy, .79 for hope, .71 for resilience and .82 for optimism.

### 3.2.5 Performance/promotability

The initial intention was to assess performance/promotability via supervisor ratings from inspectors’ performance feedback meetings, however, we were informed after the project commenced that numerical performance/promotability ratings were no longer used in the feedback meetings with inspectors. As a consequence, performance/promotability was assessed via self-report using a single-item measure that mirrored the evaluation item that has been used by inspectors when assessing their performance and suitability for promotion during the course of this project. Self-report performance measures are potentially subject to the self-presentation biases discussed above and therefore they are not without limitations. However, supervisor reports are also somewhat subjective evaluations as they are potentially influenced by rater biases such as the leniency, halo, central tendency and recency effects, as well as low inter-rater reliability (Tharenou, Donohue & Cooper, 2007). In addition, there is research evidence which indicates that self-ratings and supervisor ratings of performance are significantly and positively correlated and that self-ratings of performance are quite predictive of future objective performance outcomes, particularly when responding anonymously, as was the case in the current evaluation (Blickle et al., 2011; Heidemeier & Moser, 2009; Lane & Herriot, 1990; Lerner et al., 2003). Studies also indicate that the validity of self-report performance evaluations are significantly improved when respondents make comparative self-evaluations of their performance (relative judgements compared to their peers), rather than absolute self-evaluations and that the former typically yield lower ratings (less elevated) relative to the latter (Carver et al., 2021; Goffin & Olson, 2011). In light of this, we included a comparative element to the item stem for the performance/promotability measure. Specifically, participants were asked to: *Thinking about your current performance/promotability relative to the performance/promotability of your other team members, select the statement that is most representative*. The response options, ranging from lower through to higher performance and preparedness for promotion, were: *I want to stay within my current role* (1); *I am evolving beyond my current role* (2); *I am ready for promotion* (3).

### 3.2.6 Influencing behaviours

Influencing behaviours were measured via four separate scales taken from the Influencing Behavior Questionnaire (IBQ; Yukl et al., 2008). As these scales measure the actual influencing behaviours undertaken by inspectors, they were only completed by new inspectors in this study at Time 3 (after completion of the field mentoring/diploma training)

and at Time 4 (after 12 months engagement in the professional development training), because at earlier data collection points they were inductees and only observing inspections.

The four scales examined were rational persuasion, legitimating, apprising and collaborating and each scale was comprised of four items. The items were slightly modified so that they were relevant to inspectors. Respondents are asked about different influencing behaviours with duty holders during inspections and are required to indicate how frequently they display each behaviour from (1) *very rarely* through to (5) *Always*. The stem for the items are: “*In my role as an inspector, I...*”. Example items are: “Explain clearly why my request or change is necessary to achieve an objective” (rational persuasion); “Emphasise that I am authorised to take action to enforce health and safety laws” (legitimating); “Explain how a request or change that I make will improve health and safety performance in the organisation” (apprising); and “Provide additional resources to help duty holders following a request or change that I make” (collaborating). In the current study, we found evidence to support the reliability of the influencing skills measures. The average Cronbach’s alpha (across two waves) for rational persuasion was .84, .79 for legitimating, .79 for apprising and .76 for collaborating.

### 3.3. Statistical analyses

The analyses for this study were split into:

1. Analysis of the change in capability measures following induction training from Time 1 to Time 2;
2. Analysis of the change in capability measures following the field mentoring/diploma training from Time 2 to Time 3; and
3. Analysis of the change in capability measures following 12 months engagement in professional development.

#### 3.3.1 Analysis Assessing Impact of Induction Training

In order to evaluate the impact of the induction training on changes in capabilities measures, a series of two-way between-within subjects analysis of variance (ANOVA) were conducted. These analyses were conducted comparing Time 1 (pre-induction training) and Time 2 data (post-induction training).

In these two-way between-within subjects ANOVAs, the nominal training cohorts variable was entered as a between-subjects factor. This was undertaken in order to represent the fact that while participants were exposed to the same content in their training program, they were clustered in different training groups. For example, it is possible that some training cohorts may systematically score higher or lower on the capability measures than other training cohorts. It may also be the case that different cohorts may have been exposed to different trainers who varied in their training ability and this may have resulted in different training outcomes. It also accounts for the fact that some cohorts received face-to-face training, while later cohorts were trained online and had more field placements embedded in their induction training, compared to earlier cohorts.

#### 3.3.2 Analyses Assessing the impact of Field mentoring/diploma training

To evaluate the impact of the field mentoring/diploma training, one-way repeated-measures ANOVAs were undertaken with Time 2 (pre-field mentoring/diploma training) and Time 3

(post-field mentoring/diploma training) data as the within-subjects factor. As inspectors were no longer embedded in training groups and were now out in the field, there was no requirement for a between-subjects factor and all inspector responses were pooled in these analyses.

*3.3.3 Analyses Assessing the impact of 12 months engagement in professional development training*

In order to assess the impact of 12 months engagement in professional development training, one-way repeated-measures ANOVAs were undertaken with Time 3 (post-field mentoring/diploma training) and Time 4 (post-12 months professional development) data as the within-subjects factor. As per the analyses assessing the impact of the field mentoring program, because inspectors were out in the field (not in training cohorts), there was no requirement for a between-subjects factor and all inspector responses were pooled for these analyses.

**4. Results**

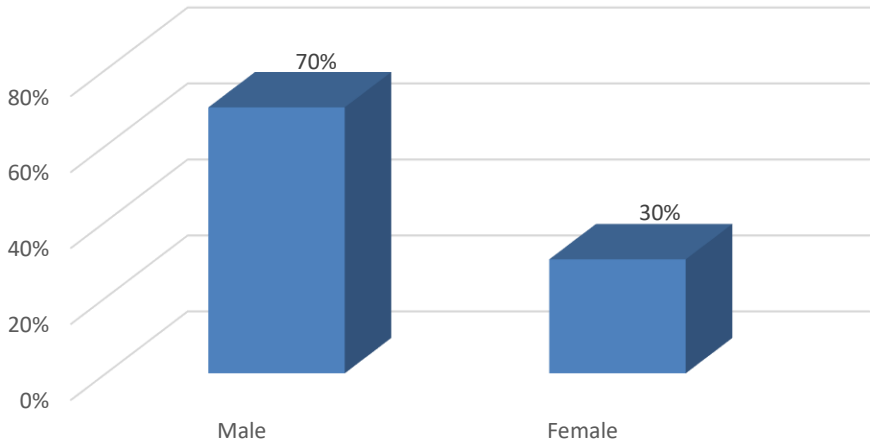
In this section we present the results of the study as follows:

- a summary of the demographic characteristics of trainee inspectors;
- reporting on the evaluation of the impact of the induction training;
- reporting on the evaluation of the impact of the field mentoring/diploma training; and
- reporting on the evaluation of the impact of professional development training.

*4.1. Characteristics of respondents*

*4.1.1 Gender*

As shown in Figure 2 below, more than two thirds of the respondents in this survey were male. Fewer respondents reported being female and no respondents reported being non-binary, nor preferred not to say.



**FIGURE 2: GENDER**

### 4.1.2 Age

Figure 3 below displays the distribution of age for the respondents in the sample. The majority of the respondents were aged between 36-45, with over two-thirds of the respondents aged 45 years or less.

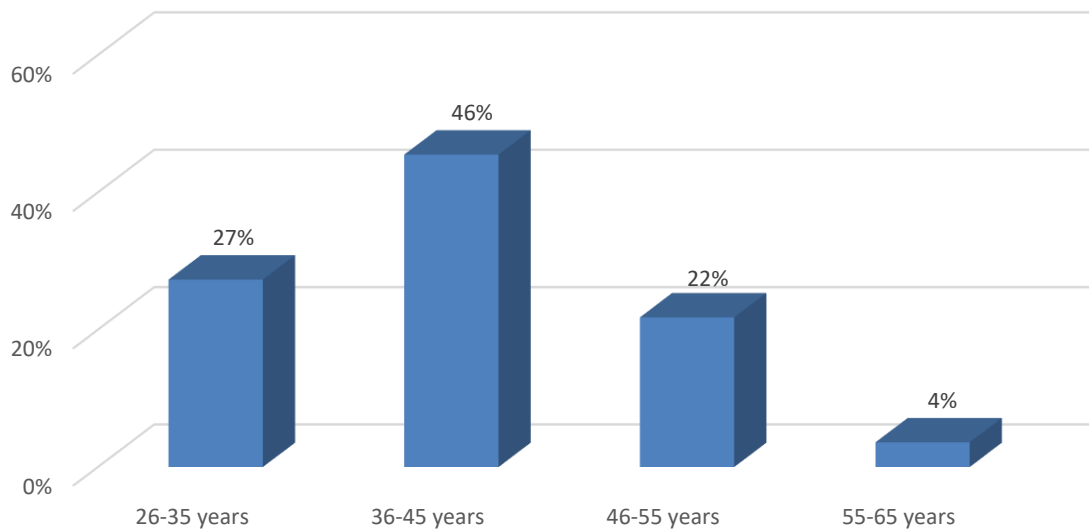


FIGURE 3: AGE

### 4.1.3 Highest education level

Figure 4 below displays the distribution of the highest education level of trainee inspectors. Slightly more than half of trainee inspectors reported that their highest qualification was either an Advanced Diploma/Diploma or a Bachelor Degree.

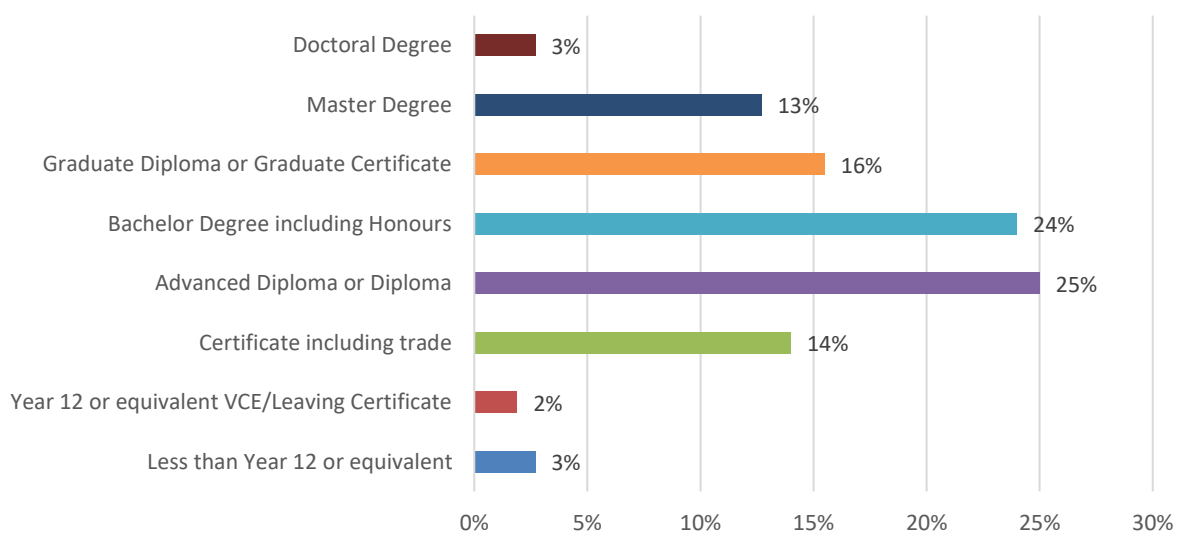


FIGURE 4: HIGHEST EDUCATION LEVEL

#### 4.1.4 Prior industry sectors

Figure 5 below presents the prior industry sectors that trainee inspectors were employed in before employment by WorkSafe Victoria and commencing their induction training. Review of Figure 5 indicates that a substantial percentage of trainee inspectors were previously employed in the public administration and safety sector. The construction, transport, postal and warehousing, police and firefighting services, as well as the health care and social assistance sectors, were well represented in terms of the industry sectors in which trainee inspectors were previously employed.

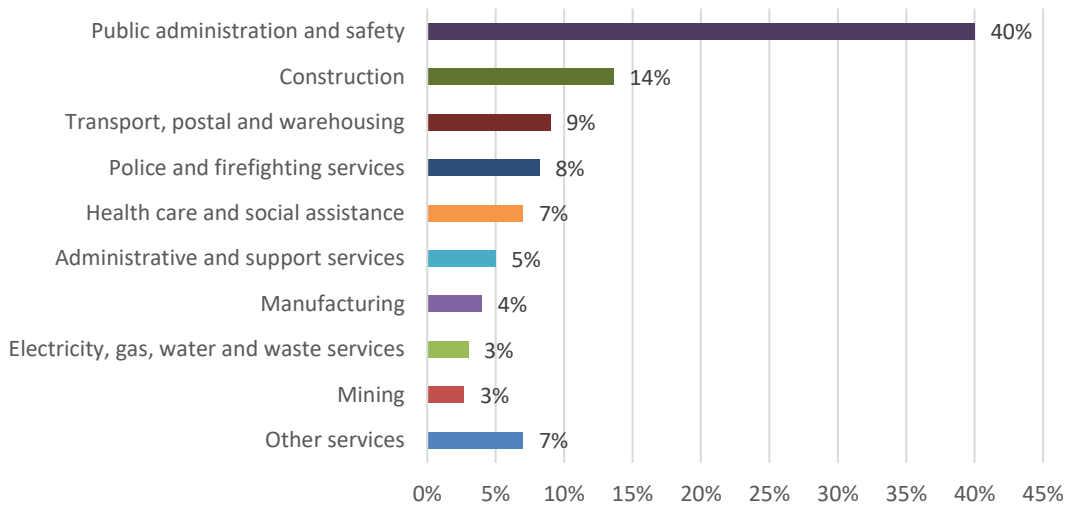


FIGURE 5: PRIOR INDUSTRY SECTOR

#### 4.1.5 Specific public administration and safety prior occupation types

As a large percentage of trainee inspectors were previously employed in the public administration and safety industry sector prior to employment by WorkSafe Victoria and commencing induction training, we present below in Figure 6 the specific public administration and safety prior occupational types of this group of trainee inspectors. Review of Figure 6 indicates that the largest specific prior occupation types of trainee inspectors within the public administration and safety sector were health and safety environment (HSE) advisor, followed by safety systems manager.

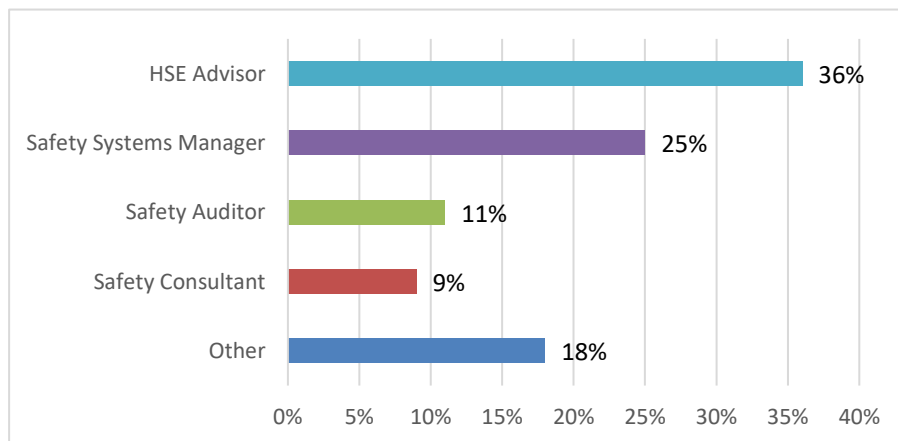


FIGURE 6: SPECIFIC PUBLIC ADMINISTRATION AND SAFETY PRIOR OCCUPATION TYPE

#### 4.1.6 Prior occupation tenure

Figure 7 below displays the distribution of the prior occupation tenure of respondents. The majority of respondents reported that they had worked in their prior occupation for five years or less.

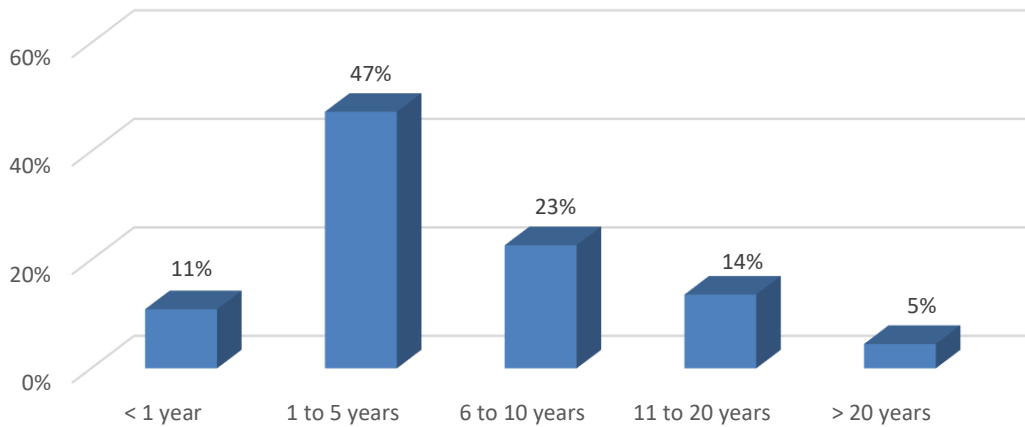


FIGURE 7: PRIOR OCCUPATION TENURE

#### 4.2. Evaluation of the impact of inspector induction training

Below we describe the results of the analyses conducted to evaluate the impact of the inspector induction training on the capability variables.

##### 4.2.1 Psychological capital

Psychological capital refers to an individual's positive state of development in relation to a set of capabilities (self-efficacy, hope, resilience and optimism) that they can use to help improve their effectiveness in their job role and their career success.

##### 4.2.1.1 Self-efficacy

Figure 8 presents the trainee inspector mean scores for self-efficacy at the commencement of the induction training and their mean self-efficacy scores following completion of the induction program. A two-way between-within subjects ANOVA indicated that there was no statistically significant change in self-efficacy from pre-induction to post-induction training.

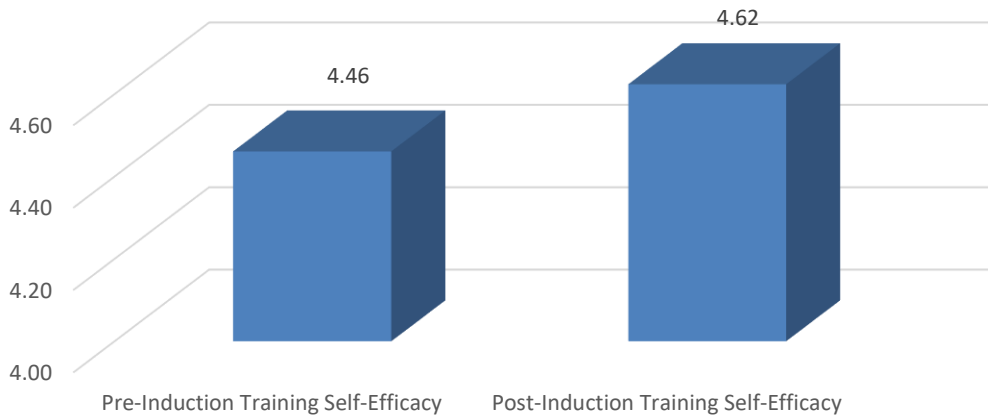


FIGURE 8: PRE- & POST-INDUCTION TRAINING SELF-EFFICACY

#### 4.2.1.2 Hope

Trainee inspector mean scores for hope prior to beginning their induction training and at the conclusion of their induction training are presented below in Figure 9. A two-way between-within subjects ANOVA indicated that there was a significant change, with trainee inspectors on average scoring significantly higher in terms of hope ( $p < .05$ ) following completion of the induction training, when compared with their pre-induction training scores on this measure. The effect size for the impact of the induction training on hope (partial eta squared = .04) was small according to the commonly used guidelines recommended by Cohen (1988).

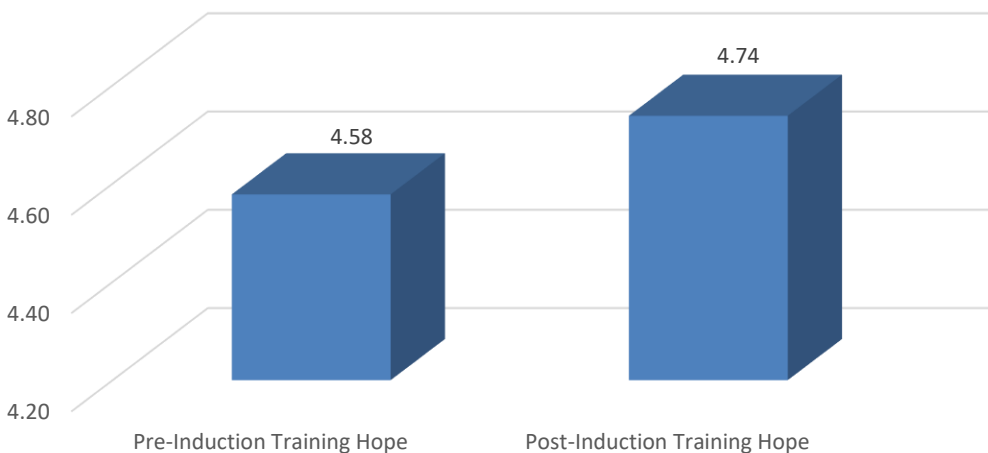


FIGURE 9: PRE- & POST-INDUCTION TRAINING HOPE

#### 4.2.1.3 Resilience

Figure 10 presents the trainee inspector mean scores for resilience at the commencement of the induction training and their mean resilience scores following completion of the induction program. A two-way between-within subjects ANOVA test indicated that there was no significant change in trainee inspectors' pre-induction training and post-induction levels of resilience.

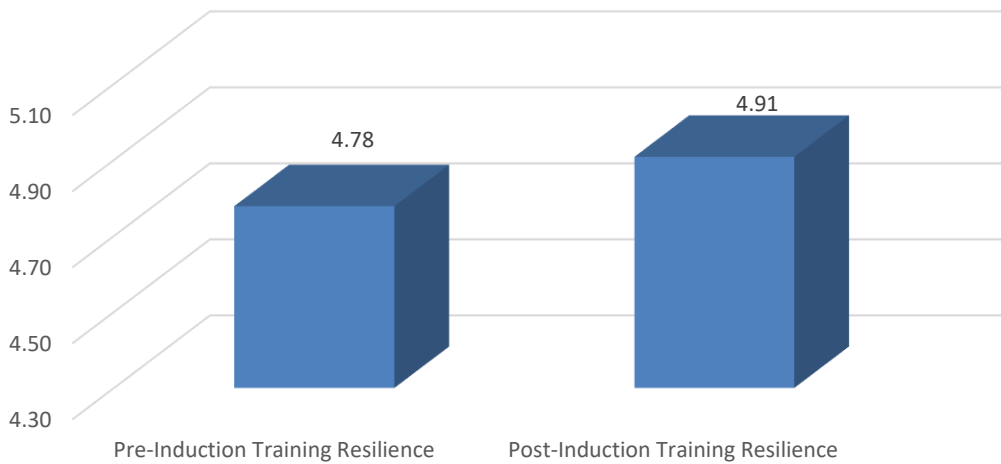


FIGURE 10: PRE- & POST-INDUCTION TRAINING RESILIENCE

#### 4.2.1.4 Optimism

Trainee inspector mean scores for optimism before commencing their induction training and their mean scores for optimism at the conclusion of their induction training is presented below in Figure 11. A two-way between-within subjects ANOVA indicated that there was no significant change in mean optimism scores for trainee inspectors following completion of the induction training.

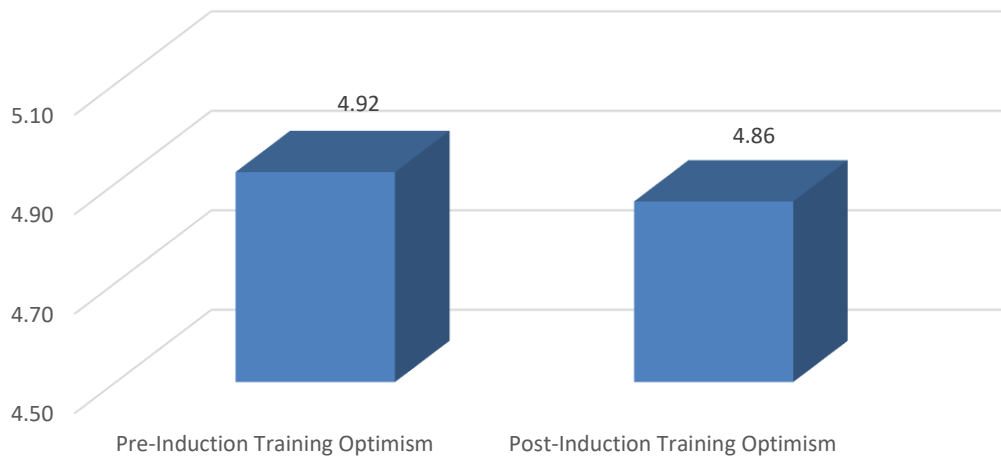


FIGURE 11: PRE- & POST-INDUCTION TRAINING OPTIMISM

#### 4.2.1.5 Overall psychological capital

Figure 12 presents the trainee inspector mean scores for overall psychological capital at the commencement of the induction training and their mean scores for overall psychological capital at completion of the induction program. A two-way between-within subjects ANOVA indicated that there was no significant change in overall psychological capital following the induction training.

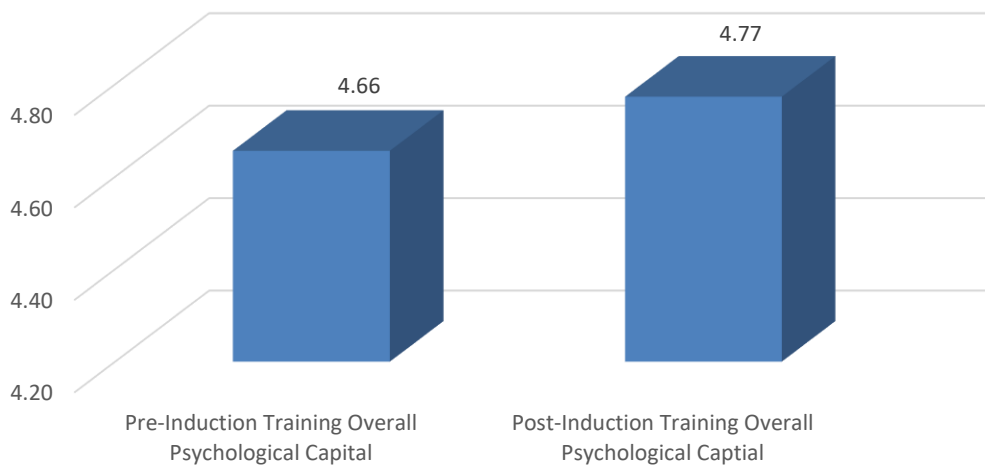


FIGURE 12: PRE- & POST-INDUCTION TRAINING OVERALL PSYCHOLOGICAL CAPITAL

#### 4.2.2 Assertiveness

Figure 13 displays the pre-induction training and post-induction training mean scores for assertiveness. A two-way between-within subjects ANOVA indicated that there was no significant change in assertiveness over the course of the induction training program.

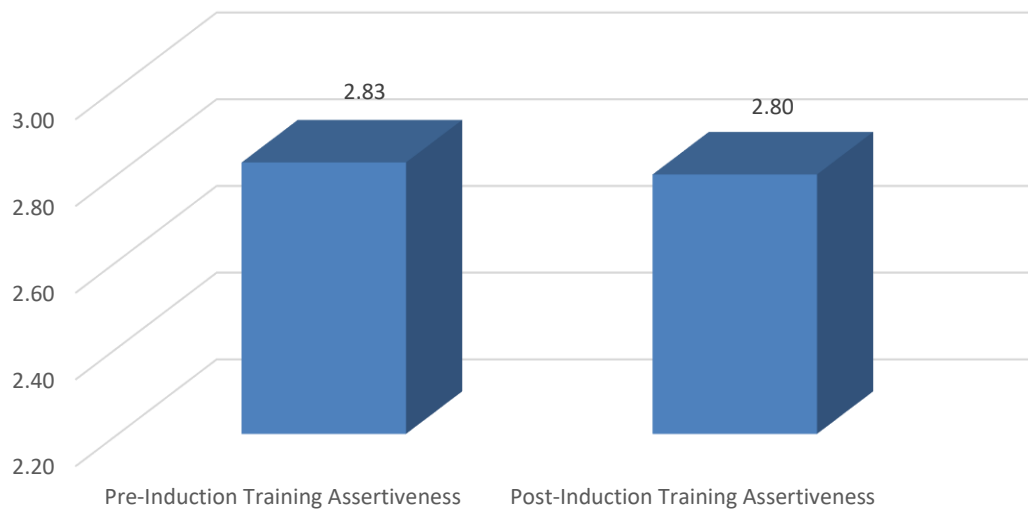


FIGURE 13: PRE- & POST-INDUCTION TRAINING ASSERTIVENESS

### 4.2.3 Career adaptability

Career adaptability is a critical set of psychosocial competencies (concern, control, curiosity and confidence) that enables workers to predict, prepare for, and deal with complex and changing work environments.

#### 4.2.3.1 Career adaptability concern

Trainee inspector mean scores for career adaptability concern before commencing their induction training and their mean scores for career adaptability concern at the conclusion of their induction training are presented below in Figure 14. A two-way between-within subjects ANOVA indicated that there was no significant change in career adaptability concern for trainee inspectors over the course of the induction training.

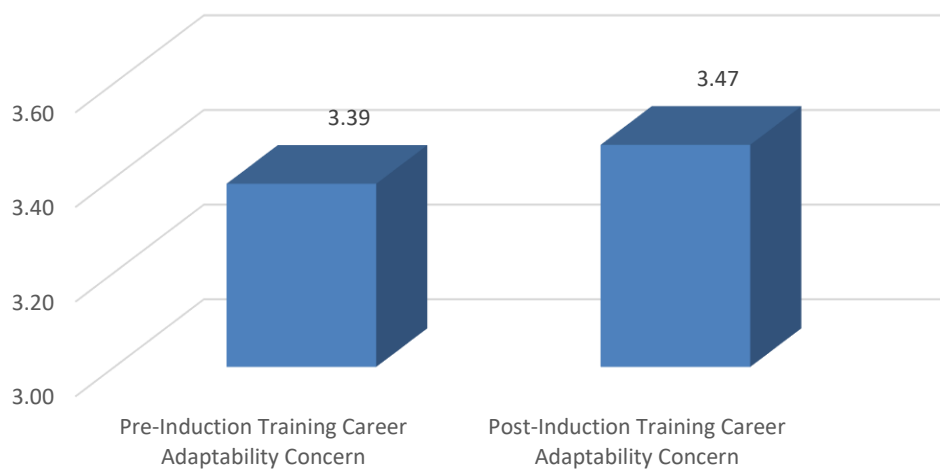


FIGURE 14: PRE- & POST-INDUCTION TRAINING CAREER ADAPTABILITY CONCERN

#### 4.2.3.2 Career adaptability control

Below Figure 15 presents the pre-induction training and post-induction training mean scores for career adaptability control. A two-way between-within subjects ANOVA indicated that there was no significant change in trainee inspectors' levels of career adaptability control after completing the induction training, when compared with their pre-induction training scores on this measure.

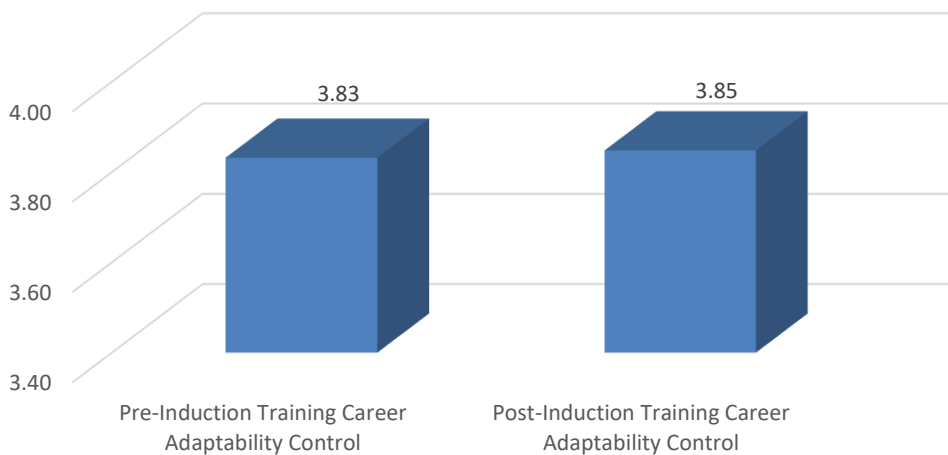


FIGURE 15: PRE- & POST-INDUCTION TRAINING CAREER ADAPTABILITY CONTROL

#### 4.2.3.3 Career adaptability curiosity

Figure 16 displays the pre-induction training and post-induction training means scores for career adaptability curiosity. A two-way between-within subjects ANOVA indicated that there was a significant change in trainee inspector levels of career adaptability curiosity ( $p < .05$ ) over the course of the induction training program. Review of Figure 16 indicates that trainees scored significantly higher on career adaptability curiosity at the conclusion of the induction training, compared to their pre-induction training scores on this measure. The effect size for the influence of the induction training on career adaptability curiosity was moderate (partial eta squared = .08) according to Cohen's (1988) recommended criteria.

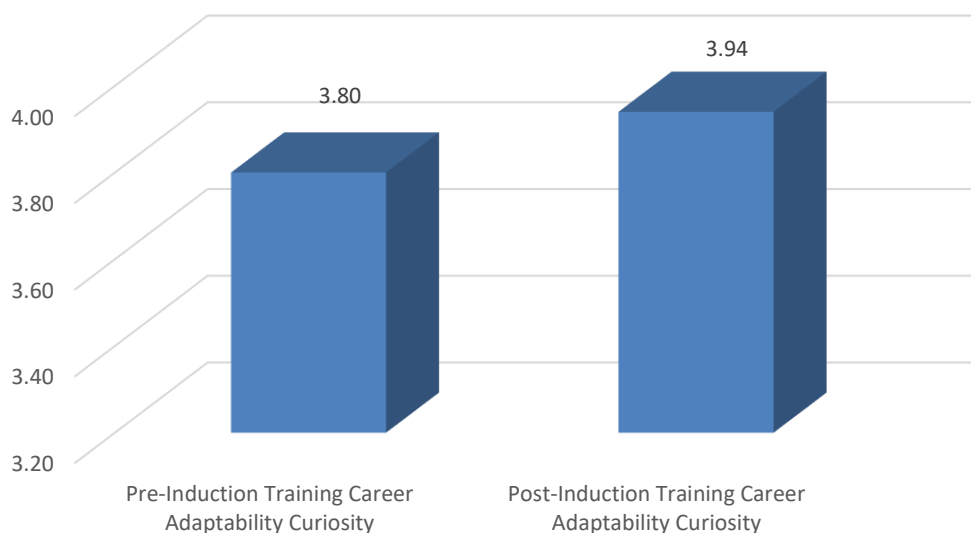


FIGURE 16: PRE- & POST-INDUCTION TRAINING CAREER ADAPTABILITY CURIOSITY

#### 4.2.3.4 Career adaptability confidence

The mean scores obtained by trainee inspectors for career adaptability confidence before commencing their induction training and their mean scores for career adaptability confidence

at the conclusion of their induction training are presented below in Figure 17. A two-way between-within subjects ANOVA indicated that there was a significant change in career adaptability confidence ( $p < .05$ ). Inspection of Figure 17 indicates that there was an increase in participants' career adaptability confidence over the course of the induction training program. The effect size for the impact of the induction training on career adaptability confidence (partial eta squared = .06) was moderate according to Cohen's criteria.

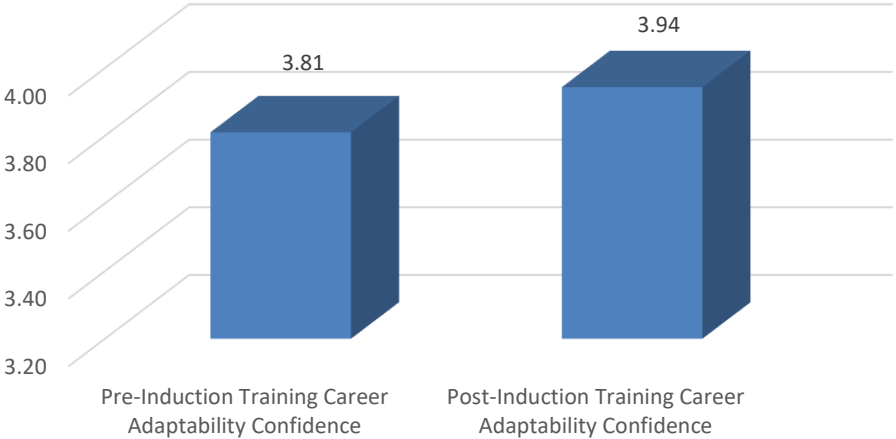


FIGURE 17: PRE- & POST-INDUCTION TRAINING CAREER ADAPTABILITY CONFIDENCE

4.2.3.5 Overall career adaptability

Figure 18 displays the pre-induction training and post-induction training mean scores for overall career adaptability. A two-way between-within subjects ANOVA indicated that there was a significant change in trainee inspector levels of overall career adaptability ( $p < .05$ ) over the course of the induction training program. Examination of Figure 18 shows that trainees scored higher on overall career adaptability at the conclusion of the induction training, compared to their pre-induction training scores on this measure. The effect size for the influence of the induction training on overall career adaptability was small (partial eta squared = .04) according to Cohen's (1988) recommended criteria.

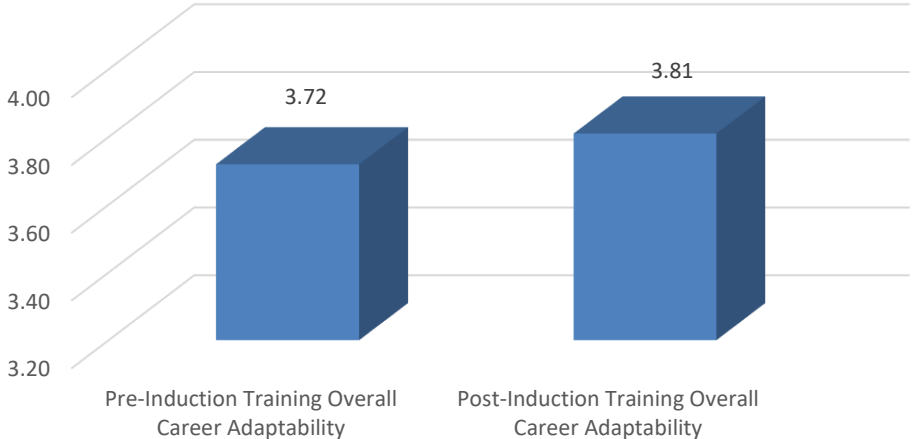


FIGURE 18: PRE- & POST-INDUCTION TRAINING OVERALL CAREER ADAPTABILITY

#### 4.2.4 Job Crafting

Job crafting refers to self-initiated changes that an employee makes to their role by balancing their job demands and job resources with their personal abilities and needs.

##### 4.2.4.1 Job crafting increasing structural resources

Trainee inspector mean scores for job crafting increasing structural resources before commencing their induction training and their mean scores for this measure at the conclusion of their induction training are presented below in Figure 19. A two-way between-within subjects ANOVA indicated that there was a significant change in job crafting increasing structural resources ( $p < .05$ ), with trainees scoring higher on this capability at the conclusion of the induction training. The effect size for the impact of the induction training program on job crafting increasing structural resources was moderate (partial eta squared = .09) according to the commonly used criteria.

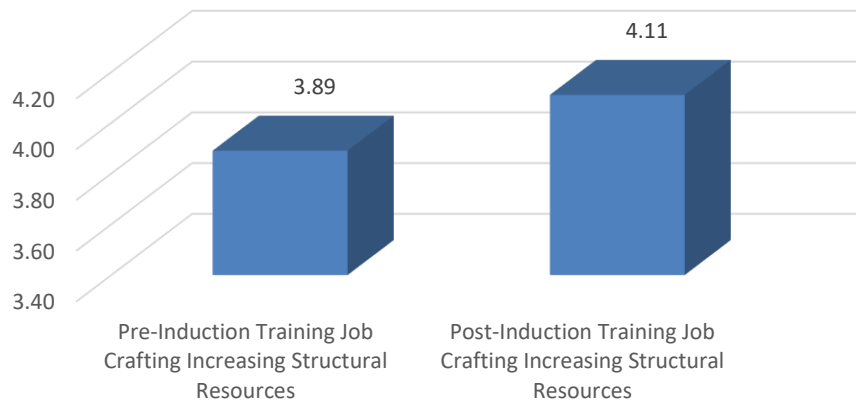


FIGURE 19: PRE- & POST-INDUCTION TRAINING JOB CRAFTING INCREASING STRUCTURAL RESOURCES

##### 4.2.4.2 Job crafting decreasing hindering demands

Figure 20 displays the pre- and post-induction training mean scores for job crafting decreasing hindering demands. A two-way between-within subjects ANOVA indicated that there was a significant change in trainee inspector levels of job crafting decreasing hindering demands ( $p < .05$ ) over the course of the induction training program. Figure 20 shows that trainees scored higher on job crafting decreasing hindering demands at the conclusion of the induction training. The effect size for the influence of the induction training on job crafting decreasing hindering demands was moderate (partial eta squared = .07) according to Cohen's (1988) recommended criteria.

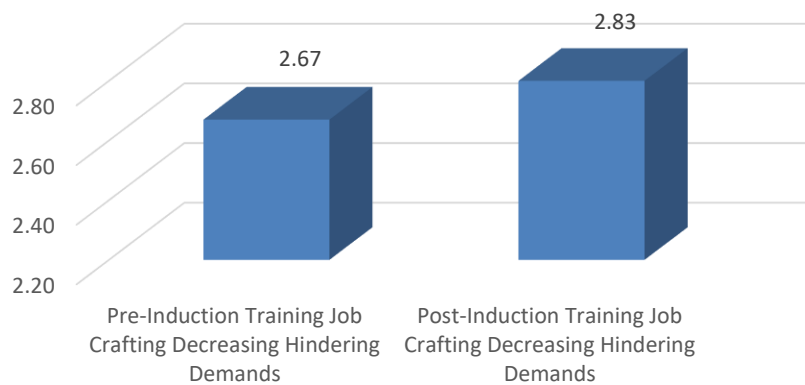


FIGURE 20: PRE- & POST-INDUCTION TRAINING JOB CRAFTING DECREASING HINDERING DEMANDS

#### 4.2.4.3 Job crafting increasing social resources

The mean scores obtained by trainee inspectors for job crafting increasing social resources before commencing their induction training and their mean scores for job crafting increasing social resources at the conclusion of their induction training are presented below in Figure 21. A two-way between-within subjects ANOVA indicated that there was no significant change in trainee inspectors' pre-induction training scores on job crafting increasing social resources, compared with their post-induction training scores on this measure.

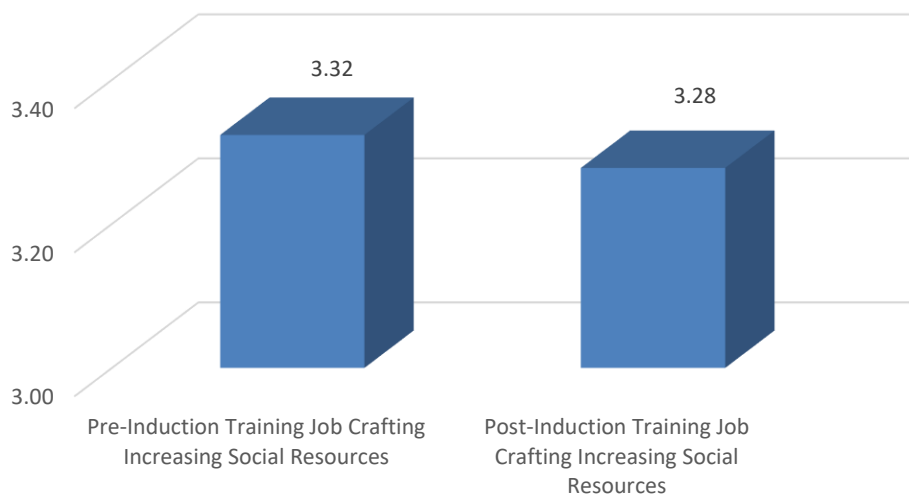


FIGURE 21: PRE- & POST-INDUCTION TRAINING JOB CRAFTING INCREASING SOCIAL RESOURCES

#### 4.2.4.4 Job crafting increasing challenging demands

Below Figure 22 presents the mean scores obtained by trainee inspectors for job crafting increasing challenging demands before commencing their induction training and their mean scores on this measure at the conclusion of their induction training. A two-way between-within subjects ANOVA indicated that there was no significant change in job crafting increasing challenging demands over the course of the induction training.

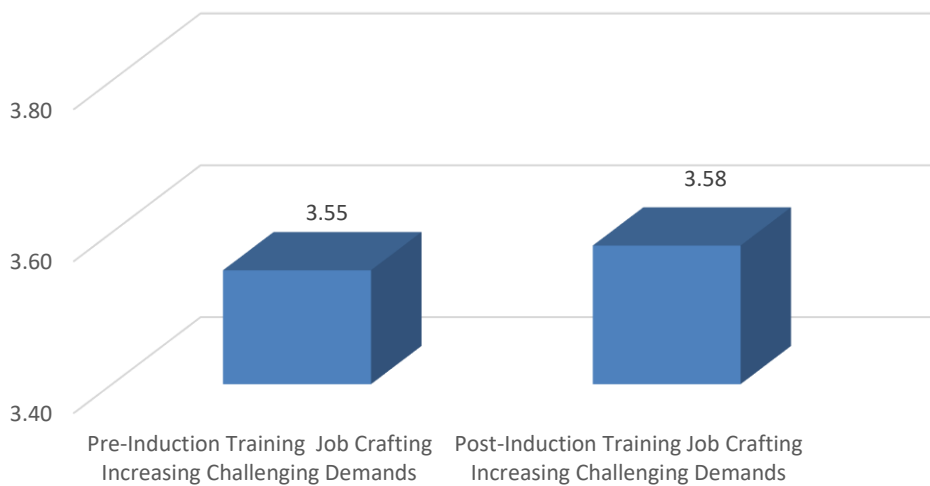


FIGURE 22: PRE- & POST-INDUCTION TRAINING JOB CRAFTING INCREASING CHALLENGING DEMANDS

#### 4.3. Evaluation of the impact of field mentoring & Diploma of Government (Workplace Safety)

Below we describe the results of the analyses conducted to test the impact of the field mentoring/diploma training on the capability variables.

##### 4.3.1 Psychological Capital

##### 4.3.1.1 Self-efficacy

Figure 23 presents inspector mean scores for self-efficacy at the commencement of the field mentoring/diploma training and their mean self-efficacy scores following completion of the field mentoring/diploma training. A one-way repeated-measures ANOVA test indicated that there was no significant change in self-efficacy for inspectors over the course of the mentoring/diploma training.

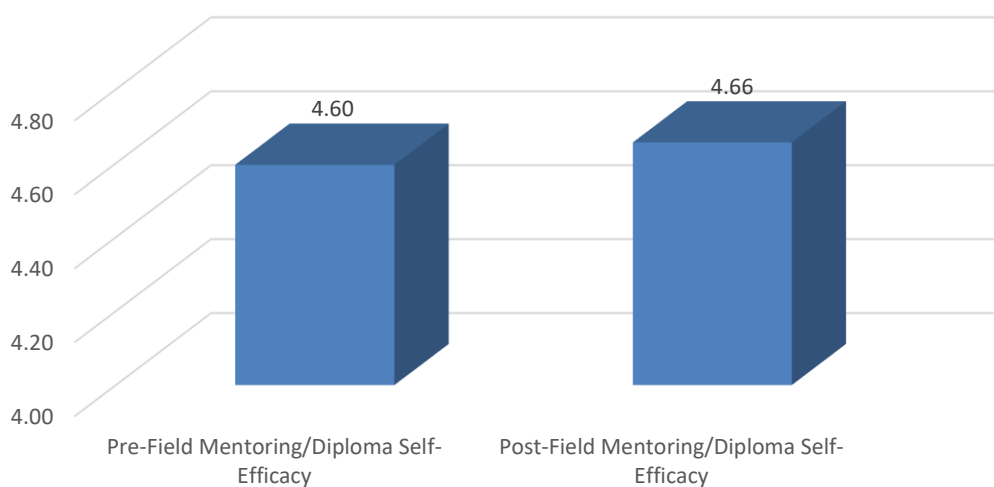


FIGURE 23: PRE- & POST-FIELD MENTORING/DIPLOMA SELF-EFFICACY

### 4.3.1.2 Hope

Inspector mean scores for hope before commencing the field mentoring/diploma training and their mean scores for hope at the conclusion of this training are presented below in Figure 24. A one-way repeated-measures ANOVA test indicated that there was no significant change in terms of inspectors' scores for hope following completion of the field mentoring/diploma training, when compared with their pre-mentoring/diploma training scores on this measure.

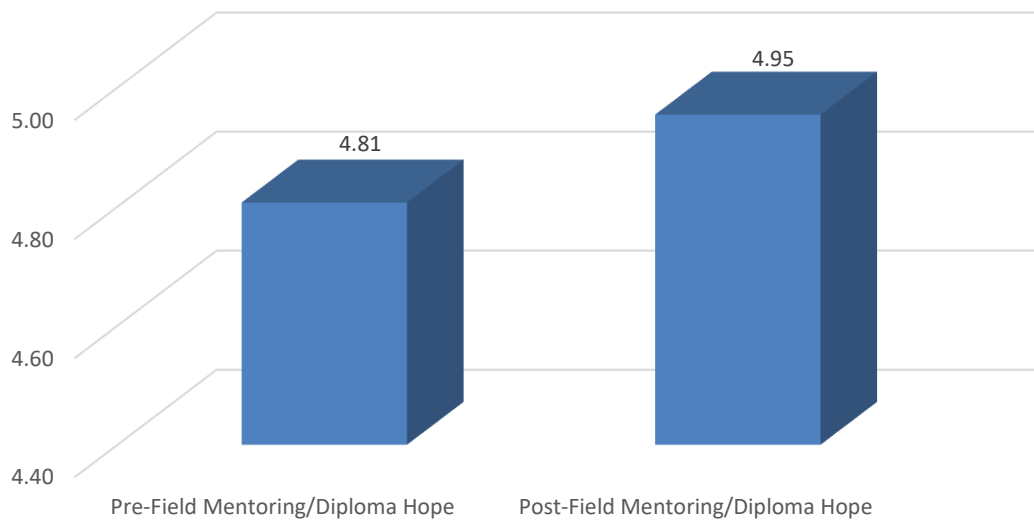


FIGURE 24: PRE- & POST-FIELD MENTORING/DIPLOMA HOPE

### 4.3.1.3 Resilience

Figure 25 below presents the inspector mean scores for resilience prior to beginning the field mentoring/diploma training and their mean scores for resilience following completion of the field mentoring/diploma training. A one-way repeated-measures ANOVA test indicated that there was no significant change in inspectors' pre-field mentoring/diploma training and post-field mentoring training resilience levels.

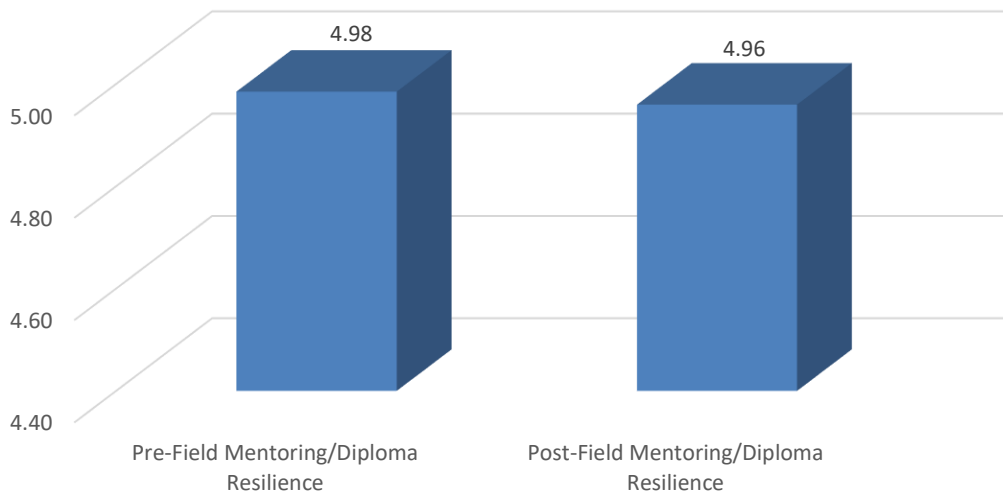


FIGURE 25: PRE- & POST-FIELD MENTORING/DIPLOMA RESILIENCE

#### 4.3.1.4 Optimism

Inspector mean scores for optimism before commencing their field mentoring/diploma training and their mean scores for optimism at the conclusion of their field mentoring/diploma training are presented below in Figure 26. A one-way repeated-measures ANOVA test indicated that the change in mean scores on optimism for inspectors following the field mentoring/diploma training when compared to their scores prior to this training, was not significant.

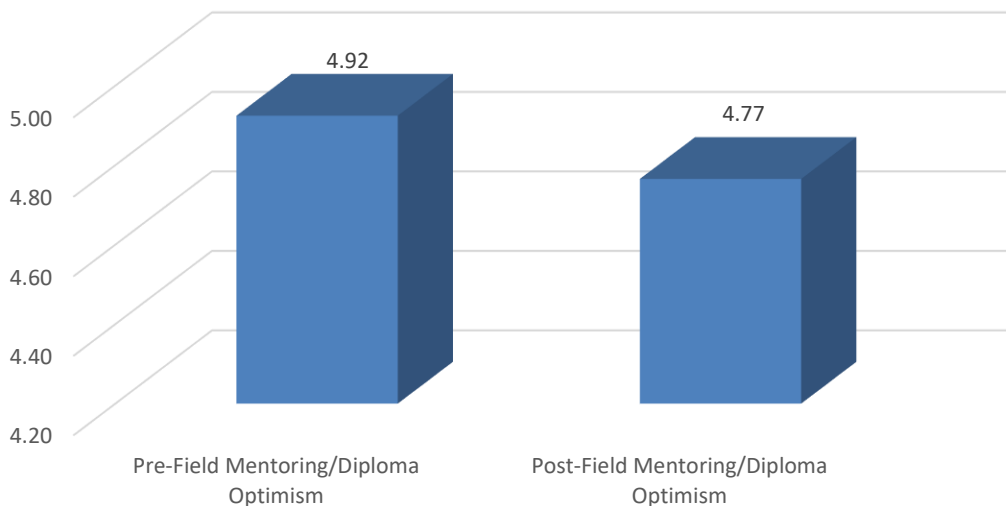


FIGURE 26: PRE- & POST-FIELD MENTORING/DIPLOMA OPTIMISM

#### 4.3.1.5 Overall psychological capital

Figure 27 presents the trainee inspector mean scores for overall psychological capital at the commencement of their field mentoring/diploma training and their mean scores at completion

of their field mentoring/diploma training. A one-way repeated-measures ANOVA test indicated there was no significant change in overall psychological capital, when inspectors' pre- and post-field mentoring/diploma training scores on this measure were compared.

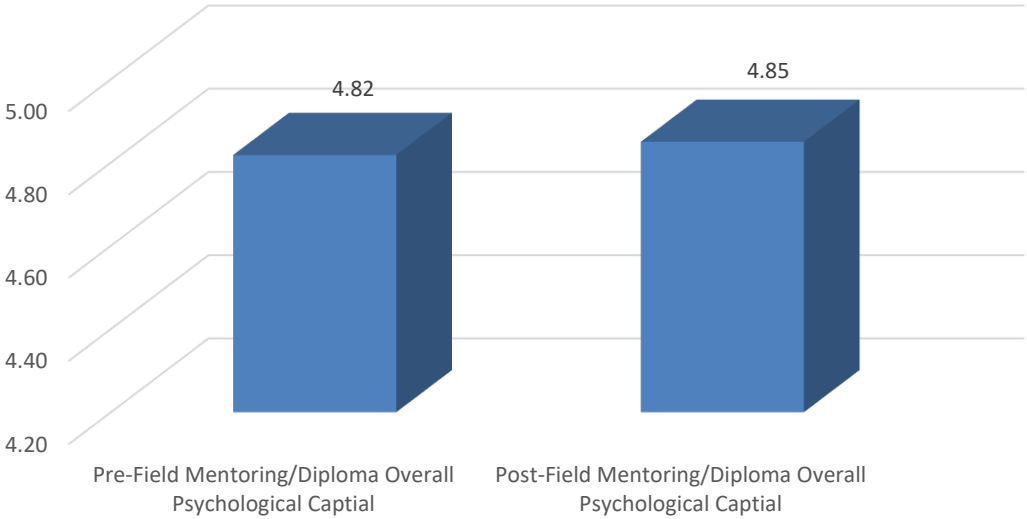


FIGURE 27: PRE- & POST-FIELD MENTORING/DIPLOMA OVERALL PSYCHOLOGICAL CAPITAL

4.3.2 Assertiveness

Mean scores for assertiveness from inspectors prior to beginning the field mentoring/diploma training and their mean scores for assertiveness after concluding this training are presented below in Figure 28. A one-way repeated-measures ANOVA test indicated that there was no significant change in assertiveness over the course of the field mentoring/diploma training.

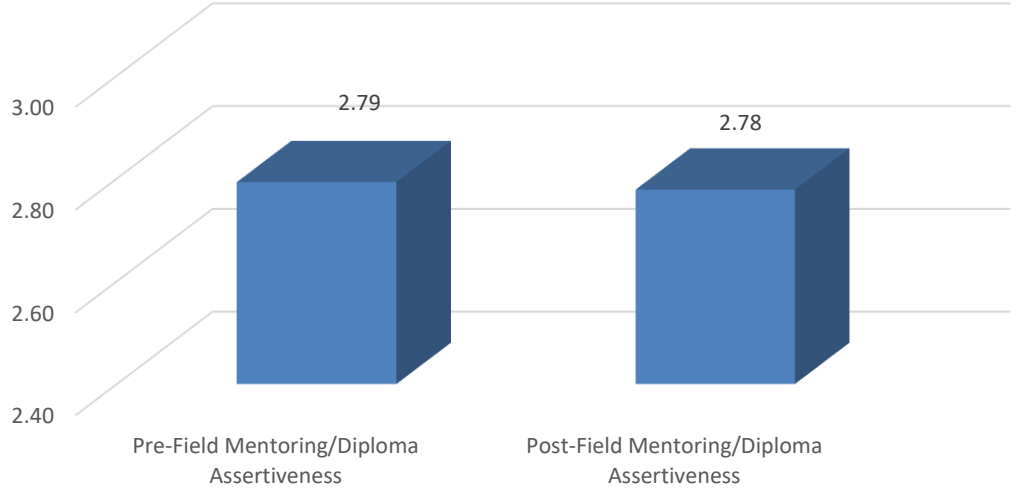


FIGURE 28: PRE- & POST-FIELD MENTORING/DIPLOMA ASSERTIVENESS

### 4.3.3 Career Adaptability

#### 4.3.3.1 Career adaptability concern

Figure 29 below presents the pre-field mentoring/diploma training and post-field mentoring/diploma training mean scores for career adaptability concern. A one-way repeated-measures ANOVA test indicated there was no significant change in inspectors' levels of career adaptability concern prior to the field mentoring/diploma training, compared to their scores on this measure following the field mentoring/diploma training.

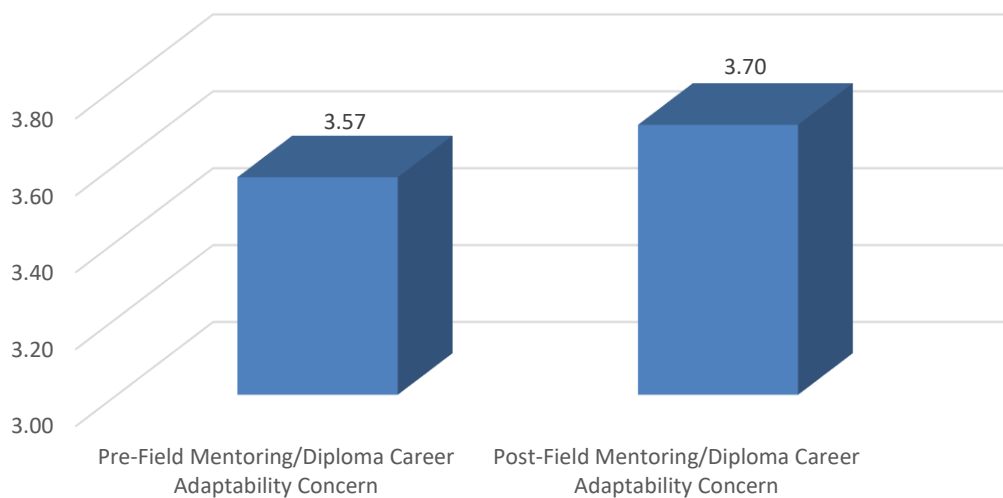


FIGURE 29: PRE- & POST-FIELD MENTORING/DIPLOMA CAREER ADAPTABILITY CONCERN

#### 4.3.3.2 Career adaptability control

The mean scores for career adaptability control obtained from inspectors prior to beginning the field mentoring/diploma training and those obtained from inspectors for this measure after concluding this training are presented below in Figure 30. A one-way repeated-measures ANOVA test indicated that there was a significant change ( $p < .05$ ) in career adaptability control over the course of the field mentoring/diploma training. Review of Figure 30 indicates that career adaptability control significantly increased after completing the field mentoring/diploma training. The effect size for the influence of the field mentoring/diploma training was moderate (partial eta squared = .10) according to Cohen's (1988) recommended criteria.

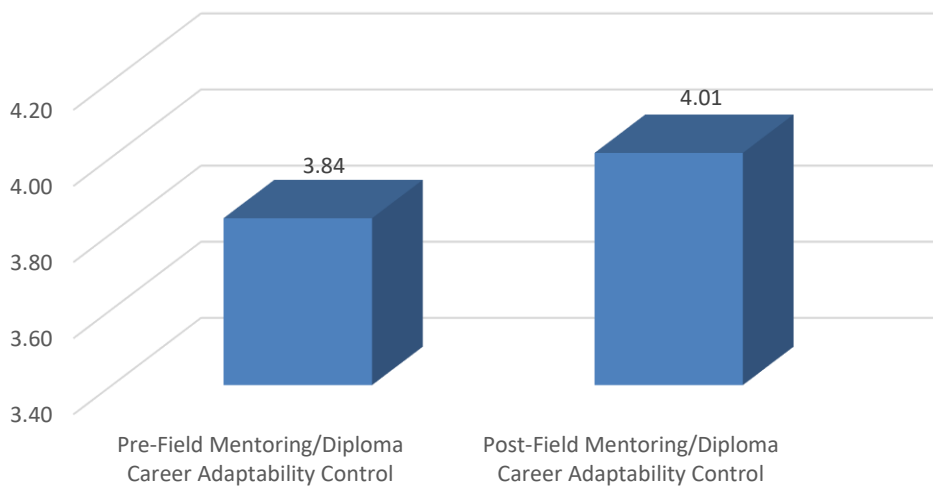


FIGURE 30: PRE- & POST-FIELD MENTORING/DIPLOMA CAREER ADAPTABILITY CONTROL

#### 4.3.3.3 Career adaptability curiosity

Figure 31 below presents inspector mean scores for career adaptability curiosity prior to beginning the field mentoring/diploma training and their mean scores for career adaptability curiosity following completion of the field mentoring/diploma training. A one-way repeated-measures ANOVA test indicated that there was no significant change in inspectors' pre- and post-field mentoring/diploma training levels of career adaptability curiosity.

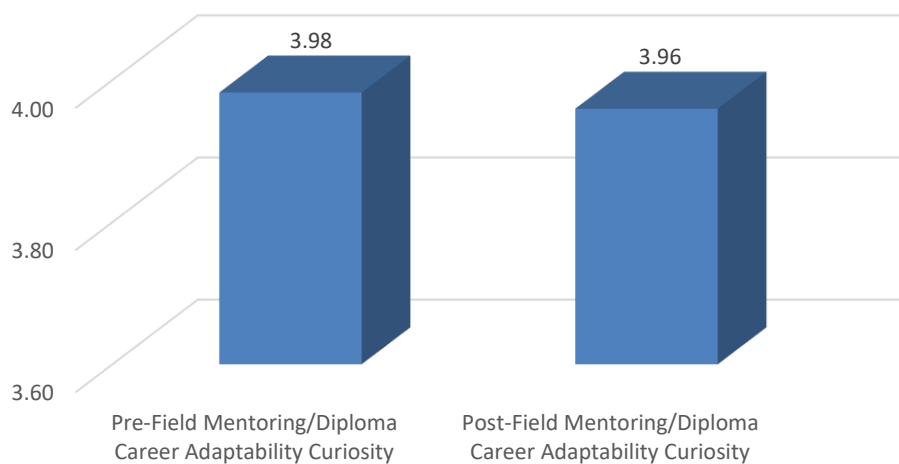


FIGURE 31: PRE- & POST-FIELD MENTORING/DIPLOMA CAREER ADAPTABILITY CURIOSITY

#### 4.3.3.4 Career adaptability confidence

Inspector mean scores for career adaptability confidence before commencing the field mentoring/diploma training and their mean scores for career adaptability confidence at the conclusion of this training are presented below in Figure 32. A one-way repeated-measures ANOVA test indicated that there was a significant change, with trainee inspectors on average scoring higher in terms of career adaptability confidence ( $p < .05$ ) following completion of the

field mentoring/diploma training, compared with their pre-mentoring/diploma training scores on this measure. The effect size for the impact of the field mentoring/diploma training on career adaptability confidence was moderate (eta squared = .08), according to the commonly used guidelines recommended by Cohen (1988).

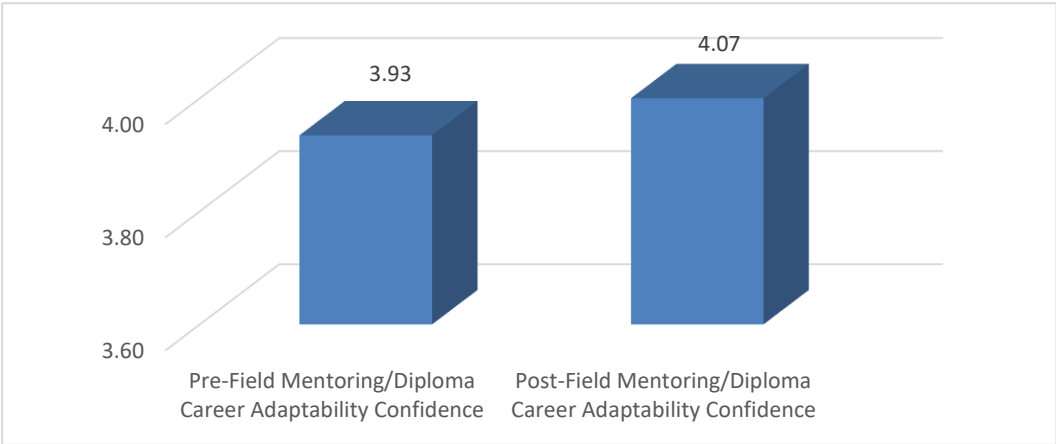


FIGURE 32: PRE- & POST-FIELD MENTORING/DIPLOMA CAREER ADAPTABILITY CONFIDENCE

4.3.3.5 Overall career adaptability

Figure 33 displays the pre-and post-field mentoring/diploma training mean scores for overall career adaptability. A one-way repeated-measures ANOVA test indicated that there was a significant change in inspectors' levels of overall career adaptability ( $p < .05$ ) over the course of their field mentoring/diploma training. Examination of Figure 33 shows that trainees scored higher on overall career adaptability at the conclusion of the field mentoring/diploma training, compared to their scores on this measure prior to this training. The effect size for the influence of the field mentoring/diploma training on overall career adaptability was moderate (eta squared = .10) according to Cohen's (1988) recommended criteria.

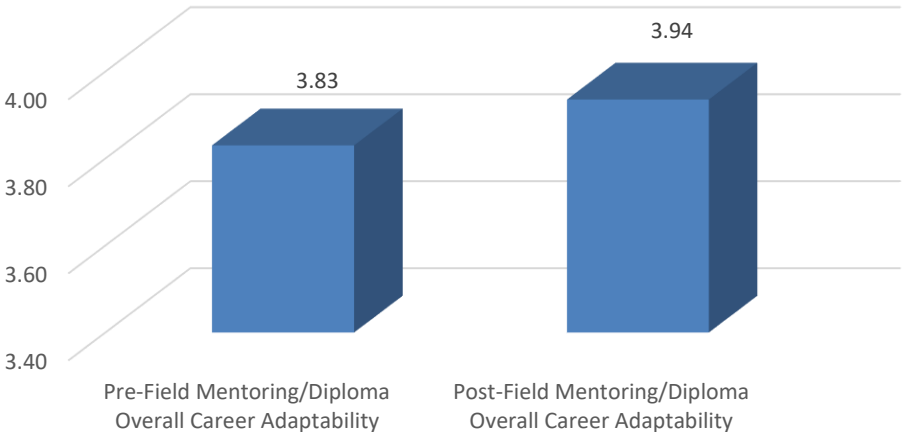


FIGURE 33: PRE- & POST-FIELD MENTORING/DIPLOMA OVERALL CAREER ADAPTABILITY

#### 4.3.4 Job Crafting

##### 4.3.4.1 Job crafting increasing structural resources

The mean scores for job crafting increasing structural resources obtained from inspectors prior to beginning the field mentoring/diploma training and those obtained from inspectors for this measure after concluding this training are presented below in Figure 34. A one-way repeated-measures ANOVA test indicated that there was no significant change in job crafting increasing structural resources over the course of the field mentoring/diploma training.

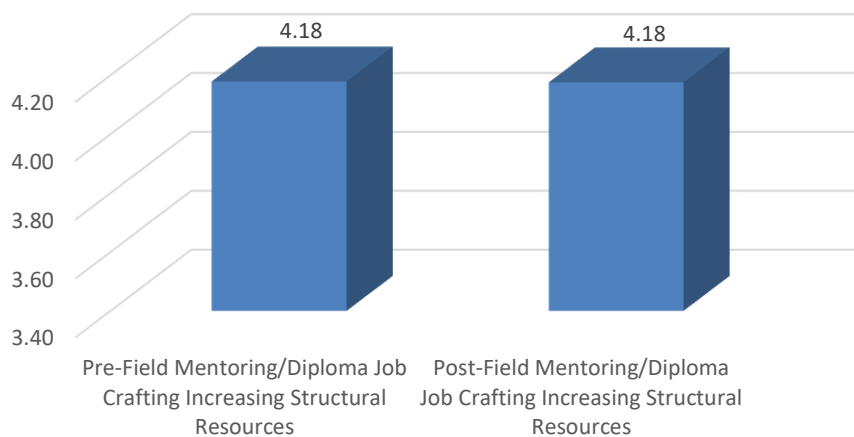


FIGURE 34: PRE- & POST-FIELD MENTORING/DIPLOMA JOB CRAFTING INCREASING STRUCTURAL RESOURCES

##### 4.3.4.2 Job crafting decreasing hindering demands

Figure 35 below presents mean scores for job crafting decreasing hindering demands at the commencement of the field mentoring/diploma training and at the completion of this training. A one-way repeated-measures ANOVA test indicated that there was a significant change, with trainee inspectors on average scoring higher in terms of job crafting decreasing hindering demands measure ( $p < .05$ ) following completion of the field mentoring/diploma training. The effect size for the impact of the field mentoring/diploma training on levels of job crafting decreasing hindering demands was moderate (eta squared = .07) according to the commonly used guidelines recommended by Cohen (1988).

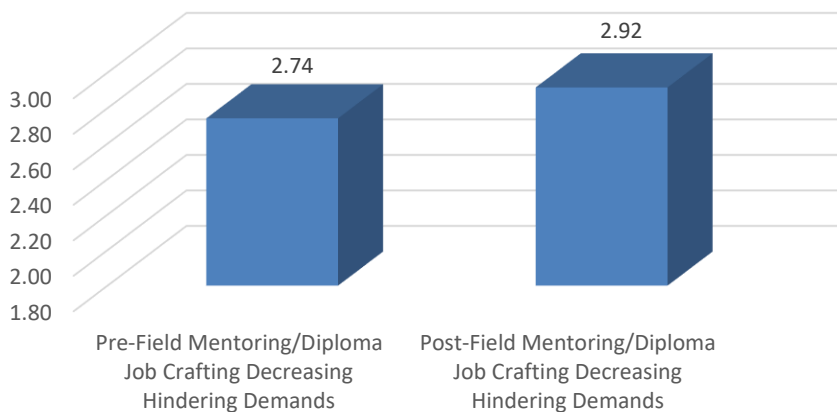


FIGURE 35: PRE- & POST-FIELD MENTORING/DIPLOMA JOB CRAFTING DECREASING HINDERING DEMANDS

#### 4.3.4.3 Job crafting increasing social resources

Inspector mean scores for job crafting increasing social resources before commencing their field mentoring/diploma training and their mean scores for job crafting increasing social resources at the conclusion of their field mentoring/diploma training are presented below in Figure 36. A one-way repeated-measures ANOVA test indicated that the change in mean scores on job crafting increasing social resources for inspectors following the field mentoring/diploma training was not significant.

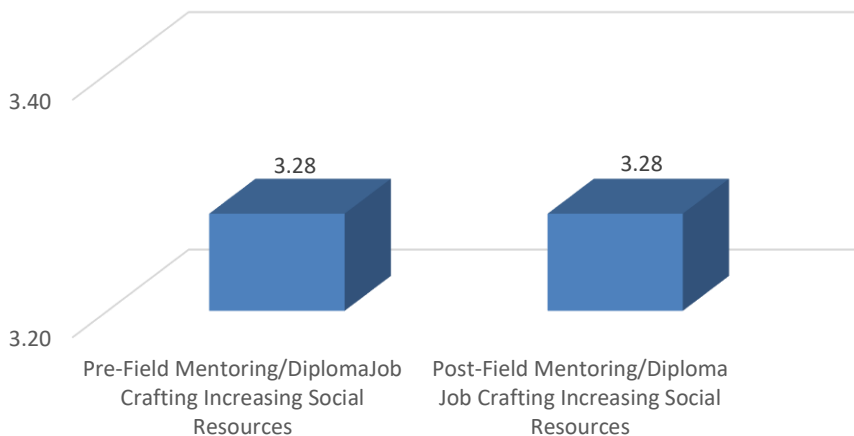


FIGURE 36: PRE- & POST-FIELD MENTORING/DIPLOMA JOB CRAFTING INCREASING SOCIAL RESOURCES

#### 4.3.4.4 Job crafting increasing challenging demands

Figure 37 displays the pre-and post-field mentoring/diploma training mean scores for job crafting increasing challenging demands. A one-way repeated-measures ANOVA test indicated that there was a significant change in inspectors' levels of job crafting increasing

challenging demands ( $p < .05$ ) over the course of their field mentoring/diploma training. Figure 37 demonstrates that inspectors scored higher on job crafting increasing challenging demands at the conclusion of the field mentoring/diploma training, compared to their scores on this measure prior to this training. The effect size for the influence of the field mentoring/diploma training on job crafting increasing challenging demands was moderate (eta squared = .08) according to Cohen's (1988) recommended criteria.

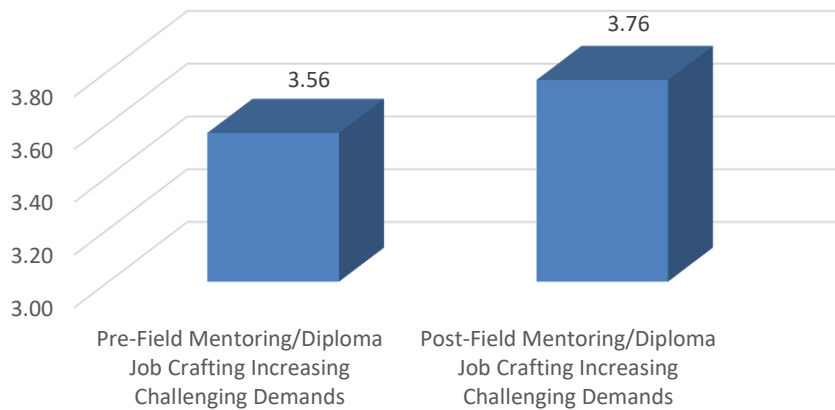


FIGURE 37: PRE- & POST-FIELD MENTORING/DIPLOMA JOB CRAFTING INCREASING CHALLENGING DEMANDS

#### 4.4. Evaluation of the impact of 12 months professional development

Below we describe the results of the analyses conducted to evaluate the impact of 12 months engagement in professional development on the capability variables.

##### 4.4.1 Psychological Capital

##### 4.4.1.1 Self-Efficacy

The mean scores for self-efficacy obtained from inspectors prior to beginning their professional development and those obtained from inspectors for this measure after 12 months of professional development are presented below in Figure 38. A one-way repeated-measures ANOVA test indicated that there was a significant change ( $p < .05$ ) in self-efficacy after completing 12 months of professional development. Examination of Figure 38 indicates that on average inspectors scored higher on self-efficacy after having engaged in professional development for one year. The effect size for the influence of professional development on self-efficacy was moderate (eta squared = .08) based on Cohen's (1988) guidelines.

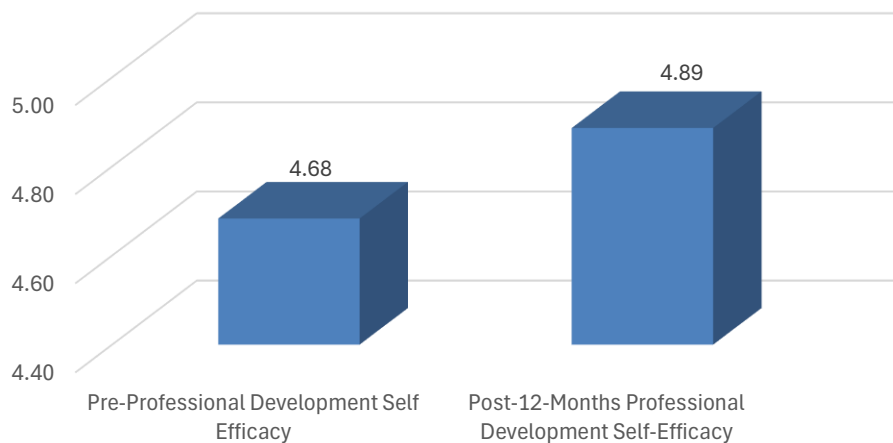


FIGURE 38: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT SELF-EFFICACY

#### 4.4.1.2 Hope

Figure 39 below presents inspector mean scores for hope prior to beginning professional development and their mean scores for hope following 12 months of professional development. A one-way repeated-measures ANOVA test indicated that there was no significant change in inspectors' scores on hope after completing 12 months of professional development.

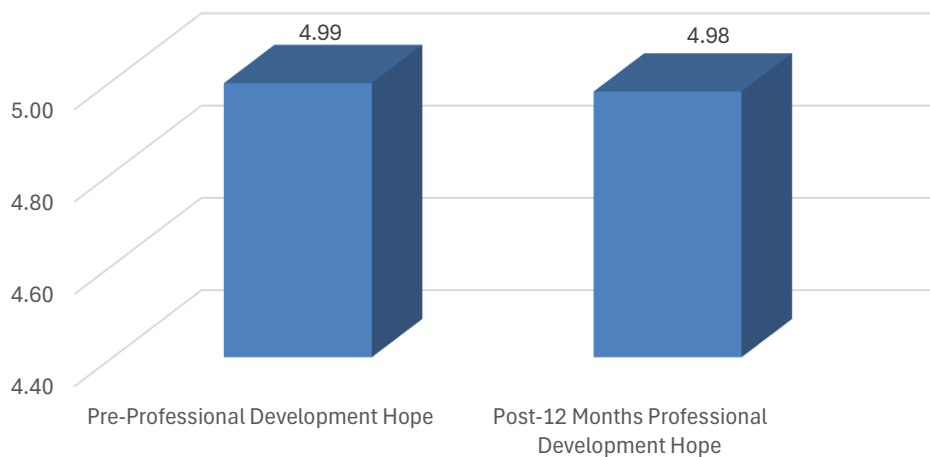


FIGURE 39: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT HOPE

#### 4.4.1.3 Resilience

Inspector mean scores for resilience before commencing their professional development provided by WorkSafe Victoria and their mean scores for resilience after engaging in 12 months of professional development are presented below in Figure 40. A one-way repeated-measures ANOVA test showed that the change in mean scores on resilience for inspectors after completing 12 months of professional development was not significant.

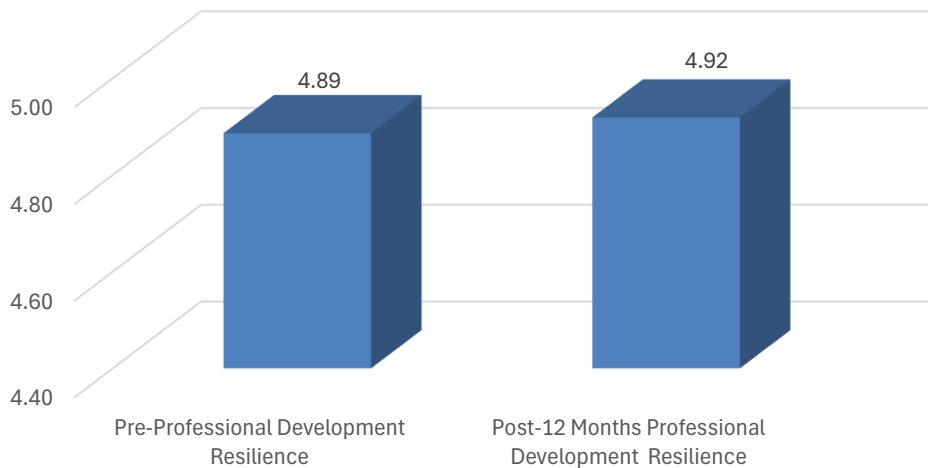


FIGURE 40: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT RESILIENCE

#### 4.4.1.4 Optimism

Below, Figure 41 displays the mean scores for optimism for inspectors at the beginning of their professional development and their mean scores for optimism following 12 months of professional development. The results of a one-way repeated-measures ANOVA test revealed that there was no significant change in inspectors' optimism scores after completing 12 months of professional development.

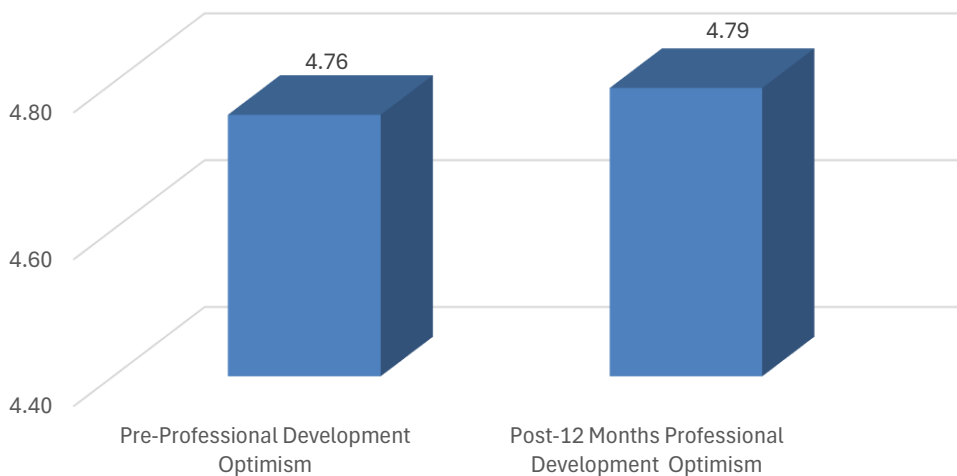


FIGURE 41: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT OPTIMISM

#### 4.4.1.5 Overall psychological capital

The mean scores for overall psychological capital gathered from inspectors prior to beginning their professional development and those obtained from inspectors for this measure after 12 months of professional development are presented below in figure 42. A one-way repeated-

measures ANOVA test indicated that there was no significant change in inspectors' overall psychological capital after completing 12 months of professional development.

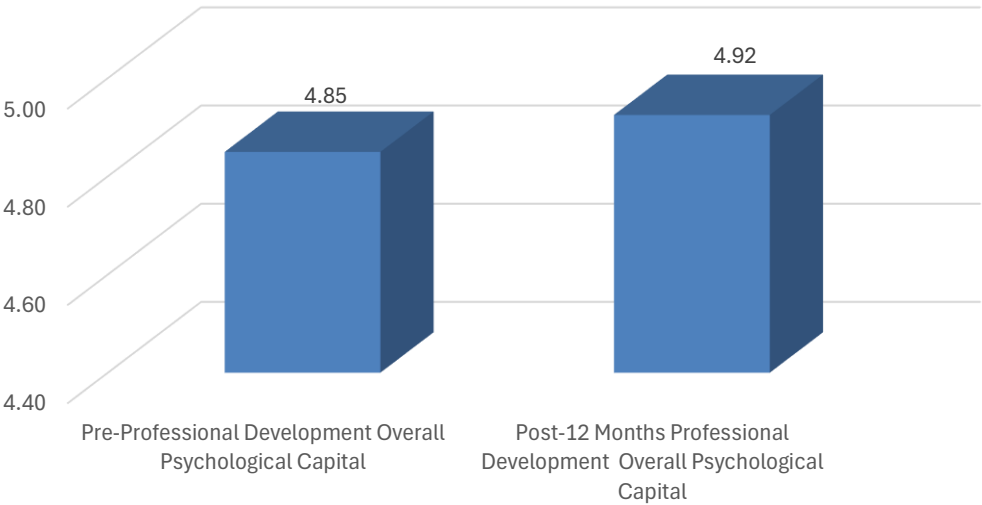


FIGURE 42: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT OVERALL PSYCHOLOGICAL CAPITAL

4.4.2 Assertiveness

Figure 43 below presents inspector mean scores for assertiveness prior to beginning professional development and their mean scores for assertiveness following 12 months of professional development. A one-way repeated-measures ANOVA test indicated that there was a significant change in inspectors' levels of assertiveness ( $p < .05$ ) over the course of 12 months involvement in professional development. Review of Figure 43 demonstrates that inspectors scored higher on assertiveness after 12 months of professional development, compared to their scores on this measure prior to commencing professional development. The effect size for the influence of professional development on assertiveness was moderate (eta squared = .12) according to Cohen's (1988) recommended criteria.

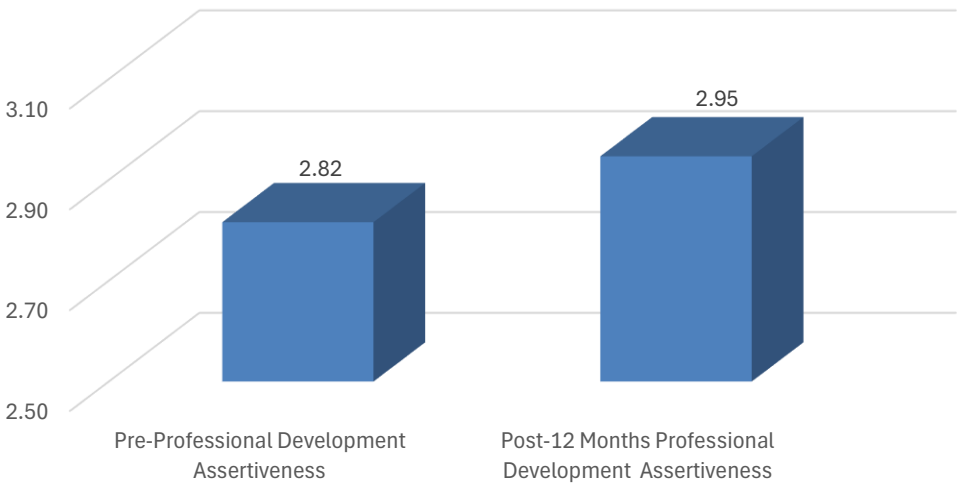


FIGURE 43: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT ASSERTIVENESS

### 4.4.3 Career adaptability

#### 4.4.3.1 Career adaptability concern

Below, Figure 44 displays the mean scores for career adaptability concern for inspectors at the beginning of their professional development and their mean scores for career adaptability concern after having completed 12 months of professional development. The results of a one-way repeated-measures ANOVA test revealed that there was no significant change in inspectors' career adaptability concern scores following 12 months engagement in professional development provided by WorkSafe Victoria.

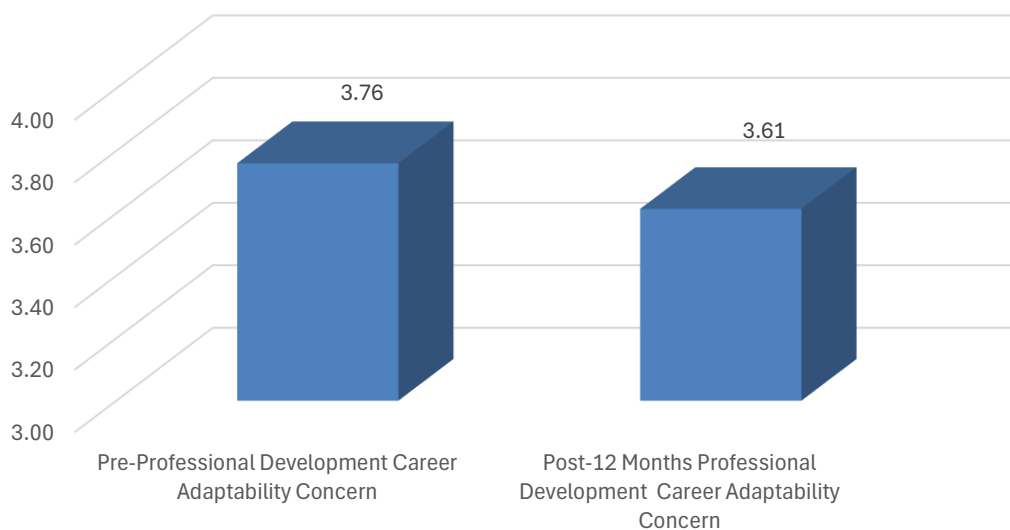


FIGURE 44: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT CAREER ADAPTABILITY CONCERN

#### 4.4.3.2 Career adaptability control

Mean scores for career adaptability control obtained from inspectors prior to beginning their professional development and their mean scores for career adaptability control gathered from them after 12 months of professional development are presented below in figure 45. The results of a one-way repeated-measures ANOVA test indicated that there was no significant change in inspectors' career adaptability control after completing 12 months of professional development.

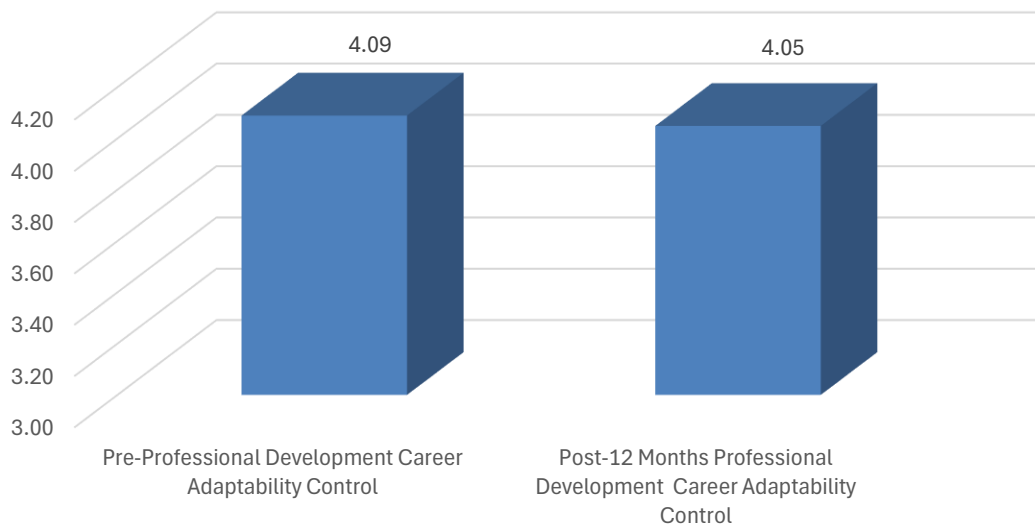


FIGURE 45 PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT CAREER ADAPTABILITY CONTROL

4.4.3.3 Career adaptability curiosity

Figure 46 below displays inspector mean scores for career adaptability curiosity prior to beginning professional development and their mean scores for career adaptability curiosity following 12 months of professional development. A one-way repeated-measures ANOVA test indicated that, on average, the change in scores on career adaptability curiosity prior to commencement of professional development did not differ significantly from their scores on this measure after 12 months involvement in professional development.

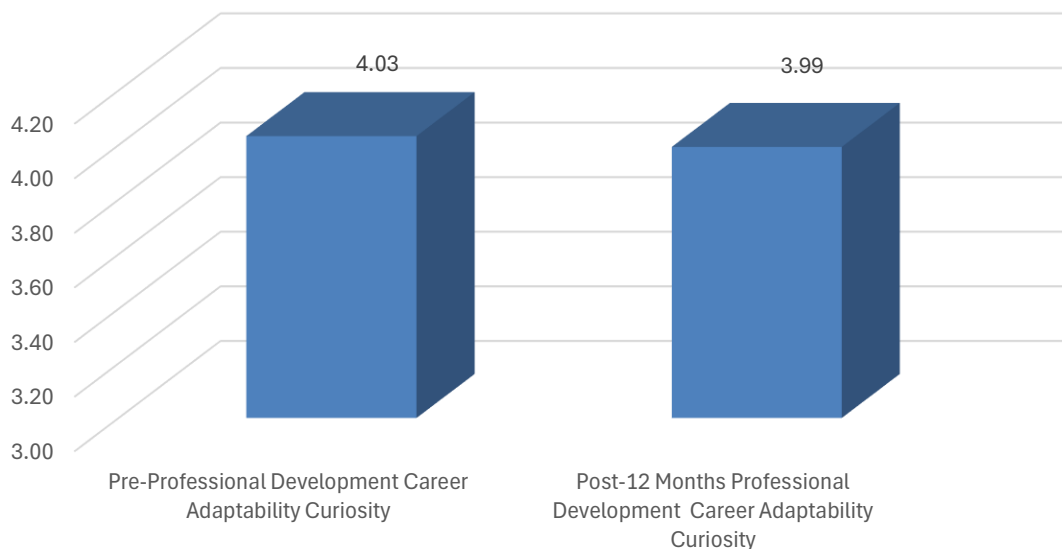


FIGURE 46: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT CAREER ADAPTABILITY CURIOSITY

#### 4.4.3.4 Career adaptability confidence

Below, Figure 47 shows the mean scores for career adaptability confidence for inspectors at the commencement of their professional development and their mean scores for career adaptability confidence after having completed 12 months of professional development. The results of a one-way repeated-measures ANOVA test revealed that there was no significant change in inspectors' career adaptability confidence scores following 12 months engagement in WorkSafe Victoria's professional development program.

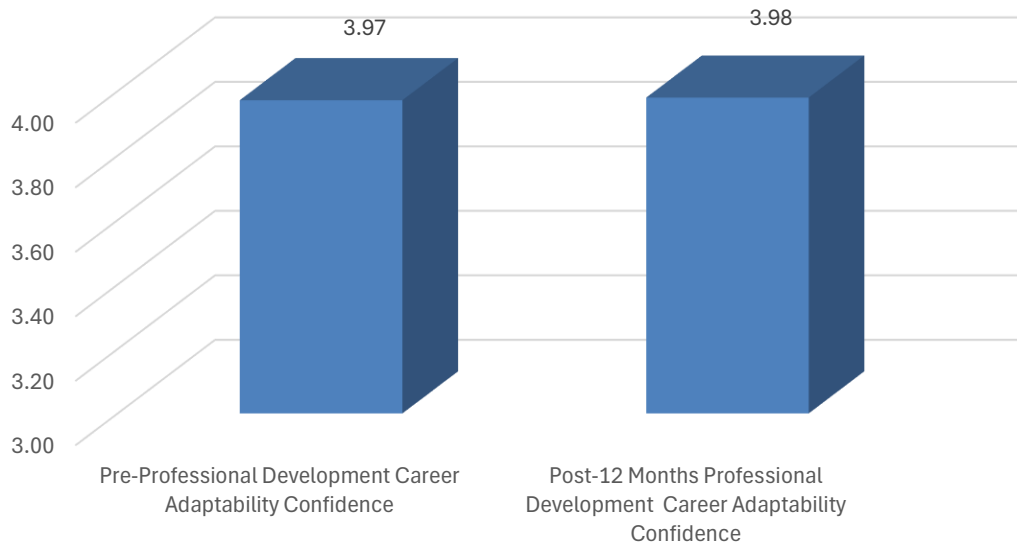


FIGURE 47: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT CAREER ADAPTABILITY CONFIDENCE

#### 4.4.3.5 Overall career adaptability

The mean scores obtained from inspectors for their overall career adaptability before commencing their professional development and their mean scores for overall career adaptability after having participated in 12 months of professional development are presented below in Figure 48. The findings of a one-way repeated-measures ANOVA indicated that there was no significant change in the level of inspectors' overall career adaptability after completing 12 months of professional development.

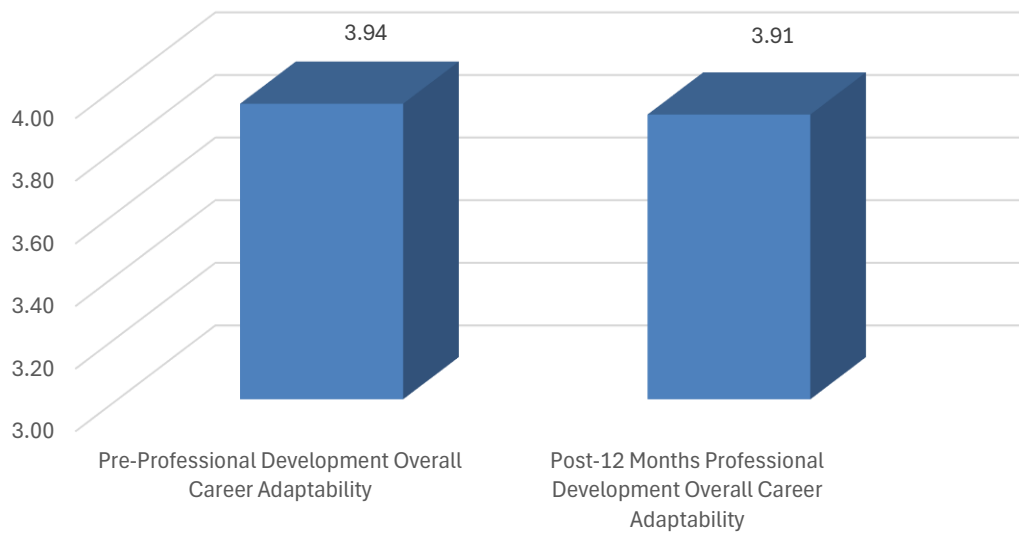


FIGURE 48: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT OVERALL CAREER ADAPTABILITY

4.4.4 Job crafting

4.4.4.1 Job crafting increasing structural resources

Figure 49 below displays inspector mean scores for job crafting increasing structural resources prior to beginning professional development and their mean scores for job crafting increasing structural resources following 12 months of professional development. A one-way repeated-measures ANOVA test indicated that, on average, the change in scores on job crafting increasing structural resources prior to commencement of professional development did not differ significantly from their scores on this measure after 12 months involvement in professional development.

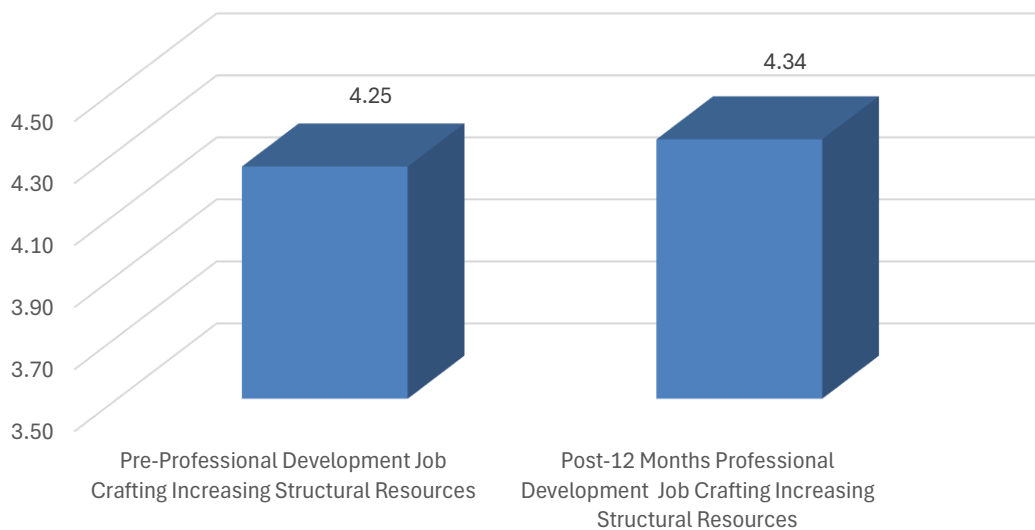


FIGURE 49: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT JOB CRAFTING INCREASING STRUCTURAL RESOURCES

#### 4.4.4.2 Job crafting decreasing hindering demands

Below, Figure 50 shows the mean scores for job crafting decreasing hindering demands for inspectors at commencement of their professional development and their mean scores for job crafting decreasing hindering demands after having completed 12 months of professional development. The results of a one-way repeated-measures ANOVA test revealed that there was no significant change in inspectors' job crafting decreasing hindering demands scores following 12 months engagement in WorkSafe Victoria's professional development program, when compared to their scores prior to commencing professional development.

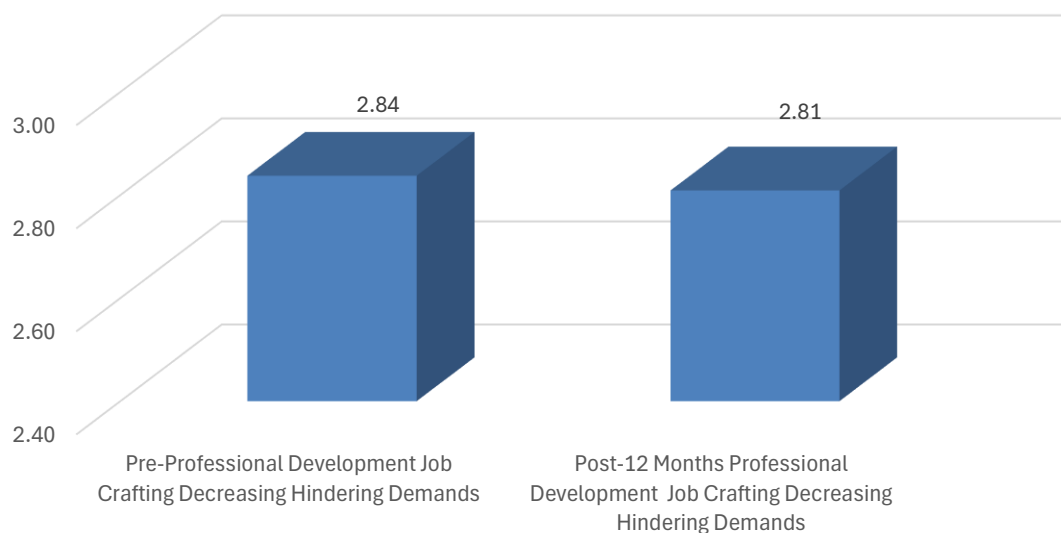


FIGURE 50: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT JOB CRAFTING DECREASING HINDERING DEMANDS

#### 4.4.4.3 Job crafting increasing social resources

The mean scores obtained from inspectors for job crafting increasing social resources before commencing their professional development and their mean scores for job crafting increasing social resources after having participated in 12 months of professional development are presented below in Figure 51. The findings of a one-way repeated-measures ANOVA indicated that there was no significant change in the level of inspectors' job crafting increasing social resources after having engaged in 12 months of professional development.

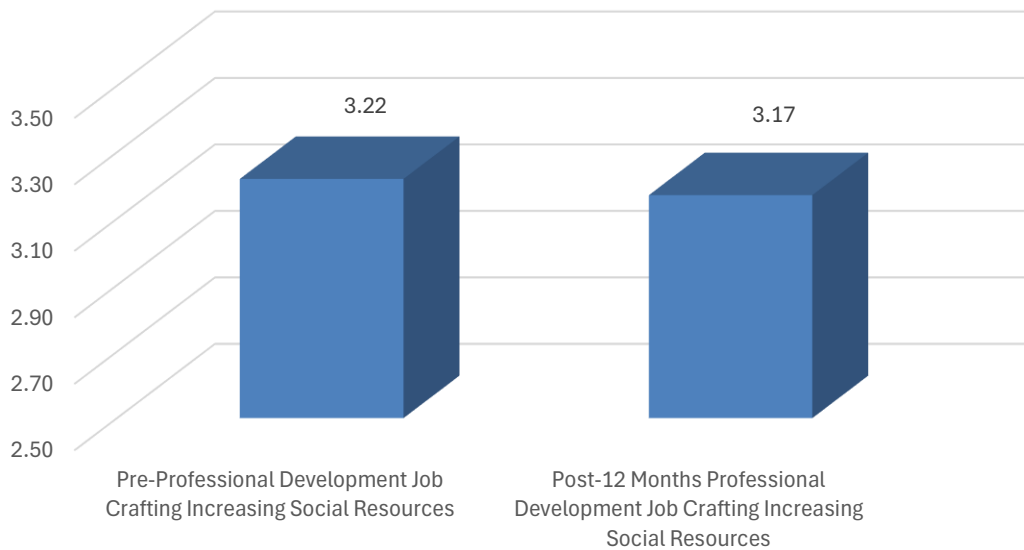


FIGURE 51: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT JOB CRAFTING INCREASING SOCIAL RESOURCES

*4.4.4.4 Job crafting increasing challenging demands*

Figure 52 below displays inspector mean scores for job crafting increasing challenging demands prior to beginning professional development and their mean scores for job crafting increasing challenging demands following 12 months of professional development. A one-way repeated-measures ANOVA test indicated that there that there was no significant change in inspectors' levels of job crafting increasing challenging demands over the course of 12 months involvement in professional development.

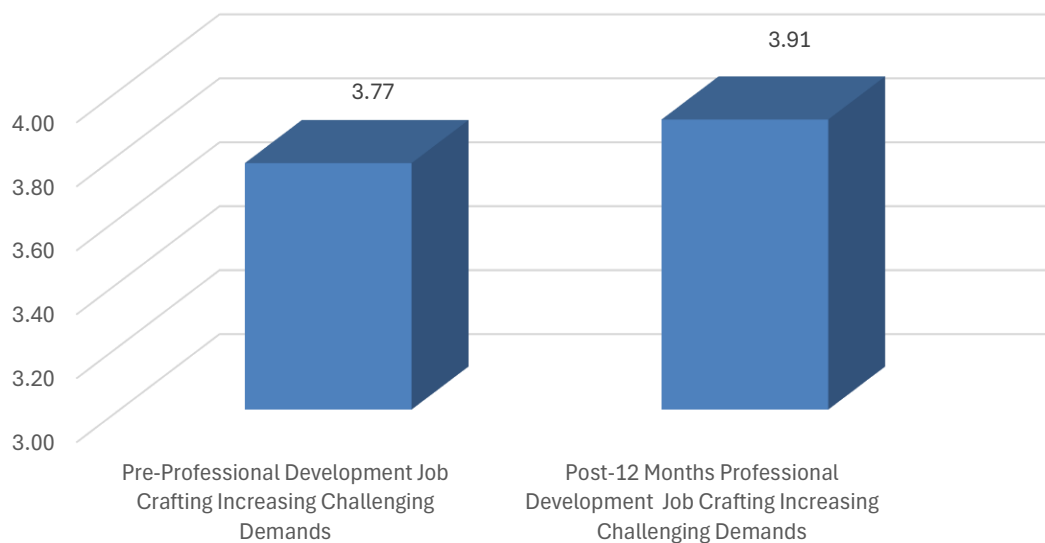


FIGURE 52: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT JOB CRAFTING INCREASING CHALLENGING DEMANDS

4.4.5 Influencing behaviours

4.4.5.1. Rational persuasion influencing behaviours

Inspector mean scores for rational persuasion influencing behaviours prior to beginning their professional development and their mean scores on this measure after having completed 12 months professional development are presented below in Figure 53. A one-way repeated-measures ANOVA test indicated that there that there was a significant change in inspectors' levels of rational persuasion influencing behaviours ( $p < .05$ ) over the course of 12 months involvement in professional development. Review of Figure 52 demonstrates that inspectors scored higher on rational persuasion influencing behaviours after 12 months of professional development, compared to their scores on rational persuasion influencing behaviours prior to commencing professional development. The effect size for the influence of professional development on rational persuasion influencing behaviours was moderate (eta squared = .12) according to Cohen's (1988) recommended criteria.

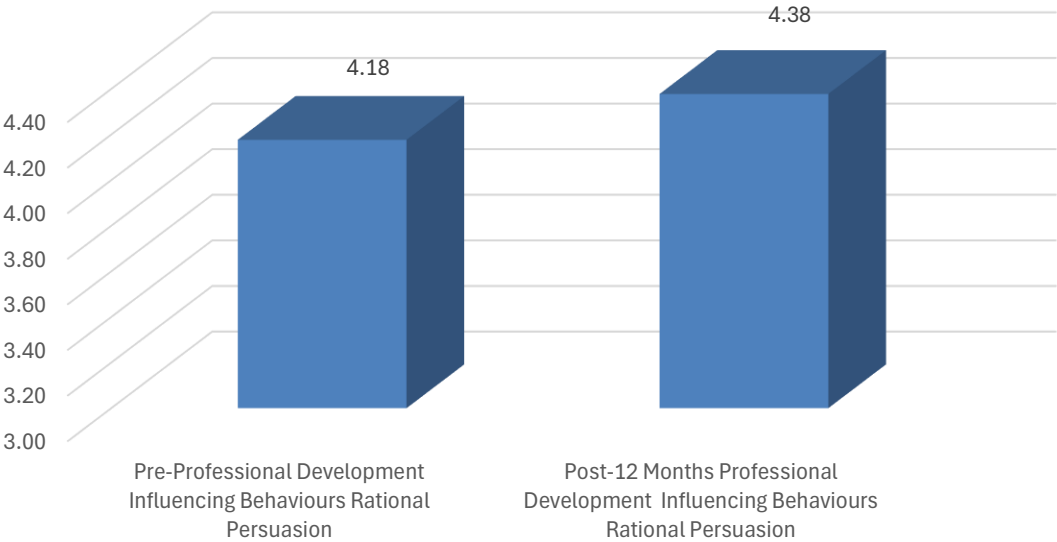


FIGURE 53: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT INFLUENCING BEHAVIOURS RATIONAL PERSUASION

4.4.5.2 Legitimizing influencing behaviours

Below, Figure 54 shows the mean scores for legitimating influencing behaviours for inspectors at commencement of their professional development and their mean scores for legitimating influencing behaviours after having completed 12 months of professional development. The results of a one-way repeated-measures ANOVA test revealed that there was no significant change in inspectors' legitimating influencing behaviours scores following 12 months engagement in WorkSafe Victoria's professional development program, when compared to their scores prior to commencing professional development.

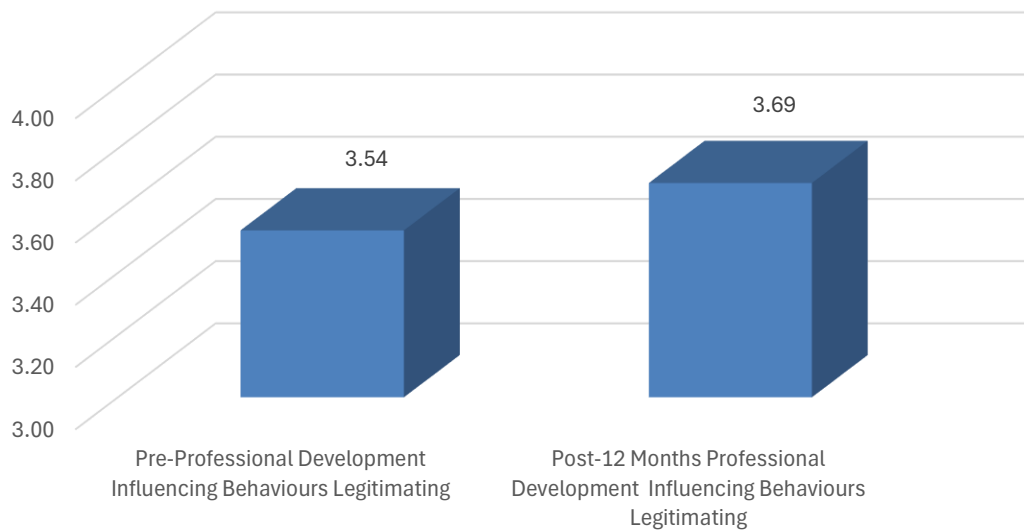


FIGURE 54: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT INFLUENCING BEHAVIOURS LEGITIMATING

4.4.5.3 *Apprising influencing behaviours*

Figure 55 below displays inspector mean scores for apprising influencing behaviours prior to beginning professional development and their mean scores for apprising influencing behaviours following 12 months of professional development. A one-way repeated-measures ANOVA test indicated that there was no significant change in scores on apprising influencing behaviours, prior to commencing professional development and after having engaged in professional development for 12 months.

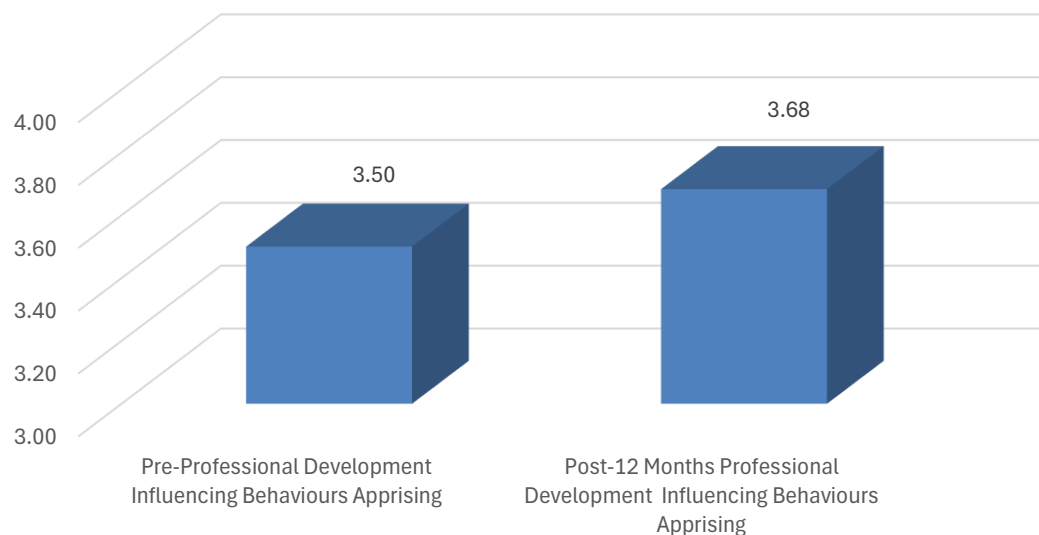


FIGURE 55: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT INFLUENCING BEHAVIOURS APPRISING

#### 4.4.5.4 Collaborating influencing behaviours collaborating

Inspector mean scores for collaborating influencing behaviours prior to beginning their professional development and their mean scores on this measure after having completed 12 months professional development are presented below in Figure 56. A one-way repeated-measures ANOVA test indicated that there was a significant change in inspectors' levels of collaborating influencing behaviours ( $p < .05$ ) over the course of their 12 month involvement in professional development. Examination of Figure 56 demonstrates that inspectors scored significantly higher on collaborating influencing behaviours after completing 12 months of professional development, compared to their scores on this measure prior to commencing professional development. The effect size for the impact of professional development on collaborating influencing behaviours was moderate (eta squared = .08) according to Cohen's (1988) recommended criteria.

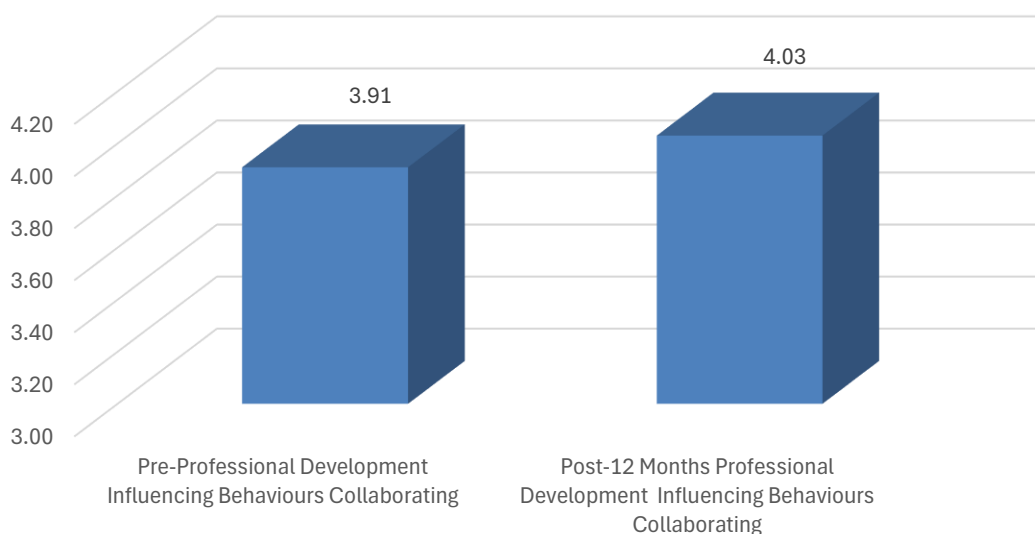


FIGURE 56: PRE- & POST 12 MONTHS PROFESSIONAL DEVELOPMENT INFLUENCING BEHAVIOURS COLLABORATING

#### 4.4.6 Performance/promotability

Correlation analysis was conducted to examine the relationship between each capability and participants' self-rated performance/promotability. These analyses indicated that resilience ( $r = .31$ ), assertiveness ( $r = .35$ ), job crafting challenging demands ( $r = .31$ ) rational persuasion influencing behaviours ( $r = .33$ ) and collaborating influencing behaviours ( $r = .32$ ) were significantly ( $p < .05$ ) related to performance/promotability. Correlation analysis revealed that there was no significant relationship between performance/promotability and the following capabilities: self-efficacy, hope, optimism, overall psychological capital, career adaptability concern, career adaptability control, career adaptability curiosity; career adaptability confidence, overall career adaptability, job crafting increasing structural resources, job crafting decreasing hindering demands, job crafting increasing social resources, job crafting increasing challenging demands, legitimating influencing behaviours and appraising influencing behaviours.

## Key findings

The key findings of this study are summarised below in Table 3.

**Table 1: Summary of Key Findings of Induction Training, Field Mentoring/Diploma Training & Professional Development**

**Induction training improved the following capabilities for inductees:**

- Hope (perseverance to work towards goals and finding pathways to goals when there are barriers);
- Career adaptability curiosity (probing deeply about career- and job-related issues and seeking information);
- Career adaptability confidence (certainty an employee has in their ability to solve problems at work);
- Overall career adaptability (higher-order psychosocial competencies for dealing with complex work contexts);
- Job crafting increasing structural resources (increasing opportunities to develop knowledge, skills and abilities); and
- Job crafting decreasing hindering demands (decreasing barriers in order to work more efficiently).

**There was no significant change in the following capabilities of inductees after induction training:**

- Self-efficacy (an individual's beliefs about their abilities to successfully execute work tasks);
- Resilience (ability of an individual to bounce back from adversity, risk or failure and to adapt);
- Optimism (a style used to explain the influences and causes of previous positive or negative events);
- Overall psychological capital (a positive state of development in capabilities that improve effectiveness);
- Assertiveness (expressing requests forthrightly, but in a way that will not spiral into aggression);
- Career adaptability concern (orientation towards and preparing for the future at work);
- Career adaptability control (self-discipline demonstrated by being conscientious in making decisions);
- Job crafting increasing social resources (increasing opportunities for feedback, coaching and support); and
- Job crafting increasing challenging demands (self-initiated discretionary work activities for skill development).

**Field mentoring/diploma training improved the following capabilities for new inspectors:**

- Career adaptability confidence (certainty an employee has in their ability to solve problems at work);
- Career adaptability control (self-discipline demonstrated by being conscientious in making decisions);
- Overall career adaptability (higher-order psychosocial competencies for dealing with complex work contexts);
- Job crafting decreasing hindering demands (decreasing barriers in order to work more efficiently); and
- Job crafting increasing challenging demands (self-initiated discretionary work activities for skill development).

**There was no significant change in the following capabilities of new inspectors after field mentoring/diploma training:**

- Self-efficacy (an individual's beliefs about their abilities to successfully execute work tasks);
- Hope (perseverance to work towards goals and finding pathways to goals when there are barriers);
- Resilience (ability of an individual to bounce back from adversity, risk or failure and to adapt);
- Optimism (a style used to explain the influences and causes of previous positive or negative events);
- Overall psychological capital (a positive state of development in capabilities that improve effectiveness);
- Assertiveness (expressing requests forthrightly, but in a way that will not spiral into aggression);
- Career adaptability concern (orientation towards and preparing for the future at work);
- Career adaptability curiosity (probing deeply about career- and job-related issues and seeking information);

- Job crafting increasing social resources (increasing opportunities for feedback, coaching and support); and
- Job crafting increasing structural resources (increasing opportunities to develop knowledge, skills and abilities).

**Professional development (12 months) improved the following capabilities of inspectors:**

- Self-efficacy (an individual's beliefs about their abilities to successfully execute work tasks);
- Assertiveness (expressing requests forthrightly, but in a way that will not spiral into aggression);
- Rational persuasion influencing behaviours (using logic/facts to show that a request is appropriate/effective); and
- Collaborating influencing behaviours (providing resources or assistance in carrying out a request).

**There was no significant change in the following capabilities of inspectors after completing 12 months of professional development:**

- Hope (perseverance to work towards goals and finding pathways to goals when there are barriers);
- Resilience (ability of an individual to bounce back from adversity, risk or failure and to adapt);
- Optimism (a style used to explain the influences and causes of previous positive or negative events);
- Overall psychological capital (a positive state of development in capabilities that improve effectiveness);
- Career adaptability confidence (certainty an employee has in their ability to solve problems at work);
- Career adaptability control (self-discipline demonstrated by being conscientious in making decisions);
- Career adaptability concern (orientation towards and preparing for the future at work);
- Career adaptability curiosity (probing deeply about career- and job-related issues and seeking information);
- Overall career adaptability (higher-order psychosocial competencies for dealing with complex work contexts);
- Job crafting increasing social resources (increasing opportunities for feedback, coaching and support);
- Job crafting increasing structural resources (increasing opportunities to develop knowledge, skills and abilities);
- Job crafting increasing challenging demands (self-initiated discretionary work activities for skill development);
- Job crafting decreasing hindering demands (decreasing barriers in order to work more efficiently);
- Apprising influencing behaviours (explaining how a request will help the target achieve their goals); and
- Legitimizing influencing behaviours (establishing the legitimacy of a request by leveraging authority).

## 5. Conclusion

This report details the evaluation of the induction training, field mentoring/diploma training and professional development provided to new inspectors.

Our findings indicate that the induction program is quite successful in terms of developing the capabilities required by WorkSafe Victoria inspectors. We found that the induction training impacted positively on inductees' hope levels. Inspectors with greater hope are more likely to identify and have the motivation to pursue paths towards work goals (e.g., gaining compliance and beyond compliance) and when these paths are blocked (e.g., dealing with an uncooperative/recalcitrant duty holder), they are likely to dynamically search for, identify and follow alternative pathways.

Our findings also demonstrated that the induction training brought about positive change for inductees in terms of their overall career adaptability as well as their career adaptability curiosity and confidence. Career adaptability is about being flexible and willing to change. Adaptability is a critical requirement for inspectors and indeed is the primary attribute in the position description for WorkSafe Victoria inspectors. Curiosity is also a key capability for inspectors as people with more of this capability use questioning frequently, probe deeply

into issues and investigate options before making decisions. Again, curiosity is identified as an attribute required of inspectors in WorkSafe Victoria's position description.

Our evaluation also showed that the induction training improved inductee job crafting in terms of increasing structural resources and in terms of decreasing hindering demands. Improving job crafting by increasing structural resources is particularly important for an induction program as this dimension is primarily focused on developing capabilities and utilising those capabilities to improve performance. Our finding that inductees were more able to reduce hindering demands dealing with resource inadequacy, reducing role ambiguity and decreasing interpersonal conflict is important as these activities have been found to predict work adjustment, efficiency and performance. We found the induction training was most effective in terms of improving career adaptability curiosity and job crafting increasing structural resources.

In terms of the evaluation of the field mentoring/diploma training, our study findings indicate that it is successful in terms of improving career adaptability confidence, overall career adaptability, job crafting decreasing hindering demands and job crafting increasing challenging demands. In terms of overall career adaptability, it would seem that guidance and advice from experienced mentors when first conducting inspections, along with completing units of competency in the diploma, improves this capability among protégé inspectors. Career adaptability is an important capability as it involves succeeding at career development tasks, managing occupational transitions and dealing with disappointments and contingencies at work. Essentially, career adaptability reflects the capacity for workers to adjust to unpredictable events at work and changing work roles and to cope with volatile and unpredictable environments. Given the dynamic and variable nature of a WorkSafe Victoria inspector's role, developing capabilities in this domain is important.

Our finding that the field mentoring/diploma training improved inspectors' career adaptability confidence is important as it demonstrates that as new inspectors progress, with the support of their field mentor and with the knowledge and skills attained from the diploma, they become more certain in their abilities to overcome barriers and solve problems at work. As a consequence, they are likely to be more engaged, efficient and conscientious when conducting inspections.

The finding that inspectors' career adaptability control improved following the field mentoring/diploma training indicates that it was effective in terms of developing the self-discipline and determination required by inspectors to take proactive measures, make informed decisions and exercise autonomy while conducting site visits.

The finding that the extent to which inspectors engaged in job crafting decreasing hindering demands over the course of the field mentoring/diploma training indicates that they are making more strategic changes in how they operate in order to work more efficiently by reducing role ambiguity and work barriers, avoiding interpersonal conflicts and managing resource constraints.

We also found that the field mentoring/diploma training improved the extent to which new inspectors engaged in job crafting by increasing challenging demands, which is a relatively developed and advanced form of job crafting. This suggests that following the field mentoring/diploma training, new inspectors were more likely to proactively initiate or take on new projects, engage in organisational citizenship behaviours, such as helping and coaching colleagues, and to recognise the underlying relationships among the different elements of their role as an inspector. We found the induction field mentoring/diploma training was most effective in terms of improving career adaptability control and overall career adaptability.

It is important to note that four out of the five capabilities that were improved by field mentoring/diploma training (overall career adaptability, career adaptability control, career adaptability confidence and job crafting decreasing hindering demands) were also improved by the induction training. This suggests that the capabilities are consistently being developed and enhanced among inspectors across these sequential training programs. This continuity, integration and leveraging off earlier improvements is a strength of the overall training and development provided to inspectors by WorkSafe Victoria.

In terms of the professional development provided to inspectors, our findings indicate that inspectors' self-efficacy, assertiveness and the extent to which they engaged in rational persuasion influencing behaviour and collaborating influencing behaviour improved after 12 months engagement with these activities. We found the professional development training was most effective in terms of improving assertiveness and rational persuasion influencing behaviours.

Self-efficacy is typically strengthened through mastery experiences at work where employees learn new skills and are able to apply them successfully. The finding, that inspectors' self-efficacy is enhanced by involvement in professional development therefore provides evidence that inspectors are mastering the capabilities required of their role, thereby enhancing their belief in their ability to succeed.

The finding that inspectors were more assertive following 12 months engagement in the professional development program is important. Assertiveness allows inspectors to address violations and potential hazards promptly, insist on necessary changes, and stand firm against resistance or complacency. An inspector who behaves assertively is better equipped to advocate for safe practices, avoid confrontation and improve commitment to and compliance with their requests to duty holders. Overall, we found inspectors' perceptions of their capabilities increased following the induction program in terms of career adaptability curiosity, career adaptability confidence, job crafting increasing structural resources and job crafting decreasing hindering demands.

Our finding that inspectors demonstrated more rational persuasion and collaborating influencing behaviours after 12 months involvement in professional development provides good evidence in support of these training activities. By using rational persuasion, inspectors can clearly explain the reasons behind safety protocols and the potential consequences of non-compliance, making it easier for duty holders and employees to understand and accept necessary safety requirements. This influencing behaviour builds credibility and trust, as it demonstrates that the inspector's recommendations are based on logical reasoning and reliable data. In addition, rational persuasion helps in overcoming resistance to change by addressing concerns with clear, evidence-based responses, thereby facilitating cooperation and adherence to safety standards. Collaborative influencing behaviour is crucial for an inspector because it fosters a cooperative and inclusive approach to maintaining a safe work environment. Engaging duty holders in open dialogue and collective problem-solving enables inspectors to build a shared commitment to safety standards and practices. Collaboration also encourages the exchange of ideas, allowing for diverse perspectives to identify potential hazards and develop effective safety solutions. This inclusive strategy not only enhances compliance with safety regulations, but also empowers individuals at all levels to take ownership of their roles in ensuring workplace safety (safety commitment). Furthermore, a collaborative approach can strengthen relationships and trust between the inspector and the workforce, creating a more positive and proactive safety culture, where everyone feels responsible for and invested in preventing accidents and injuries.

## 6. Recommendations

Below are detailed recommendations for WorkSafe Victoria to consider, based on the findings of this research in relation to the impact of the **induction training** provided to new inspectors. These recommendations have been communicated to WorkSafe Victoria's Learning and Capability Team via documents, presentations and meetings. These recommendations are:

- Recommendation 1.1. Continue and Expand the *Communicating as an Inspector* module.

WorkSafe Victoria should continue with and expand the *Communicating as an Inspector* module and field placements with mentors, given the significant improvement in inductee inspectors' hope, career adaptability curiosity, career adaptability confidence, overall career adaptability, job crafting increasing structural resources, and job crafting decreasing hindering demands. We believe that the *Communicating as an Inspector* module and field placements with mentors are the key drivers of these capabilities.

- Recommendation 1.2. Revise the Induction Training to prioritise mastery and social modelling, by including more opportunities for inductees to increase their self-efficacy, resilience and optimism during the induction program.

WorkSafe Victoria should include more opportunities for inductees to increase their self-efficacy, resilience and optimism during the induction program. WorkSafe Victoria should refine training programs to prioritise mastery and social modelling, focusing explicitly on recognising successes in training and providing more field placements, where inductees shadow successful mentor inspectors to improve self-efficacy. WorkSafe Victoria could also include improvisation and rehearsal based training activities where inductees experiment with difficult tasks and, if not successful, reengage until they succeed as this is likely to improve resilience. WorkSafe Victoria should implement "reframing" activities where inductees are encouraged to recast negative experiences as opportunities for learning and personal growth as this is likely to increase optimism.

- Recommendation 1.3. Revise the Induction Training to include more focused assertiveness training in the *Communicating as an Inspector* module.

WorkSafe Victoria should enhance assertiveness training for inductees, providing more focused assertiveness training in the *Communicating as an Inspector* module. More emphasis could be placed on encouraging inductees to express their observations, recommendations and decisions more forthrightly in role-playing scenarios in this module. While there is some emphasis placed on developing "questioning and listening" strategies in the *Communicating as an Inspector* module, there is also an opportunity for expansion as these will contribute to inspectors behaving more assertively. Learning activities focused on improving questioning could assist those trainee inspectors who are introverted and reluctant to engage with duty holders assertively. Refining listening strategies (e.g., active listening, reflection of meaning statements) unearths more relevant information and assists in building rapport. By gaining a better understanding of a duty holder's perspective (via questioning and listening) the inspector can be more persuasive and more assertive. Employees who are reluctant to behave assertively often experience feelings of intimidation or apprehension and may be concerned about triggering others' negative emotions and behaviour. Skills training for assertiveness, via roleplaying, can be particularly effective in addressing these concerns for new inspectors as they can develop their confidence and become more expert in identifying and managing others' emotions in a non-threatening context. WorkSafe Victoria

should also consider providing inductees with assertiveness outcome expectancies training during the induction program as this training, based on social cognitive models of behaviour, increases assertiveness. For example, participants could be provided with brief case studies involving inspectors engaged in conflict situations with duty holders. After participants had analysed a case, they would then practise expected reactions of the duty holder to their assertive behaviour (e.g., the participant may frame their assertion outcome expectancies by thinking: “If I do X in this circumstance, then the duty holder will do, think or feel Y”). Practising these assertiveness outcome expectancies would help inspectors avoid anxious expectancies that can lead to defensive behaviours (e.g., passivity, withdrawal and inappropriate accommodation) when engaging with “real-world” volatile/conflictual situations in the field. Instead, inspectors would develop a repertoire of assertive responses and appreciate that their expectancies about how the duty holder may think/feel/behave can, in turn, guide and calibrate their assertive behaviour. WorkSafe Victoria should consider using personality testing that incorporates the “Big Five” personality dimensions as a way of identifying inductees who would benefit from targeted assertiveness training. This is because individuals who score highly on the personality dimension of Agreeableness, in particular, struggle with engaging in assertive behaviour because of their tendency to be timid, and acquiesce to the needs of others. Inductees, in particular, who struggle with assertive communication could be provided with one-on-one or small group coaching focusing on practising techniques such as: assertive opposition (assertively refusing an inappropriate request), empathic assertion (attempting to understand another’s feelings and needs), developing a positive inner dialogue (changing from a negative to a positive reframe), broken record (confidently repeating a request) and formulating viable alternatives.

- Recommendation 1.4. Refine the induction training processes to improve career adaptability in terms of both control and concern.

Training focused on improving self-discipline, effort and persistence as well as activities encouraging inductees to be responsible for shaping themselves and their work could be implemented to improve career adaptability control. Training activities focused on career exploration and information seeking should be included to increase career adaptability concern by helping inductees to look ahead and prepare for what might come next. Providing mentors and supervisors with training on developing and enhancing supportive supervision practices could also be considered as employees who receive support from their supervisors are more likely to be adaptable in their careers.

- Recommendation 1.5. Expand the induction training by providing additional training on giving/receiving effective peer feedback as well as more opportunities for coaching and obtaining feedback from colleagues.

WorkSafe Victoria should provide more opportunities for job crafting by increasing both social resources and challenging demands. WorkSafe Victoria should provide additional training on giving/receiving effective peer feedback as well as more opportunities for coaching and obtaining feedback from colleagues to increase social resources. Inductees already engage in considerable mentoring activities, however, this could be more focused on encouraging them to be more proactive/responsible in managing their mentoring. WorkSafe Victoria should provide more opportunities for inductees to self-select difficult training tasks and learning processes where they examine the underlying relationships among aspects of their role as an inspector to improve job crafting by increasing challenging demands.

Below are recommendations based on the findings in relation to the impact of **the field mentoring/diploma training** provided to new inspectors. These recommendations have been communicated to WorkSafe Victoria’s Learning and Capability Team via documents, presentations and meetings. These recommendations are:

- Recommendation 2.1. Continue the field mentoring/diploma training.

WorkSafe Victoria should continue with the field mentoring/diploma training, given the significant improvement in new inspectors' evaluation of their career adaptability confidence, career adaptability control, overall career adaptability, job crafting decreasing hindering demands and job crafting increasing challenging demands as a result of this training. Mentoring provides inspectors with access to tacit knowledge, career sponsorship, guidance on career advancement, advice on overcoming barriers/dealing with challenging tasks and an experienced role model for them to emulate. As a consequence, mentoring is likely to be a major contributor to these improvements and should be expanded. The *Communicate as a Regulator* skill set in the Diploma of Government (Workplace Inspection) is also a likely driver of these improvements. Specifically, the *Use Complex Workplace Communication Strategies* and *Manage Conflict* units of competency are key in this regard and so they should be retained in the program and given increasing emphasis.

- Recommendation 2.2. Provide more mastery, experimentation and reframing opportunities for new inspectors.

Consistent with the recommendations for the induction training, WorkSafe Victoria should consider providing more mastery opportunities, where new inspectors can succeed at challenging tasks and reflect on these successes to increase self-efficacy and hope. WorkSafe Victoria should also consider extending mentoring beyond the field mentoring training to improve self-efficacy and hope. WorkSafe Victoria should consider providing more opportunities for improvisation, experimentation and rehearsal in the field mentoring/diploma training to build resilience. Reframing activities should be considered (e.g., keeping personal learning journals, where negative experiences are analysed for potential positive learning outcomes) to increase optimism.

- Recommendation 2.3. Consider more closely matching of mentor/protégée pairs.

WorkSafe Victoria should consider more closely matching mentors and protégées based on similarity (e.g., matching female protégées with female mentors), so that protégées can observe similar people succeed, raising their success expectations.

- Recommendation 2.4. Consider complementing and extending the assertiveness training.

WorkSafe Victoria should consider complementing and extending the assertiveness training provided in the *Use Complex Workplace Communication Strategies*, *Communicating as a Regulator* and particularly in the *Manage Conflict* units of competency in the Diploma of Government (Workplace Inspection) course. This could involve training activities focused on identifying assertive, passive and aggressive behaviours; slowing down the process and regulating their emotions (given the automatic element of accommodation and aggression), developing skills in listening, making and responding to requests, strategies for refuting unreasonable requests, communicating constructive criticism and processes for managing anger. This assertiveness training could also focus on developing verbal and non-verbal skills that contribute to assertive communication such as tone of voice, appropriate eye contact, displaying confident body language and length of replies provided by inspectors. Additionally, field mentors could be encouraged to share their experiences in dealing with recalcitrant duty holders and the assertiveness strategies they utilised to obtain compliance. Field mentors could also be encouraged to emphasise the critical importance of competence in terms of behaving assertively. Specifically, field mentors could communicate to their protégées that they ensure, prior to commencing a workplace inspection, that they are

cognisant of the typical industry risks and hazards, conversant with relevant Acts and safety regulations and that they can confidently communicate to the duty holder and workplace staff why certain actions are necessary and the likely consequences of noncompliance. Field mentors should also be encouraged to reinforce modelling assertive behaviour when conducting workplace visits with their protégées. This would involve modelling clear communication with duty holders regarding health and safety requirements and any action taken by the inspector. Trainee inspectors could then be encouraged to practise providing direct, concise and unambiguous information using respectful and nonconfrontational communication. Clarity in communication reduces uncertainty and misunderstanding and delivers the message assertively, thereby signalling the importance of following safety protocols.

- Recommendation 2.5. Modify the field mentoring/diploma training to improve the career adaptability of new inspectors in terms of concern and curiosity.

To enhance career adaptability concern, cognitive sensemaking processes should be considered, where new inspectors attempt to interpret and give meaning to new developments at work. In addition, to improve career adaptability concern, WorkSafe Victoria should consider providing new inspectors with more guidance from mentors on how the decisions made today may influence their future career, drawing on examples from their own career experiences. Career adaptability curiosity could be improved via more emphasis on self-awareness and reflection activities, where new inspectors are encouraged to explore their “possible selves” in variable and demanding circumstances and to then use these insights to identify future growth opportunities. In addition, inspectors could be encouraged to make connections between their role and behaviours as an inspector and these self-awareness insights as this would help develop career adaptability curiosity.

- Recommendation 2.6. Consider the increased use of technologies to expand opportunities in the field mentoring/diploma training to increase both structural and social resources for job crafting.

Increasing structural resources for job crafting could be encouraged via providing opportunities to learn new technologies and develop different skills and by reinforcing the link between developing these skills and future career success. WorkSafe Victoria should also consider devolving responsibility to new inspectors in managing their field mentoring, where they manage the relationship and proactively seek feedback from their mentor. WorkSafe Victoria should also consider providing more opportunities for knowledge sharing among new inspectors to increase social resources for job crafting. WorkSafe Victoria already makes good use of eLearns and provides inspectors with access to the LinkedIn Learning platform, however, there are more opportunities to leverage online learning. For example, capitalising on digital platforms including video conferencing solutions (e.g., Teams, Zoom, Google Meet), enterprise social media (e.g., Slack, Workplace), and file-sharing tools (e.g., SharePoint, Dropbox, Google Drive) would be useful for knowledge sharing, peer-to-peer learning networks and to develop communities of practice. Learning in communities of practice would provide a psychologically safe environment where inspectors can contextualise their individual experiences in open discussion with their colleagues. WorkSafe Victoria could explore transformational tech-based innovations such as a Virtual Coach (a mobile application that could include brief modules for inspectors to learn, test and get feedback on their competencies). WorkSafe Victoria could consider implementing *gamification*, which involves a set of online activities to solve work problems and develop competencies by applying the characteristics of gaming elements. Virtual Augmented Reality could be used to practise workplace scenarios and data could be captured, in addition to feedback from peers, worksites and Group Leaders, and analysed for skill and performance development. WorkSafe Victoria should also consider providing Field Mentors with guidance

or training on encouraging job crafting among their protégées. This would involve signalling openness and support via listening to their individual developmental needs, being receptive to their new ideas or suggestions and encouraging them to make small self-initiated changes in how they perform their role.

Below are recommendations based on the findings in relation to the evaluation of **professional development** training provided to inspectors. These recommendations have been communicated to WorkSafe Victoria's Learning and Capability Team via documents, presentations and meetings. These recommendations are:

- Recommendation 3.1. Continue to provide the suite of professional development training opportunities that are currently available to inspectors.

This evaluation found that inspectors' self-efficacy, assertiveness, rational persuasion influencing behaviours and collaborating influencing behaviours significantly improved following 12 months engagement in professional development. These are critical attitudinal and behavioural capabilities required by inspectors and therefore improvement in these domains provides quite strong support for the impact of the professional development program.

- Recommendation 3.2. Consider creating professional development learning activities focused on developing the psychological strengths of hope, optimism and resilience.

These learning activities may be best delivered via short, self-paced eLearns, which could be structured and developed using the psychological capital training model (Luthans et al., 2006). This model, focusing on goal setting, positive mindset/self-talk, obstacle avoidance/planning, positive visualisation and reframing, has been used extensively and training programs based on the model have been empirically tested and validated (Georgiou et al., 2021; Luthans et al., 2006; Luthans et al., 2010). In terms of an example eLearn to develop hope, inspectors could initially be presented with a short video explaining how to develop an achievable goal (i.e., concrete milestones to gauge success, adopting an approach orientation where participants move towards goal achievement and the importance of identifying sub-goals). Participants could then be asked to identify an important work goal and develop multiple pathways to accomplish this goal. Next, inspectors could be required to list any barriers and the resources required for navigating each barrier. Finally, inspectors could be asked to eliminate unrealistic pathways and decide on a pathway they intend to follow. In terms of an example eLearn to develop optimism, initially participants could be provided with an overview of the benefits of an optimistic mindset, supported by examples. Next, inspectors would engage in a self-reflection activity where they identify their current mindset and recognise patterns of negative thinking. Inspectors could then practise positive affirmations or engage in a visualisation exercise to help shift to an optimistic mindset. Finally inspectors could develop a plan to implement optimism-boosting practices into their daily routines and workplace interactions. In terms of an example eLearn to facilitate resilience, inspectors could be provided with a brief instructional overview of how resilience is developed (bouncing back and beyond from adversity). Next participants could be asked to think about a recent setback at work and to record their immediate reactions to the setback. Following this, inspectors could be presented with a short video explaining negative self-talks, catastrophising, reality testing and reframing. In light of this information, inspectors could be asked to assess the realistic impact of the setback in terms of aspects within their control, those outside of their control and options available for taking action. Finally, inspectors could be encouraged to apply these processes when confronted with another setback or adversity at work.

- Recommendation 3.3. Develop new modules focused on developing competence to improve the career adaptability of inspectors.

In order to cultivate career adaptability among inspectors, WorkSafe Victoria could implement a training module focused on developing adaptive expertise as this capability has been found to promote career adaptability. Adaptive expertise is a higher-order cognitive capacity characterised by flexible, creative and innovative thinking within a work domain. For example, specific training activities could focus on assisting inspectors to consider situations at work where existing skills and routine behavioural responses were ineffective, particularly under conditions of uncertainty and volatility. In light of this, inspectors could then be asked to generate new protocols, methods and solutions to cope with dynamic environments. These training activities will assist inspectors in terms of identifying, evaluating and altering their learning processes in order to develop adaptive expertise. Consideration should also be given to developing training modules that encourage and empower inspectors to make job- and career-related choices that they see as effective/desirable, despite barriers and constraints. This facilitates work volition and research indicates that it promotes carer adaptability. WorkSafe Victoria could also develop training modules where inspectors are encouraged to reflect on their desired career goals and then generate a range of feasible “means-end” structured pathways to these goals. These “means-end” structured pathways could then be used to generate reality-based, concrete behavioural strategies that provide the means to achieve these career goals. In particular, career adaptability control is expected to be improved by these learning activities as they are focused on developing autonomy and planning. In addition, career adaptability curiosity is also likely to be enhanced by exploring and generating “means-end” pathways to career goals. These training processes are also likely to improve hope among inspectors as hope is enhanced via identifying goals, barriers to those goals and multiple pathways to realising those goals. In order to improve career adaptability concern among inspectors, a visualisation activity could be developed where inspectors imagine and share their career aspirations with peers. Inspectors could then complete a career planning exercise where they evaluate their progress in terms of milestones achieved and identify tasks to be completed. This activity leverages both reflection and reflexivity (i.e., participants identifying strategies to question their own attitudes, thought processes, values, assumptions, prejudices and habitual actions). As a consequence, inspectors would have the opportunity to ruminate on what they had achieved and to contextualise these accomplishments in relation to their future imagined careers. Career adaptability confidence could be increased by training activities where inspectors practise tasks focused on refining their decision-making skills and by participating in learning processes that stimulate inquisitive career-related behaviours.

- Recommendation 3.4. Expand training for Group Leaders.

While job crafting is a proactive self-initiated behaviour, WorkSafe Victoria Group Leaders can play a critical role in stimulating and nurturing job crafting by creating an active learning team environment that encourages empowerment and personal initiative. As a consequence, WorkSafe Victoria should consider providing targeted training to Group Leaders, as part of their leadership development, in order to help them support inspectors in their teams decide on what and when to craft, and to help them identify the capabilities, expertise and tacit knowledge necessary to address current and anticipated challenges.

- Recommendation 3.5 Develop training activities focused on improving job crafting.

These training activities could be designed based on the Michigan Job Crafting Exercise (Berg et al., 2010), which focuses on helping employees to reshape their jobs to better align with their strengths, interests, and values, and has been found to be an effective generic intervention in evaluation studies (Van Wingerden et al., 2017). Specifically, the Michigan

Job Crafting Exercise could provide the overarching frame and the activities could be operationalised in terms of job resources and demands. For example, inspectors could be provided with a learning activity where they record the tasks associated with their job and then sort these into three categories: time consuming tasks, frequent tasks and tasks that arise intermittently. Inspectors would then be required to identify changes they could make in their work to increase structural and social resources and challenging demands, as well as changes to decrease hindering demands that would assist with these tasks. Inspectors would then identify one job crafting goal they would like to achieve and finally they would be required to develop a personal crafting plan to realise this goal. As part of their personal crafting plan, inspectors would be asked to identify pathways to goal achievement and potential barriers to completion. This job crafting development training could be delivered in-person, face-to-face in a group setting, or it could be developed as an eLearn. The advantage of eLearns is that they are useful mediums for short activities such as this and provide training processes that are flexible, learner-centred, and free from time and location constraints. This self-directed eLearn, focused on developing job crafting, could also be supplemented by participants to establish or join an online platform such as a LinkedIn Learning network or a WhatsApp group where inspectors can share their experiences, learn about successful approaches and encourage each other to persist with their personal crafting plans.

- Recommendation 3.6 Consider team-based professional development training for job crafting.

The fact that inspectors are nested in workgroups, they typically have access to similar resources and are constrained by similar demands. As a consequence, there are strong reasons for developing job crafting skills within teams. Indeed, explicitly developing and delivering team-based job crafting training is likely to directly improve job crafting focused on increasing social resources. This could be based on the proactive goal setting approach developed by Parker et al. (2010). This approach involves four learning processes: *envisioning, generating, planning* and *striving* and has been used extensively as a meta-process model for designing job crafting and other prosocial work behaviour training with considerable success. For example, inspectors might begin by discussing and identifying a desirable future work situation, with an emphasis on job fits and misfits (*envisioning*). Next they could collaboratively set realistic and concrete goals to achieve the desired future work situation (*generating*). Following this, inspectors could identify pathways for achieving that goal, focusing on how to seek resources and challenges and processes for reducing hindering demands (*planning*). After this, each individual inspector could be asked to put their plans into action in order to attain the goal, with follow-up encouragement and support from team members who can share their personal crafting stories (*striving*).

- Recommendation 3.7. Introduce professional development activities focused on assisting inspectors to develop their influencing behaviours.

WorkSafe Victoria should consider providing professional development activities focused on assisting inspectors to develop their influencing behaviours. While the frequency with which inspectors engaged in rational persuasion and collaborating influencing behaviours increased following 12 months engagement in professional development activities, there is strong evidence that having a repertoire of influencing tactics is beneficial in terms of inspectors gaining compliance and commitment to requests. It is also the case that rational persuasion and collaboration are two influencing behaviours that are highly effective in facilitating, not only compliance with requests, but also commitment. These are two sophisticated and nuanced influencing skills that align with WorkSafe Victoria's shift in emphasis towards first using encouragement and persuasion interventions to promote commitment, rather than automatically applying enforcement interventions that create only

compliance. This professional development activity to improve influencing skills could be delivered online as an eLearn. Participants could be provided with vignettes outlining the context of an inspection (e.g., industry, history of incidents, behaviours of the duty holder, past experiences with the duty holder, etc.). After reading each vignette, the inspector would be asked to select, from a drop-down list of options, which influencing behaviour they believe would be most effective, based on the information in the vignette. Participants would then be provided with immediate online feedback regarding how aligned/appropriate their influencing behaviour was in terms of motivating the duty holder to follow the request. In cases where the influencing behaviour was not optimal, the inspector would be given the opportunity to select another more appropriate influencing behaviour from the drop-down list. Some vignettes could be designed so that logical (i.e., rational persuasion) or participative (collaborating) influencing strategies prove to be ineffective. In light of this, inspectors would need to deploy influencing behaviours that are more focused on self-interest (appraising) or directive based on legal powers (legitimizing), signalling the importance of contingencies and having a repertoire of influencing strategies.

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## 8. Appendix 1

| <b>Professional Development Module Title</b>                                  | <b>Delivery Mode</b> |
|---|----------------------|
| Asbestos "Class A" Removal training   | Workshop             |
| ICAM Lead Investigator Course - Safety Wise                                   | Workshop             |
| Inspect & Give Evidence Workshop  | Workshop             |
| OHS Hazardous Substances Regulations  | Workshop             |
| s131 - Process & Difference with Normal Investigations                        | Workshop             |
| Points of Proof Workshop  | Workshop             |
| Cladding  | Workshop             |
| OHS Act Part 1 & 2 - Preliminary & The Authority                              | Workshop             |
| Forensic Photography  | Workshop             |
| Personal Safety Situational Awareness (HSW management Duress alarm selection) | Workshop             |
| Critical Incident Stress Management (CISM) & EAP                              | Workshop             |
| Notebook & Entry Reports Workshops  | Workshop             |
| Dangerous Goods Appointment Exam  | Workshop             |
| OHS Regulations - Part 5.1 - Construction - including notice writing          | Workshop             |
| OHS Regulations - Falls   | Workshop             |
| OHS Regulations - Plant   | Workshop             |
| OHS Regulations - Manual handling   | Workshop             |
| OHS Regulations - Hygiene   | Workshop             |
| Dangerous Goods Key Concepts  | Workshop             |
| Dangerous Goods (Storage and Handling ) Regulations                           | Workshop             |
| Dangerous Goods Classes   | Workshop             |
| Dangerous Goods Hazard ID & Risk Mitigation                                   | Workshop             |
| Dangerous Goods (HCDG) Regulations  | Workshop             |
| Dangerous Goods Regs and Legislation  | Workshop             |
| Dangerous Goods (Explosives) Regulations                                      | Workshop             |

| <b>Professional Development Module Title</b>   | <b>Delivery Mode</b> |
|--|----------------------|
| Dangerous Goods (Transport by Road and Rail) Regulations                             | Workshop             |
| Dangerous Goods Act 1985   | Workshop             |
| Provisional Payment for Advisory Services  | Workshop             |
| Safety Inspection of Construction (Temporary) Wiring                                 | Workshop             |
| Digital Enquiries in Licensing   | Workshop             |
| Dangerous Goods Virtual Training Room  | Workshop             |
| Trench Safety Awareness  | Workshop             |
| Managing Exposure to Respirable Crystalline Silica (RCS) Part 1: Engineered Stone    | Workshop             |
| Managing Exposure to Respirable Crystalline Silica (RCS) Licensing: Engineered Stone | Workshop             |
| Construction OVA Risk/Hazard ID Round Tables   | Workshop             |
| Advisory - Capture & Store Phone Enquiry   | Workshop             |
| Advisory - Leadership & Support Digital Enquiry Training                             | Workshop             |
| Advisory - Digital Enquiry for Advisors Training                                     | Workshop             |
| Amusement Device Inspections Training  | Workshop             |
| Working Safely at Heights  | Workshop             |
| Defensive Driving  | Workshop             |
| Introduction to Respirable Crystalline Silica Workshop                               | Workshop             |
| Hazardous Manual Handling Refresher Training Workshop - For Inspectors               | Workshop             |
| Overview of Advisory Systems   | Workshop             |
| Customer Service and Call Management   | Workshop             |
| Privacy for Advisory   | Workshop             |
| Introduction to the OHS Act – Definitions and General Duties                         | Workshop             |
| Part 5 OHS Act – Incident Notification   | Workshop             |
| Hazards & Risk Management  | Workshop             |
| Lead Auditor   | Workshop             |
| Safe Use of Concrete Pumps   | Workshop             |

| <b>Professional Development Module Title</b>   | <b>Delivery Mode</b> |
|--|----------------------|
| Snow Driver Training 4WD   | Workshop             |
| Hazards, Risk and Regulation Training: Manual Handling (Basics)                        | Workshop             |
| Hazards, Risk and Regulation Training: Hazardous Substances (Basics)                   | Workshop             |
| Hazards, Risk and Regulation Training: Construction (Basics)                           | Workshop             |
| Hazards, Risk and Regulation Training: Prevention of Falls and High Risk Work (Basics) | Workshop             |
| Hazards, Risk and Regulation Training: Engaging with Experts (Basics)                  | Workshop             |
| Hazards, Risk and Regulation Training: Confined Spaces (Basics)                        | Workshop             |
| Hazards, Risk and Regulation Training: Forklift and Traffic Management                 | Workshop             |
| Hazards, Risk and Regulation Training: Plant (Basics)                                  | Workshop             |
| Hazards, Risk and Regulation Training: Noise (Basics)                                  | Workshop             |
| Hazards, Risk and Regulation Training: Asbestos (Basics)                               | Workshop             |
| Four Wheel Drive (4WD) and Recovery  | Workshop             |
| Hazards, Risk and Regulation Training: OHS Part 2.2 - Issue Resolution (Basics)        | Workshop             |
| The Equipment Public Safety Act (EPS)  | Workshop             |
| Hazards, Risk and Regulation training: EG Expectations (Basics)                        | Workshop             |
| Hazards, risk and regulation training: Electrical Safety (Basics)                      | Workshop             |
| Writing Inspection Notices & Improvement Notices                                       | Workshop             |
| Events & Amusements Inspection Training  | Workshop             |
| Psychosocial Hazards Fundamentals  | Workshop             |
| Crane Awareness Training   | Workshop             |
| Dangerous Goods: Introduction to DG  | Workshop             |
| DG Appointment Training: Storage and Handling  | Workshop             |
| DG Appointment Training: Transport   | Workshop             |
| DG Appointment Training: Explosives and HCDG   | Workshop             |
| Psychosocial Hazards   | Workshop             |
| NHVR Transport Inspector Information Session   | Workshop             |

| <b>Professional Development Module Title</b>                      | <b>Delivery Mode</b> |
|---|----------------------|
| Traffic Management Training                                       | Workshop             |
| The Art of Feedback   | Workshop             |
| ARI Nomination Checklist  | Workshop             |
| Hazardous Manual Handling: Psychosocial Inspectors                | Workshop             |
| Statement taking and planning                                     | Workshop             |
| Investigative Interviewing - PEACE Model                          | Workshop             |
| Statement taking and conversation management                      | Workshop             |
| Informant Statements  | Workshop             |
| Malcolm Sparrow: Regulatory Design - Day 1                        | Workshop             |
| Malcolm Sparrow: Regulatory Design - Day 2                        | Workshop             |
| Malcolm Sparrow: Regulatory Design - Day 3                        | Workshop             |
| Psychosocial Hazards Fundamentals - Session A - Investigators     | Workshop             |
| Psychosocial Hazards Fundamentals - Session B - Investigators     | Workshop             |
| WSV Investigative Mindset   | Workshop             |
| Document Familiarisation & Investigation Scoping                  | Workshop             |
| Defensive Decision Making & Procedural Fairness                   | Workshop             |
| Exhibit Handling & Section 100 Process                            | Workshop             |
| Brief Preparation   | Workshop             |
| Learnings from IRU & how to incorporate these into notice writing | Workshop             |
| Notice Writing Refresher  | Workshop             |
| Using Emotional Intelligence in the Field                         | Workshop             |
| Section 100 & Section 9   | Workshop             |
| Common Offences and Reasonable Practicable                        | Workshop             |
| How to Conduct a OH&S Investigation                               | Workshop             |
| Uphold and support the values and principles of public service    | Workshop             |
| Plan and initiate an investigation                                | Workshop             |
| Conduct an investigation  | Workshop             |
| Finalise an investigation   | Workshop             |

| <b>Professional Development Module Title</b>                               | <b>Delivery Mode</b> |
|--|----------------------|
| Apply regulatory powers  | Workshop             |
| Gather information through interviews                                      | Workshop             |
| Communication Strategies & Occupational Safety Training                    | Workshop             |
| Maintain workplace safety  | Workshop             |
| Use advanced workplace communication strategies                            | Workshop             |
| Compile and use official notes   | Workshop             |
| Prepare a brief of evidence  | Workshop             |
| Give evidence  | Workshop             |
| Conduct search and seizure   | Workshop             |
| Assess compliance  | Workshop             |
| Act on non-compliance  | Workshop             |
| Notice Writing Refresher (Archived)  | Workshop             |
| Dangerous Goods: Appointment Training                                      | Workshop             |
| Load Restraint Awareness Session   | Workshop             |
| Safer Cattle Handling  | Workshop             |
| Occupational Violence & Aggression (OVA)                                   | eLearn               |
| OHS Act Part 1 - Preliminary   | eLearn               |
| OHS Act Part 2 - The Authority   | eLearn               |
| OHS Act Part 3: General Duties   | eLearn               |
| OHS Act Part 4 - Consultation  | eLearn               |
| Introduction to Workplace Manslaughter                                     | eLearn               |
| Authorised Officers & the COVID CHO Directions - The Big Picture eLearning | eLearn               |
| Introduction to Fieldlink eLearn   | eLearn               |
| RTW Offences Enforcement   | eLearn               |
| RTW Entry Reports Improvement Notices                                      | eLearn               |
| RTW Inspectorate Powers  | eLearn               |
| RTW Obligations  | eLearn               |

| <b>Professional Development Module Title</b>  | <b>Delivery Mode</b> |
|---|----------------------|
| RTW Introduction  | eLearn               |
| OHS Part 7: Representation of employees   | eLearn               |
| OHS Act Part 8: Authorised representatives of registered employee organisations (ARREO)   | eLearn               |
| Dangerous Goods Appointment Expression of Interest  | eLearn               |
| Recording - Managing exposure to Respirable Crystalline Silica (RCS) in construction: Cutting AAC panels (Level 1 enquires)                 | eLearn               |
| Workplace Manslaughter for Inspectors and Investigators   | eLearn               |
| Work-related psychological risk call management   | eLearn               |
| Recording - Concrete Pumping - Inspector Training   | eLearn               |
| Recording - Crime Scene Management - Initial action including searching and evidence collection   | eLearn               |
| Recording - Crime Scene Management - General Crime Scene photography basics and Video basics  | eLearn               |
| Recording - Crime Scene Management – Crime Scene recording – Notes and sketches, Contamination minimisation, general advice and information | eLearn               |
| Recording - Exposure to UV  | eLearn               |
| RTW - Employer & Worker Obligations   | eLearn               |
| Occupational Health and Safety and Other Legislation Amendment Bill 2021  | eLearn               |
| Infringements Basics  | eLearn               |
| Digital National Amusement Inspections Tool   | eLearn               |
| Occupational Health and Safety (OHS Act) Amendments 2022  | eLearn               |
| Introduction to Crystalline Silica: Workshop Pre-reading  | eLearn               |
| Hazardous Manual Handling pre-reading   | eLearn               |
| Manual Handling Regulations pre-reading   | eLearn               |
| Introduction to Crystalline Silica: Phase 2   | eLearn               |
| Recording - Safe Use of Concrete Pumps  | eLearn               |
| Recording - Introduction to Respirable Crystalline Silica - Video Part 1  | eLearn               |
| Amusement and Events Inspections  | eLearn               |
| Psychosocial Hazards - Module 1   | eLearn               |

| <b>Professional Development Module Title</b>                                       | <b>Delivery Mode</b> |
|--|----------------------|
| Psychosocial Hazards - Module 2  | eLearn               |
| Psychosocial Hazards - Module 3  | eLearn               |
| Recording - Overview of Hazardous Manual task Systems Thinking Assessment (HaMSTA) | eLearn               |
| Fundamentals of emergency incident management                                      | eLearn               |
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