

SAFM 550 – LOSS CONTROL AND RECOVERY - SYLLABUS

SPRING 2015 – MIKE KLISHIS

Tuesday and Thursday, 9:30-10:45 – 107 MRB – CRN 13788

Office: Room 333-C Mineral Resources Bldg., WVU.

Office Hours: TR – 11-12, 3:30-4:15, W – 2-4:15 PM, other hours by appointment

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GENERAL COURSE INFORMATION

The Mission of the Safety Management program is to develop Leaders of an Organization able to protect, conserve, and improve the resources - people, property, and efficacy - of the organization

Loss control is an essential component of an effective an efficient safety effort. Therefore, managers who have safety responsibilities have to be knowledgeable of the various approaches and techniques to reduce an organization's loss and the skills to employ these techniques to improve the organization. They must be able to identify potential situations or areas where losses may occur and understand the avenues available to reduce or eliminate these potential situations and/or the how to take effective steps to recover these organizational resources [be they persons or property] quickly, efficiently and effectively.

Course Goal: To assure that areas of loss or potential loss are identified and techniques for eliminating or reducing losses, and recovering or restoring are implemented to bring organizational resources back to operational levels.

SAFM 550 COURSE OBJECTIVES AND EVALUATION APPROACHES

Course Objectives: Students will be able to demonstrate his/her knowledge of loss control procedures that include both identifying problem areas and correcting those problems. Specifically students will be able to:

1. Demonstrate knowledge of established techniques and approaches to loss control that result in economic savings.
Assessment Quiz and Exam
2. Demonstrate knowledge of behavioral approaches to safety.
Assessment Safety Sampling Project, Quiz and/or Exam
3. Analyze information gathered from injury data collection and incident investigations to identify areas and situations with a high potential and probability of loss.
Assessment Data Analysis Project
4. Demonstrate knowledge of performance observation, behavioral (safety) sampling, including critical behavior incidents, observations, and analysis of observational data to identify specific problem areas that could lead to potential loss.
Assessment Safety Sampling Project
5. Describe practices and procedures for conducting incident investigations
Assessment Exercise, Quiz and/or Exams
6. Describe maintenance management procedures that will reduce loss.
Assessment Quiz and/or Final Exam
7. Specify how insurance and workers compensation can be used to avoid loss and recover resources.

- Assessment Exercise, Quiz and/or Exam*
8. Explain the procedures that can be used to conduct accident/incident investigations
Assessment Assignments, Quiz and/or Exams
9. Explain the procedures that can be used to identify ergonomic hazards and the procedures and resources available to control those hazards.
Assessment Assignments, Quiz and/or Exams
10. Use a spreadsheet to analyze accident data.
Assessment Data Analysis Project

MAJOR TOPICS COVERED

Safety, Productivity, Data and Loss Control	Problem Solving
Loss & Risk: Costs, Causes and Effects	Accident/Incident Investigations
Motivation	Recovering Damaged Property, Scrap, and Recycling
Behavioral Approaches to Safety	Maintenance Management
Observations and Safety Sampling	Risk, Insurance, Workers Compensation and Loss Control
Human Factors [cognitive ergonomics]	Control
Problem Employees and EAPs	<i>Off-the-Job Safety</i>

TEXTBOOK & READING INFORMATION

Bird, F.E., Germain, G.L and Clark, M.D.. *Practical Loss Control Leadership, Third Edition*, Duluth, GA: Det Norske Veritas (USA), 2003.

Klishis – e-reserves, WVU libraries website - <http://www.libraries.wvu.edu> See last page for logon info

Klishis Homepage: IMSE homepage (faculty) – <http://www2.cemr.wvu.edu/~mklishis/>

Klishis – SAFM 550 Course page – www.cemr.wvu.edu/~safm550

SAFM 550 eCampus site.

NOTE: Students taking this course must know basic *MS Excel*[®]. There will be an electronic training session on advanced aspects of *Excel*[®], including **Pivot Tables**. If you are **not** at ease working with *Excel*[®] there are programs on the web that may help you. Students may check to see if there is a WVU OIT training session on the Downtown, Evansdale, or Health Sciences Campuses.

GRADING

Grading is based on a point system. Points are earned from a variety of activities including tests, a project paper, presentation, class participation and other assignments. **NOTE: All assignments are due at the beginning of the class period to be on time. Late assignments will be discounted a minimum of 10% the first day, and additional discounts thereafter. There are NO special extra credit activities.** However, bonus points MAY be awarded for exemplary performance on tests and projects.

GRADING SCALE

<u>Points</u>	<u>Grade</u>
900 and above	A
800 - 899	B
700 -799	C

[Note: any grade below a "C" is a failing grade for graduate students]

<u>ACTIVITY</u>	<u>Percent</u>	<u>Points</u>
Assignments/Homework/Quizzes	10	100
Attendance	5	50
Class Participation	5	50
Evaluation of self and others (Group Activity, Briefing forms)	2.5	25
Projects	52.5	
Inspections		100
Behavior Sampling Presentation		125
Incident Data Analysis Report [via Spreadsheets]		300
Midterm Exam	10	100
<u>Final Exam</u>	<u>15</u>	<u>150</u>
Total	100	1000

The purpose of a graduate level course is more than simply imparting knowledge. Developing practitioners and/or researchers in the field of safety are the main goals of any graduate program in Management or Occupational Safety. In order to do this, students must use research skills and develop resources that may be used on the job. Therefore, students will be involved in activities in order to demonstrate required competencies.

SAFM 550 – Schedule – Spring 2015

NOTE: The Instructor may make adjustments to the schedule during the course of the semester.

<u>Month</u>	<u>Week of</u>	<u>Wk.</u>	<u>Topic(s) and Assignment for this class (with Text chapters, supplemental info)</u>
Jan	13	1	Introduction, Course Overview, Safety, Productivity, Data and Loss Control Pretest <u>Assignment:</u> <i>Developing and Maintaining Safety Programs for Improved Worker Performance</i> , by Klishis and Althouse (eReserves)
Jan	16 th		Last Day to Add a course or Drop a course w/o a “W”
Jan	19 th	-	Martin Luther King Day – No Classes
Jan	20	2	Loss and Risk: Costs, Causes and Effects Lecture based on Horn & Head – Risk Management, Exercise <u>Assignment:</u> The Causes and Effects of Loss-Chapter 1, Practical Risk Assessment – Chapter 2, Managing Control of Loss – Chapter 3, Course Pack
Jan	27	3	Motivation and Improving Performance <u>Assignment:</u> Motivation and Behavior – Chapter 4
Feb	3	4	Behavioral Observations / Safety Sampling Krause Videos 1-2 <u>Assignment:</u> READ for review - Task Analysis – Chapter 8, Performance Observation – Chapter 9
Feb	10	5	Behavioral Observations / Safety Sampling Krause Videos 3-4 Insurance and Loss Control <u>Assignment:</u> Review Practical Risk Assessment – Chapter 2
Feb	17	6	Human Factors and Loss Control – Controls, Colors, Shapes, Light
Feb	24	7	Insurance and Loss Control <u>Assignment:</u> Review Practical Risk Assessment – Chapter 2

NOTE: March 6th is **the cutoff day to register for Graduation** [Sarah Offutt-Room 141 ESB, 304-293-4344, Sarah.Offutt@mail.wvu.edu] and a good date to register for **Comprehensive Exams** Marie Owen -Room 321 MRB,304-4607-X 3713. If you are registering for Graduation you must have completed a **CURRENT** (this semester) graduation form.

Month Week of Wk. Topic(s) and Assignment for this class (with Text chapters, supplemental info)

Mar	3	8	Midterm Examination– Comprehensive [1st half of semester] Human Factors and Loss Control – Shiftwork <u>Assignment:</u> Study for Midterm, : Duchon – Shiftwork; Rosa & Colligan – Plain Language about Shiftwork
Mar	10	9	Ergonomics – Back injuries <u>Assignment:</u> Ergonomics – Chapter 19, Gallagher & Hamrick – Nature & Cost of Low Back Pain, A Scientific look at Back Belts
Mar	17	10	Problem Employees and EAPs Lecture SPREADSHEETS FOR FIRST YEAR DUE ST PATRICK'S DAY <u>Assignment:</u> Managing the Troubled Employee – Chapter 15

FRIDAY, MARCH 20TH – FIRST DAY OF SPRING

SATURDAY, MARCH 21ST – NAW-RUZ (DAY OF SPECIAL CONCERN)

Mar	24	11	Maintenance Management Lecture
Mar	29-Apr 4		Spring Break – No Classes
Apr	7	12	Incident Investigation, Problem Solving Krause Vides 5 Lecture <u>Assignment:</u> Incident Investigation – Chapter 5, Problem Solving - Chapter
Apr	14	13	Recovering Damaged Property Resources; Salvaging & Recycling; <u>Assignment</u> Damage and Waste Control - Chapter 16

FRIDAY, APRIL 17TH – SAFM COMPREHENSIVE EXAMINATIONS 243 MRB – 8 AM TO 4:45 PM

Apr	21	14	Workers Compensation and Loss Control Lecture, Exercise EAST OF RIVDAN – DAY OF SPECIAL CONCERN
Apr	28	15	Catch Up, Final Exam Review <u>Assignment:</u> TBA, Finish Project, Study for Final Examination

THURSDAY, APRIL 30TH – LAST DAY TO WITHDRAW FROM ALL CLASSES AT WVU

FRIDAY, MAY 1ST – DATA ANALYSIS PROJECT DUE NLT 4 PM

TUESDAY, MAY 5TH – FINAL EXAM – 243 MRB – 7 PM

Assignment: Study for Final

NOTE: Additional assignments may be required and objectives may be added or revised.

PROFESSIONAL SKILL DEVELOPMENT

Computer usage: Each student will work with computers in order to demonstrate some degree of competency with some aspects of computer usage (literature searches, word processing, graphics, the Internet, CBT, etc.). The project papers will be produced on a computer and presentations will be supplemented with PowerPoints.

Presentation Skills: By giving presentations, students are improving their skills to speak before an audience and answer questions "on their feet". These are valuable skills for any manager or supervisor.

Writing Skills: Written assignments are expected to be well defined and coherent. The instructor has often heard from employers or recruiters to stress that good writing skills are essential to their organization. With this in mind, students' assignments will be reviewed for grammar, spelling and especially coherent content

Management/Evaluation skills: Students are expected to demonstrate their ability to evaluate the quality of analytic material by critiquing the work of fellow students, giving feedback that will help them improve, and evaluating their 'performance.'

CHEATING

"**Cheating:** If you cheat (copy someone else's answers on a test, knowingly allow someone to copy your test, use someone else's term paper, etc.), then you can receive a failing grade in the class and could be subject to further disciplinary measures." (Mountie, 1996, p. 14)

"**Plagiarize ... vb.. to steal and pass off** (the ideas or words of another) **as one's own : use** (a created production) **without crediting the source ~ vi: to commit literary theft : present as new and original an idea or product derived from an existing source"** (Webster's New Collegiate Dictionary, 1979, p. 870)

In order to protect yourself from being accused of cheating you must reference (cite) any thought, idea, or fact that is not your original thinking. This means noting in the body of your paper (project report, etc.) the source of the fact or idea, and, if you are quoting a source directly, including the page number where the quote may be found. In this course we will use the **Publication Manual of the American Psychological Association, 5th edition**, as a guide for citing works (APA, 2001).

To further protect yourself (and your grade); you must be sure that any work you hand in contains a substantial amount of your own thinking. It is not acceptable to paraphrase another's work (even if you refer to that work and give the author credit) and submit it as your work. Originality on your part is required to pass this course.

For the official WVU code of ethics go to – <http://studentlife.wvu.edu/studentconductcode.html>

SOCIAL JUSTICE

West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to further such positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in class, please advise me and make appropriate arrangements with Disability Services (293-6700) **NLT the 3rd week of class.**

For the WVU policy on Social Justice go to – <http://socialjustice.wvu.edu/>

ATTENDANCE/CLASS PARTICIPATION

Students are expected to attend every class. An attendance sheet will be passed around during class periods for students to sign. Students are also expected to contribute to the class by answering questions, volunteering information, and participating in class discussions.

DAYS OF SPECIAL CONCERN

The University's calendar is designed to avoid days of religious concern for Christians (Protestant, Roman Catholic). However, many WVU students are of other religious faiths. In the WVU calendar there are dates designated as Days of Special Concern for students of the Jewish, Moslem or other faiths. If you are a student of another faith, and celebrate that faith on special days, please let the instructor know in **the first three weeks of the semester** in order to permit flexibility in the schedule.

The following are Days of Special Concern this semester:

February 19th – Chinese New Year

March 21st - Raw Nuz

April 21st – Feast of Rivdan

May 4th - Passover

ELECTRONIC RESERVE STUDENT ACCESS INFORMATION

To access E-Reserve materials go to <https://reserves.lib.wvu.edu/publicLogin.php>.

To get into eReserves you go to the eReserve page and enter your user Name and Password. Your username is the same as your Master ID username. Your password is the same password that you use to log into the WVU Libraries computers. It is the two digit day of your birth and the last four digits of your WVUID [You can look up your WVU ID at <https://centralid.wvu.edu/wvuid/>]

Then you should see any courses in which you are enrolled that have e-reserves associated with them. Simply click on the class you want and you are there.

If you have problems – please contact the e-reserves librarian: ereserves@mail.wvu.edu

SAFM 550 Study Questions

Spring 2015

Topic/Chapter Objectives & Study Questions

Developing and Maintaining Safety Programs for Improved Worker Performance by Klishis and Althouse [reading & lecture]

The learner will be able to discuss the techniques and components of a safety program designed to improve worker performance and reduce or eliminate loss.

What sources of information are useful when developing safety programs?

What can be done to make accident/incident data more useful?

What is the importance of safety (behavior) sampling?

What is the value of analyzing performance discrepancies?

How do communication and employee feedback improved safety programs?

What problems does a safety officer face when developing effective safety programs?

What is the view of safety training as a safety innovation?

Risks, Loss and Costs [lecture]

The learner will be able to describe the risks that lead to loss, and the possible costs associated with losses.

BG&E Chapter 1 - The Causes and Effects of Loss

The learner will be able to describe the origins and importance of "Loss"

Define/describe the following terms:

- a. accident (compare B&G to traditional views)
- b. incident
- c. safety
- d. loss
- e. risk
- f. hazard
- g. loss control
- h. immediate causes
- i. basic cause
- j. lack of control

What is the "accident ratio study/pyramid" (including unsafe behaviors) and what is its significance?

Describe/explain the International Loss Control Institute's (ILCI) loss causation model.

What is the "accident cost iceberg" and what is its significance?

Describe/explain the concept/principle of multiple causes and discuss the importance of this concept.

Describe Bird, Germain and Clark's three stages of control.

BG&E Chapter 2 – Risk Assessment

The student will be able to describe/discuss the techniques for risk control.

The learner will be able to give examples of risk control procedures

The learner will be able to describe how to evaluate risk

BG&C Chapter 3 - Managing Control of Loss

The student will be able to describe/discuss general management approaches for loss control.

The learner will be able to describe the principle of the critical/vital few (also known as the "Pareto Principle") and discuss why is it important to safety professionals?

The learner will be able to describe the activities for managing control (I-S-M-E-C)

BG&C Chapter 4 – Motivation and Behavior

The student will be able to describe/discuss the historical approaches to Loss Control management.

What are the characteristics of effective goals and how can goals improve worker performance?

[lecture]

What how are behavioral approaches and TQM used to improve safety and loss control? [lecture]

Describe the benefits of work redesign and discuss three (3) techniques to achieve redesign.
[lecture]

BG&C Chapter 5 – Incident Investigations

Objective The student will be able to describe how to organize and conduct an Incident Investigation

- What value can be gained from incident investigations?
- Who should make up an Incident Investigation team?
- What are the phases of an incident investigation?

BG&C Chapter 7 – Planned Inspections [Brief review to tie into CBI & Safety Sampling]

Objective The student will be able to describe the five steps in an Inspection

BG&C Chapter 8 - Task Analysis [Brief review to tie into CBI & Safety Sampling]

Objective: The student will be able to describe the steps in a task analysis.
What is the difference between Work Instructions and Guidelines?

BG&C Chapter 9 - Performance Observation

Objective: The student will be able to organize and conduct a performance observation.

Behavioral Approaches to Loss Control (lecture)

Objective 1: Given a situation involving human performance, the student will identify the contingencies controlling that performance.

Objective 2: Given a situation involving human performance discrepancies that can be corrected by "Behavioral Engineering," the student will develop approaches to eliminating those discrepancies

1. Identify or define the A-B-Cs of operant psychology (behavior modification) (i.e., what are the terms in the three term contingency: S - R -S^R?)
2. Describe the difference between punishment and reinforcement?
3. Describe the best way to motivate a worker from a behavioral point of view.
4. Compare the three Es of safety to the ABCs of behavioral psychology.
5. Describe/define the safety triad
6. Describe in behavioral terms the natural consequences of an accident.
7. In the laboratory, behaviorists say, the rat is always right. On the job this might be translated to, the worker is always right. Explain why the worker is always right.
8. Give examples of the use of aversive consequences, positive reinforcement and feedback to improve safety and reduce losses.
9. Describe the steps to developing a total safety culture according to Geller

Behavioral Observations/Safety Sampling [Lecture, reading]

The student will be able to describe how to use CBIs and safety sampling to improve safety and performance.

- What is the importance of safety (behavior) sampling/observation?
- Compare the safety sampling and Critical Behavior Inventory [CBI] to task analysis (JSA/CWTA) and planned observations.
- How do you plan and conduct a safety [behavioral] observation? (Video)

Risk, Insurance, Workers Compensation, and Loss Control [lecture, exercise]

The student will be able to describe/discuss the relationship of risk, insurance and loss control.

- What is risk and how is it treated?
- What types of insurance are required/available to a company?
- What is the relationship/involvement of insurance and loss control?
- How does liability insurance (property and product) relate to loss control?

How can safety/loss control managers make use of insurance companies in their loss control efforts?

The student will be able to calculate the costs of workers compensation injuries.

How can poor workers' compensation management practices result in loss?

Shiftwork [lecture, readings]

The student will be able to describe/discuss the relationship of shift schedules to safety performance and loss control.

What are the ergonomic considerations of shift schedule design?

What are circadian rhythms and what are the consequences of disturbing the sleep-wake cycle?

The student will be able to describe effective and safe shift schedules.

What are the advantages and disadvantages of fixed & rotating shift schedules?

How does fast and slow and backward and forward shift rotation effect worker performance?

How do shift start time and length of shift influence worker performance?

What procedures should management follow when developing a shift schedule?

Human Factors/ergonomics [lecture]

The student will be able to describe why knowledge of human factors [an 'engineering' approach] is important for safety managers.

The student will describe how problems in the following areas are related to safety and countermeasure that may be used to alleviate those problems: Illumination/Visibility, Controls, Dials and Readouts

BG&C Chapter 13 - Problem Solving

The student will be able to describe/discuss the approaches to problem solving that may impact on safety and loss control.

Describe the seven step system for problem solving [R.A.I.D.E.R.S.]

Describe how can fishbone diagrams may assist in problem solving?

Describe the steps in Potential Problem Analysis.

Why do managers and workers have trouble thinking outside of the box?

BG&C Chapter 15 - Managing the Troubled Employee

The student will be able to describe/discuss the effective approaches for dealing with troubled employees.

What factors affect employee performance?

Why is performance important when dealing with the troubled employee?

What are warning signs that supervisors should be aware of?

What are the basic responsibilities of supervisors?

How should a supervisor confront a troubled employee?

What is a fitness for duty policy and how does it relate to dealing with troubled employees?

What is the supervisor's role in managing troubled employees?

What are factors/problems that contribute to troubled employees? [Personal problems and job factors]

What are the common management approaches to handling a troubled employee? What are the advantages/disadvantages of each?

Maintenance Management and Loss Control [lecture]

The student will be able to describe/discuss the importance of maintenance management to safety and loss control.

Why is maintenance management a safety/loss control issue?

What are the advantages and disadvantages of the following maintenance management approaches?

a. Crash & burn, b. On demand, c. Planned [Preventative, Predictive]

BG&C Chapter 16 - Damage and Waste Control

The student will be able to describe/discuss the relationship between safety/loss control and property damage and waste control.

What are three reasons that damage control is a vital part of safety?

Describe procedures for loss control problems to include identification, evaluation and application of loss control techniques.

Risk, Insurance, Workers Compensation, Rehab and Loss Control [lecture, exercise]

The student will be able to describe/discuss the relationship of risk, insurance and loss control.

What is risk and how is it treated?

What types of insurance are required/available to a company?

What is the relationship/involvement of insurance and loss control?

How does liability insurance (property and product) relate to loss control?

How can safety/loss control managers make use of insurance companies in their loss control efforts?

What is Workers' Compensation and does it affect Loss Control

The student will be able to calculate the costs of workers compensation injuries.

How can poor workers compensation management practices result in loss?

How can Medical and Vocational Rehabilitation lower Workers Comp rates?

SAFM 550 – 2015
Project Grade sheet
CBI & Safety Sampling Presentation

Name: _____

Job/task: _____

Organization: _____

GRADING:

- A. Introduction / overview**
- B. Description of the job/task/situation**
- C. Description of the process of developing CBI & checklist**
- D. Critical Behavior Inventory completed (/Describe)**
- E. Checklist developed**

[Complete, easy to use, neat appearance]
- F. Operational definitions**

Clear & appropriate

What to look for
- G. Observations made:**
- H. Observational data summarized (use graphs, tables)**
- I. All group members participate equally**
- J. 15- 20 minutes**

Spreadsheet Project Information

Data collection and analysis are essential components of safety and loss control programs. Since most of you do not have the opportunity to collect incident data, I am providing you with the data. Your job is to analyze the data and write a report on your findings.

Therefore, you will produce a Report (bound) which analyzes the data from WVU for the **years you were assigned** for work-related injuries and illnesses. This data includes both OSHA recordable injuries and non-recordable injuries (incidents). Provide a detailed analysis of the various areas recorded to include spreadsheets, graphs, charts and any other graphical numerical means which helps the reader clearly understand the type and nature and frequency of work-related injuries and illnesses which are occurring at WVU. Note: **DO NOT** contact WVU personnel (administrators, workers, other) to discuss injury and incident and safety training information!

Your report **MUST** include the following:

Executive Summary, summarize your findings and recommendations. Do not describe what you did or how you did it, rather describe your findings and recommendations. Remember this is the part of your report that the president, vice presidents (provost, Chancellor, etc.), etc. will read. If they desire more information, they will read individual sections of the report. The critical thing is to point out problem areas and suggest how these problem areas can be corrected.

Introduction /Overview – generally describe what you did and how you did it

Individual Analyses, including graphs, charts, etc. on the data analyzed. You will decide what factors you will select to analyze, what trends to look for etc.

Spreadsheet #1: After determining the seven top incident generating departments for each year, develop a spreadsheet that shows incidents for the top five departments over the span of data years, broken out to reflect totals by Job Description. Include columns for recordable and non-recordable, lost workdays, restricted activity days, and total cases for each job description.

Spreadsheet #2: Use one page to show ALL incidents for your years by departments. Columns will include: total cases, medical treatment cases, restricted activity days, lost workdays, total OSHA recordable cases. ALL columns are totaled for a UNIVERSITY TOTAL across the bottom of the spreadsheet.

Recommendations / countermeasures for identified problem areas – What specific actions will you take to improve the problems that you found.

Recommendations to improve the database information – you will notice that there are many problems with the data collected. Make recommendations on how to improve datacollection.

Grading of your analysis will be based on how clearly you identify specific problem areas and trends and discuss them in a meaningful, practical manner

Students are given data in Excel spreadsheet format since that is the spreadsheet program available in the CEMR Computer lab and other computer labs around campus.

A REMINDER: This is a huge, time consuming project, especially for first time spreadsheet users. DO NOT put it off until the last minute!

The instructor has stressed the importance of computers in safety and loss control management. Earlier assignments stressed the use of the Internet and E-mail for information gathering and communications as well as the use of the computer for quality printing.

In the first lecture the importance of computerized databases was stressed. It is impossible to have a good program without good data and good data means collection and the analysis of that information. This assignment involves the analysis of reported accident information and the reporting of your analysis. You will look for trends in the data as well as cues that may suggest factors that may contribute to an accident [time of day, time of year, day of the week], and propose possible actions to 1) get better information and/or 2) reduce loss.

Analysis will include identifying high frequency departments, high frequency occupations, trends from year to year, seasonal and time of day changes, etc. Final analysis will be written up in a formal report complete with graphics.

NOTE: This project requires continuous work if you are to complete it on time — DO NOT PUT IT OFF!

[SEE GRADING FORM BELOW]

SAFM 550 - 2015
Project #2 - Grade sheet
[Data Analysis using a Spreadsheet]

Name: _____

GRADING:

	<u>Student</u>	<u>Mike</u>
General [10 pts.]		
Bound, with name on outside cover		
Table of Contents [with page numbers]		
Divided into sections, pages numbered		
Diskette with the report and all project files		
Executive Summary (2 pages max.) [50 pts.]		
Overview/Introduction [20 pts.]		
Data [Problem] Analysis		
Spreadsheet #1 - "Top" five departments, both years [20 pts.]		
Spreadsheet #2 - All incidents, both years [20 pts.]		
Problem Analyses [40 pts.]		
findings [written in the 3rd person, past tense]		
key problem areas		
supporting information		
color graphics/quality tables, etc.		
Discussion [40 pts.]		
trends		
possible 'causes'		
Recommendations [suggestions] [35 pts.]		
Data Collection Suggestions [35 pts.]		
Database problems		
Possible solutions		
Appendices: [20 pts.]		
Detailed Tables, etc.		
Other Supplemental Information		
References: (APA format) [10 pts.]		
Total Points [300 possible]	<input style="width: 100px; height: 20px;" type="text"/>	<input style="width: 100px; height: 20px;" type="text"/>
Bonus Points for outstanding work [Mike only]		<input style="width: 100px; height: 20px;" type="text"/>
Date Received _____		
Early - On time - Late		