TSM 370 – Occupational Safety  
Spring 2008

Class Meeting: TR 9:30 - 10:50 Location: 101 I. Ed. II  
Instructor: Dr. Steven A. Freeman email: sfreeman@iastate.edu  
Office Hours: 104 I. Ed. II – TR 11:00-12:00 Phone: 294-9541  
Office Hours: 3024 Morrill Hall – MT 2:00-3:00 Phone: 294-0382

REQUIRED MATERIALS  
David L. Goetsch

CATALOG DESCRIPTION  
TSM 370. Occupational Safety. (3-0) Cr. 3. Prereq: 270, junior standing. Identifies safety and health risks in industrial work environments. Focus on how managers and supervisors meet their responsibilities for providing a safe workplace for their employees. Includes the identification and remediation of workplace hazards. Nonmajor graduate credit.

COURSE DESCRIPTION/PURPOSE/OBJECTIVES  
This is a survey course that identifies safety and health risks in industrial work environments. The enduring understanding that forms the basis for every discussion and activity in this course is as a manager or supervisor, you are responsible for the safety of all employees under you. The overarching questions that this class will answer include:

1. Why do workers continue to injured on the job?  
2. How can we protect workers from workplace injuries and illnesses?  
3. What is the manager’s role in the implementation of workplace safety programs?

At the conclusion of this course, you should be able to:

1. Define terminology commonly associated with the field of occupational safety and health.  
2. Define and explain specific safety and health standards that impact general industries.  
3. Explain the primary causes of work-related injuries and fatalities.  
4. Develop safe procedures for the use of industrial equipment.  
5. Select the proper personal protective equipment to reduce the potential for occupational injuries and illnesses for common industrial tasks.  
6. Apply the principles of human factors and ergonomics to the prevention of work-related injuries and illnesses.  
7. Design, prepare, and evaluate safety interventions in an industrial work setting.  
8. Communicate safety concerns and recommendations in a manner that peers and management can understand and appreciate.  
9. Reflect on your safety knowledge and clearly articulate your role in the prevention of workplace injuries and illnesses.
<table>
<thead>
<tr>
<th>DATE</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 15</td>
<td>Safety and Health Movement</td>
<td>Chapter 1; WebCT</td>
<td></td>
</tr>
<tr>
<td>Jan. 17</td>
<td>Occupational Injuries and Fatalities</td>
<td>Chapter 2; WebCT</td>
<td>Quiz 1; MP 1</td>
</tr>
<tr>
<td>Jan. 22</td>
<td>International Safety Programs</td>
<td>Chapter 5; WebCT</td>
<td>Quiz 2; MP 2; (R6)</td>
</tr>
<tr>
<td>Jan. 24</td>
<td>OSHAAct &amp; OSHA Standards (7)</td>
<td>Chapter 6; WebCT</td>
<td>Quiz 3; MP 3; (R3)</td>
</tr>
<tr>
<td>Jan. 29</td>
<td>Ergonomics (1)</td>
<td>Chapter 10; WebCT</td>
<td>Quiz 4; MP 4; (R2); SLP Proposal</td>
</tr>
<tr>
<td>Jan. 31</td>
<td>Stress and Safety</td>
<td>Chapter 11; WebCT</td>
<td>Quiz 5; MP 5; (R4)</td>
</tr>
<tr>
<td>Feb. 5</td>
<td>Safety Training</td>
<td>Chapter 12; WebCT</td>
<td>Quiz 6; MP 6; (R7)</td>
</tr>
<tr>
<td>Feb. 7</td>
<td>Workplace Violence</td>
<td>Chapter 13; WebCT</td>
<td>Quiz 7; MP 7; (R8)</td>
</tr>
<tr>
<td>Feb. 12</td>
<td>Alcohol</td>
<td>WebCT</td>
<td>Quiz 8; MP 8; (R10)</td>
</tr>
<tr>
<td>Feb. 14</td>
<td>EXAM 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. 19</td>
<td>Tools</td>
<td>WebCT</td>
<td>Quiz 9; MP 9; (R1)</td>
</tr>
<tr>
<td>Feb. 21</td>
<td>SLP Update Presentations</td>
<td></td>
<td>SLP Progress Report</td>
</tr>
<tr>
<td>Feb. 26</td>
<td>Safeguarding</td>
<td>Chapter 14; WebCT</td>
<td>Quiz 10; MP 10; (R5)</td>
</tr>
<tr>
<td>Feb. 28</td>
<td>Control of Hazardous Energy (8)</td>
<td>Chapter 14; WebCT</td>
<td>Quiz 11; MP 11; (R9)</td>
</tr>
<tr>
<td>Mar. 4</td>
<td>Slips, Falls &amp; Back Safety (6)</td>
<td>Chapter 15; WebCT</td>
<td>Quiz 12; MP 12; (R8)</td>
</tr>
<tr>
<td>Mar. 6</td>
<td>Personal Protective Equipment</td>
<td>Chapter 15; WebCT</td>
<td>Quiz 13; MP 13; (R7)</td>
</tr>
<tr>
<td>Mar. 11</td>
<td>Powered Industrial Trucks (2)</td>
<td>Chapter 15; WebCT</td>
<td>Quiz 14; MP 14; (R4)</td>
</tr>
<tr>
<td>Mar. 13</td>
<td>Electrical Safety (10)</td>
<td>Chapter 18; WebCT</td>
<td>Quiz 15; MP 15; (R6)</td>
</tr>
<tr>
<td>Mar. 18</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar. 25</td>
<td>Fire Safety</td>
<td>Chapter 19; WebCT</td>
<td>Quiz 16; MP 16; (R1)</td>
</tr>
<tr>
<td>Mar. 27</td>
<td>EXAM 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr. 1</td>
<td>Hazard Communication</td>
<td>Chapter 20; WebCT</td>
<td>Quiz 17; MP 17; (R2)</td>
</tr>
<tr>
<td>Apr. 3</td>
<td>Confined Spaces (4)</td>
<td>Chapter 20; WebCT</td>
<td>Quiz 18; MP 18; (R10)</td>
</tr>
<tr>
<td>Apr. 8</td>
<td>Noise (9)</td>
<td>Chapter 22; WebCT</td>
<td>Quiz 19; MP 19; (R5)</td>
</tr>
<tr>
<td>Apr. 10</td>
<td>Bloodborne Pathogens (3)</td>
<td>Chapter 24; WebCT</td>
<td>Quiz 20; MP 20; (R9); Semester Project</td>
</tr>
<tr>
<td>Apr. 15</td>
<td>Emergency Preparation (5)</td>
<td>Chapter 25; WebCT</td>
<td>Quiz 21; MP 21; (R3)</td>
</tr>
<tr>
<td>Apr. 17</td>
<td>Safety Ethics</td>
<td>Chapter 26; WebCT</td>
<td>Quiz 22; MP 22</td>
</tr>
<tr>
<td>Apr. 22</td>
<td>Total Safety Management</td>
<td>Chapter 30; WebCT</td>
<td>Quiz 23; MP 23</td>
</tr>
<tr>
<td>Apr. 24</td>
<td>Safety Culture</td>
<td>Chapter 31; WebCT</td>
<td>Quiz 24; MP 24; SLP Reports</td>
</tr>
<tr>
<td>Apr. 29</td>
<td>SLP Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 1</td>
<td>SLP Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 6</td>
<td>EXAM 3 (9:45 - 11:45 am)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSE REQUIREMENTS

1. Attend and actively participate in class. This includes being prepared.
2. Read assigned materials.
3. Participate in a base group and work to ensure that all group members make satisfactory academic progress in achieving the goals of the course.
4. Pass the exams and quizzes.
5. Participate in the development and documentation of all group activities.

GRADING

There is a total of 1000 points possible.

- Exams (3 @ 100 points each) .................................................. 300 pts
- Preparation Quizzes (24 @ 5 points each) .......................... 120 pts
- Muddiest Point (24 @ 3 points each) ................................. 72 pts
- Topic Reflections (2 @ 20 points each) .......................... 40 pts
- Class presentation ......................................................... 100 pts
- Muddiest Point Presentation ........................................... 15 pts
- Semester Safety Project .................................................. 50 pts
- Service Learning Project Proposal ................................. 20 pts
- Service Learning Project Progress Report .................. 10 pts
- Service Learning Project Update Presentation ................. 24 pts
- Service Learning Project Report ................................... 150 pts
- Service Learning Project Presentation ......................... 50 pts
- Group Documentation ................................................. 14 pts
- Class Participation ................................................... 35 pts

COURSE GRADE

Your final grade will be computed based on the following scale:

- A 900 - 1000 points
- B+ 870 - 899 points
- B 800 - 869 points
- C+ 770 - 799 points
- C 700 - 769 points
- D+ 670 - 699 points
- D 600 - 669 points
- F 599 points

CLASSROOM EXPECTATIONS

Each base group will be assigned a location within the classroom and all group members must sit in close proximity to each other. This will encourage additional group interaction and discussion.
You are expected to attend class and be on time each class meeting. There will be reading of newspapers or other extraneous materials during class. Food and drinks will be allowed in class as long they do not become problematic and as long as each of you clean up after yourself to keep the classroom clean. Cellular phones should be turned off while in class. If your phone rings during class, I will answer it for you.

EXAMS
Your grade on the exams will be based on your individual performance.

PREPARATION QUIZZES
Your grade for the quizzes will be based 60% on your individual score and 40% on the average score of your base group. The quizzes will be available on WebCT 48 hours prior to the start of class and will cover the topic being discussed that day in class.

MUDDIEST POINT
At the end of each class, your group will turn in the muddiest (least understood) point from that day’s reading assignment, lecture, discussion, presentation, quiz, etc. If everything was clear, then your group may turn in an explanation of the most significant thing learned from the day’s material and how it relates to your future as managers in an industrial setting. Grading will be based on your group’s ability to communicate reflective thinking. Each class period will start with presentation of the answers from the previous day’s muddiest point questions.

TOPIC REFLECTIONS
Twice during the semester, your group will reflect on your collective learning associated with a safety topic. Each reflection must include these headings: 1) Summary and 2) Manager/Supervisor Implications. Start with a summary of the major points associated with that topic (Summary) and then reflect on their importance to your future activities as a manager (Manager/Supervisor Implications). These reflections (500-600 words) need to be posted to WebCT 48 hours after the start of class concerning that topic (reflections for a Tuesday class need to be posted by 9:30 am on Thursday; reflections for a Thursday class need to be posted by 9:30 am on Saturday). Reflections should be prepared in Word and spell checked before posting them to the Reflection Bulletin Board (do not post the Word file). Include the word count at the end of the reflection. Use your group number and the topic as the title of the reflection (for example, “International Safety Programs - Group 6”). These reflections will be assessed as a group activity and will require a peer evaluation form to be completed. Grading will be based on your ability to communicate reflective thinking.

I expect you to read all the reflections posted by the class. You may select any posted reflection and respond publicly to the group with a critical analysis of their reflection. Your critique will address both their thoughts and their ability to communicate those thoughts. The goal is to provide feedback to continually improve the reflections throughout the semester. You may post as many critiques (approximately 50 words) as you want each week. Each week that you post a critique you will receive 2 points of extra credit.
CLASS PRESENTATION

Once during the semester, each group is assigned the leadership role for a topic. For the day assigned, your group will be responsible for preparing that day’s class activities (lecture/presentation, discussion, group activity, case study, etc.) based on the reading material in the textbook, the WebCT outline notes, and any other relevant sources. Videos may be used, but cannot be the major component of the presentation. Your group will be responsible for approximately 70 minutes of content (assuming approximately 5 minutes for the presentation of the previous day’s muddiest point answers). Your topic presentation plan (including any presentation materials, activities, etc.) must be approved by me at least two days before your group is in charge of the class. This activity will be assessed as a group activity and will require a peer evaluation form to be completed.

MUDDIEST POINT PRESENTATION

Following your group’s assigned topic presentation, your group will collect an answer all of the resulting muddiest point questions. This presentation will take place at the beginning of the next class meeting. This activity will be assessed as a group activity and will require a peer evaluation form to be completed. Additional muddiest point presentations may be selected as an extra credit assignment individually or as a group.

SEMESTER SAFETY PROJECT

This is your opportunity as a group to impact the safety of our educational environment. Based on all of the topics discussed this semester, your group is identify what your group considers to be the most critical safety issue in the ABE department. Consider curriculum, laboratory facilities, equipment, etc. Your task, once you identify your issue is to research and evaluate the cause of the risk and potential solutions to eliminate or mitigate the hazard. You need to be able to document the hazard. The outcome of this activity needs to be a short executive summary (approximately 5 pages) to Dr. Kanwar to make him aware of the issue and what your group thinks can be done about it. This report should clearly identify the hazard, why it is a hazard, and recommended solutions (it is always helpful to provide management with more than one alternative). All of your reports will be forwarded to Dr. Kanwar and Dr. Mickelson for consideration. This activity will be assessed as a group activity and will require a peer evaluation form to be completed.

SERVICE LEARNING PROJECT

The service learning project is a joint venture between your group and a business or organization sponsor. Your group will need to identify and select a sponsor who has a current occupational safety program that they need to solve. Your group will then respond in an advisory/consulting role by recommending appropriate solutions to your sponsor. The **Project Proposal** (20 points) should be 3-5 pages in length and should provide an overview of why the topic is important, the scope to be covered, the duties of each group member, and a time-line for completion of the project. A letter of support from your industry sponsor needs to be attached to your proposal. The **Project Progress Report** (10 points) is a midpoint check to keep me appraised of progress being
made. The Project Update Presentation (24 points) is a 5-minute executive summary presentation to the class outline the goals and objectives of the project and progress to date. The Project Report (150 points) should be 15-20 pages in length and include detailed documentation of (1) the hazards/safety issues, (2) relevant safety and health regulations and guidelines, (3) at least two alternatives for elimination or mitigation of the hazards, and (4) a final recommended solution that includes a cost benefit analysis. One-third (50 points) of your Project Report grade will be based on an evaluation by your sponsor. The Project Presentation (50 points) is 10-15 minute explanation of the problem and the solutions proposed by the group. All five of these activities will be assessed as group activities and will require individual peer evaluation forms to be completed.

GROUP DOCUMENTATION

Your Group Documentation (14 points) includes agendas and minutes of all group meetings held during the semester. This is the documentation of how your group worked and the process used to complete all group assignments and projects.

PEER EVALUATIONS

Peer evaluations will be turned in for each of the 10 identified group activities to assess group participation. These 10 peer evaluations are due the same day as the activity. However, these evaluations will be held in the strictest confidence and as such will not be turned in with group activities. To maintain confidentiality, a separate folder will be available in class for the collection of the evaluations. There will also be an additional peer evaluation at the end of the semester due at the time of the final exam.

CLASS PARTICIPATION

This score will be based on attendance, participation in class discussions, contribution to the achievements of your base group, etc. The rubric details are on the assessment sheet.

ACCEPTANCE OF LATE WORK

Assignments are due as indicated in this syllabus and on the assignment instructions. Late projects and assignments will be penalized 25% per class until handed in.

EXTRA CREDIT

Extra credit assignments can be turned in to supplement missed quizzes or a bad score on an exam. A maximum of 25 extra credit points are possible. Extra credit assignments (except for reflection critiques) need to be approved in advance. All extra credit assignments must be turned in by the start of Dead Week.

DISABILITY ACCOMMODATIONS

If you have a documented disability that qualifies under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act and requires accommodations, you will need to go to the Disability Resource (DR) Office for coordination of your academic accommodations. DR is
located on the main floor of the Student Services Building, Room 1076-- phone 515-294-7220. Melody Carroll, 114 I ED II building-- phone 294-6239, is the Disability Resource Liaison for the department of Agricultural and Biosystems Engineering. Please work with Melody and myself to address any special needs or special accommodations at the beginning of the semester.

BASE GROUP
Base groups are cooperative learning groups whose primary responsibility is to provide each student the support, encouragement, and assistance they need to make academic progress. Base groups personalize the work required and the course learning experiences. The members of your base group should exchange phone numbers and information about schedules since you will likely wish to meet outside of class. The base group functions as a support group for members that:

1. Gives assistance, support, and encouragement for mastering the course content and provides feedback on how well the content is being learned.
2. Provides a set of interpersonal relationships to personalize the course and an arena for working on interpersonal and group communication and interaction.

Responsibilities:

1. Master the course content to meet the objectives and requirements of the course. (You are accountable to both me, as the instructor, and the members of your base group for your participation in class and your performance on quizzes and group activities.)
2. Ensure that all members of your base group master the course content to meet the objectives and requirements of the course.
3. Share experience and knowledge with group members and class.

At the beginning of each class, meet with your base group members to:

1. Congratulate each other for living through the time since the last class session and check to see that no members are under undue stress.
2. Check to see if all members understood the material presented at the last session and are prepared for upcoming quizzes or exams.
3. Check to see if all members are prepared for today’s discussion.

Base groups are available to support individual members. If you arrive late or must leave early on occasion, the group can provide information about what you missed. Additionally, group members should assist one another in studying and preparing for quizzes and exams. If the group cannot come to consensus on an issue it should be brought to my attention.

Firing group members:
Groups may chose to fire group members who are not sharing in the group workload and contributing to the success of the group. Firing a group member is an extreme response and can only be done after attempts in getting the group member involved have failed. The steps for firing a group member are:
1. After being unsuccessful in getting a group member to participate, the group member needs to be informed in writing that he or she is in jeopardy of being fired from the group. This memo needs to include specific documentation of the problem, the attempts that have been made to try to resolve the problem, and group expectations to maintain group membership. This memo needs to be signed by all other group members and a copy needs to be given to the instructor.

2. The group member receiving the memo needs to respond, in writing, to the group acknowledging that the memo has been received and understood. A copy of this response also needs to be given to the instructor.

3. After receiving the written warning, if a group member is still not participating and contributing to the group in a satisfactory manner, he or she can then be fired from the group. This notification needs to be done in writing explaining how the group member failed to meet the expectations established in the warning memo. This memo also needs to be signed by all other group members and a copy needs to be given to the instructor.

4. Upon receipt of notification that a group member has been fired, the instructor will remove that member from the group roster and he or she will be considered an individual group for the rest of the semester. Group members who are fired will be responsible for completing the remaining assignments on their own. This will include completing a new written program and safety training presentation on their own.

COPING WITH PROBLEM GROUP MEMBERS

The following advice on coping with problem group members is from *Coping with Hitchhikers and Couch Potatoes on Teams* by Barbara Oakley, Oakland University, Rochester MI. You will usually find your university teammates as interested in learning as you are. Occasionally, however, you may encounter a person who creates difficulties. This handout is meant to give you practical advice for this type of situation.

To begin with, let’s imagine you have been assigned to a combined homework and lab group this semester with three others: Mary, Henry, and Jack. Mary is okay—she’s not good at solving problems, but she tries hard, and she willingly does things like get extra help from the professor. Henry is irritating. He’s a nice guy, but he just doesn’t put in the effort to do a good job. He’ll sheepishly hand over partially worked homework problems and confess to spending the weekend watching TV. Jack, on the other hand, has been nothing but a problem. Here are a few of the things Jack has done:

- When you tried to set up meetings at the beginning of the semester, Jack just couldn’t meet, because he was too busy.
- Jack infrequently turns in his part of the homework. When he does, it’s almost always wrong—he obviously spent just enough time to scribble something down that looks like work.
- Jack has never answered phone messages. When you confront him, he denies getting any messages. You e-mail him, but he’s “too busy to answer.”
- Jack misses every meeting—he always promises he’ll be there, but never shows up.
- His writing skills are okay, but he can’t seem to do anything right for lab reports. He loses the drafts, doesn’t reread his work, leaves out tables, or does something sloppy like write
equations by hand. You’ve stopped assigning him work because you don’t want to miss your professor’s strict deadlines.

• Jack constantly complains about his fifty-hour work weeks, heavy school load, bad textbooks, and terrible teachers. At first you felt sorry for him—but recently you’ve begun to wonder if Jack is using you.

• Jack speaks loudly and self-confidently when you try to discuss his problems—he thinks the problems are everyone else’s fault. He is so self-assured that you can’t help wondering sometimes if he’s right.

• Your group finally was so upset they went to discuss the situation with Professor Distracted. He in turn talked, along with the group, to Jack, who in sincere and convincing fashion said he hadn’t really understood what everyone wanted him to do. Dr. Distracted said the problem must be the group was not communicating effectively. He noticed you, Mary, and Henry looked angry and agitated, while Jack simply looked bewildered, a little hurt, and not at all guilty. It was easy for Dr. Distracted to conclude this was a dysfunctional group, and everyone was at fault—probably Jack least of all.

The bottom line: You and your teammates are left holding the bag. Jack is getting the same good grades as everyone else without doing any work. Oh yes—he managed to make you all look bad while he was at it.

What this group did wrong: Absorbing

This was an “absorber” group. From the very beginning they absorbed the problem when Jack did something wrong, and took pride in getting the job done whatever the cost. Hitchhikers count on you to act in a self-sacrificing manner. However, the nicer you are (or the nicer you think you are being), the more the hitchhiker will be able to hitchhike their way through the university—and through life.

What this group should have done: Mirroring

It's important to reflect back the dysfunctional behavior of the hitchhiker, so the hitchhiker pays the price—not you. Never accept accusations, blame, or criticism from a hitchhiker. Maintain your own sense of reality despite what the hitchhiker says, (easier said than done). Show you have a bottom line: there are limits to the behavior you will accept. Clearly communicate these limits and act consistently on them. For example, here is what the group could have done:

• When Jack couldn’t find time to meet in his busy schedule, even when alternatives were suggested, you needed to decide whether Jack was a hitchhiker. Was Jack brusque, self-important, and in a hurry to get away? Those are suspicious signs. Someone needed to tell Jack up front to either find time to meet, or talk to the professor.

• If Jack turns nothing in, his name does not go on the finished work. (Note: if you know your teammate is generally a contributor, it is appropriate to help if something unexpected arises.) Many professors allow a team to fire a student, so the would-be freeloader has to work alone the rest of the semester. Discuss this option with your instructor if the student has not contributed over the course of an assignment or two.

• If Jack turns in poorly prepared homework or lab reports, you must tell him he has not contributed meaningfully, so his name will not go on the submitted work. No matter what Jack says, stick to your guns! If Jack gets abusive, show the professor his work. Do this the first time the junk is submitted, before Jack has taken much advantage—not after a month, when you are really getting frustrated.
Set your limits early and high, because hitchhikers have an uncanny ability to detect just how much they can get away with.

If Jack doesn’t respond to e-mails, answer phone messages, or show up for meetings, don’t waste more time trying to contact him.

Keep in mind the only one who can handle Jack’s problems is Jack. You can’t change him—you can only change your own attitude so he no longer takes advantage of you. Only Jack can change Jack—and he will have no incentive to change if you do all his work for him.

People like Jack can be skilled manipulators. By the time you find out his problems are never-ending, and he himself is their cause, the semester has ended and he is off to repeat his manipulations on a new, unsuspecting group. Stop allowing these dysfunctional patterns early in the game—before the hitchhiker takes advantage of you and the rest of your team!

Henry, the Couch Potato

But we haven’t discussed Henry yet. Although Henry stood up with the rest of the group to try to battle against Jack’s irrational behavior, he hasn’t really been pulling his weight. You will find the best way to deal with a couch potato like Henry is the way you deal with a hitchhiker: set firm, explicit expectations—then stick to your guns. Although couch potatoes are not as manipulative as hitchhikers, they will definitely test your limits. If your limits are weak, you then share the blame if you have Henry’s work to do as well as your own.

But I’ve Never Liked Telling People What to Do!

If you are a nice person who has always avoided confrontation, working with a couch potato or a hitchhiker can help you grow as a person and learn the important character trait of firmness. Just be patient with yourself as you learn. The first few times you try to be firm, you may find yourself thinking— “but now he/she won’t like me—it’s not worth the pain!” But many people just like you have had exactly the same troubled reaction the first few (or even many) times they tried to be firm. Just keep trying—and stick to your guns! Someday it will seem more natural and you won’t feel so guilty about having reasonable expectations for others. In the meantime, you will find you have more time to spend with your family, friends, or schoolwork, because you aren’t doing someone else’s job along with your own.

Common Characteristics that Allow a Hitchhiker or Couch Potato to Take Advantage

- Unwillingness to allow a slacker to fail and subsequently learn from their own mistakes.
- Devotion to the ideal of “the good of the team”—without common-sense realization of how this can allow others to take advantage of you. Sometimes you show (and are secretly proud of) irrational loyalty to others.
- You like to make others happy even at your own expense.
- You always feel you have to do better—your best is never enough.
- Your willingness to interpret the slightest contribution by a slacker as “progress”
- You are willing to make personal sacrifices so as to not abandon a hitchhiker—without realizing you are devaluing yourself in this process.
- Long-suffering martyrdom—nobody but you could stand this.
- The ability to cooperate but not delegate.
- Excessive conscientiousness.
- The tendency to feel responsible for others at the expense of being responsible for yourself.
A related circumstance: you’re doing all the work

As soon as you become aware everyone is leaving the work to you—or doing such poor work that you are left doing it all, you need to take action. Many professors allow you the leeway to request a move to another team. (You cannot move to another group on your own.) Your professor will probably ask some questions before taking the appropriate action.

Later on—out on the job and in your personal life

You will meet couch potatoes and hitchhikers throughout the course of your professional career. Couch potatoes are relatively benign, can often be firmly guided to do reasonably good work, and can even become your friends. However, hitchhikers are completely different people—one who can work their way into your confidence and then destroy it. Occasionally, a colleague, subordinate, supervisor, friend, or acquaintance could be a hitchhiker. If this is the case, and your personal or professional life is being affected, it will help if you keep in mind the techniques suggested above.

Use the above as a guide, but ultimately you are each responsible for ensuring that your group works well together. I hope that your group members become your friends, but that is not necessary. In fact, you can work well together even if you do not like your group members at all. In addition to the suggestions above, I have put some structures in place to help facilitate your group activities by holding each group member individually responsible for their share of the work. You will complete a peer evaluation for each group activity. Finally, if a group member does not participate, then as a group, you do not have to give him or her credit for the work done by the rest of the group. If non-participation becomes a habit, the group may also consider firing the group member.
## TSM 370 – OCCUPATIONAL SAFETY PRESENTATION RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>Group gets fired</th>
<th>Group keeps jobs until next downsizing</th>
<th>Group maintains jobs</th>
<th>Group gets a bonus and possible promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>presentation filled with jargon; concepts not explained or are inaccurate; difficult for audience to follow</td>
<td>most information is accurate, but enough errors to be distracting; reliance on jargon or unexplained terms</td>
<td>no significant errors; little jargon used; errors due to nervousness or oversight are corrected</td>
<td>content consistently accurate; easy to understand; no technical jargon</td>
</tr>
<tr>
<td><strong>Organization &amp; Preparation</strong></td>
<td>presentation is confusing or unclear; audience unable to follow the presentation; hesitant; nervous; inefficient use of time</td>
<td>audience has to work to follow presentation; organization not well thought out or disjointed; too informal or unprepared</td>
<td>organization is generally clear; a few minor points may be confusing; some presenters appear slightly uncomfortable</td>
<td>organization is clear and logical; smooth transitions; confident and knowledgeable; efficient use of time</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>reads notes or slides verbatim; speaker cannot be heard or understood; speaking too fast or too slow; attire is not appropriate; filler words used between most sentences</td>
<td>use of filler words detract from presentation; much of the information is read; repetitive; consistently too fast or too slow; attire too casual</td>
<td>filler words used but not distracting; voice level is generally appropriate; attire is appropriate; pace is generally appropriate</td>
<td>used few filler words; used voice for effective emphasis; professional dress and body language; did not read slides or notes; pace appropriate for audience understanding</td>
</tr>
<tr>
<td><strong>Connection to Audience</strong></td>
<td>avoids eye contact; no audience interaction; non responsive to audience</td>
<td>little eye contact; reluctantly interacts with audience; responds poorly to questions</td>
<td>good eye contact; generally responsive to questions; provides minimal interaction</td>
<td>enthusiastic; maintained eye contact; answered questions smoothly and directly; restates and summarizes when needed</td>
</tr>
<tr>
<td><strong>Visual Aids</strong></td>
<td>no visual aids are used, or visual aids are so poorly prepared that they detract from the presentation</td>
<td>poorly prepared; used inappropriately; font is too small; too much or not enough information included</td>
<td>contribute to presentation, but not all points supported by aids; font size is appropriate; some aids have too much information on them</td>
<td>effective; enhanced presentation; main points stand out; appropriate use of images; handled smoothly</td>
</tr>
</tbody>
</table>
Assignment Peer Rating of Team Members

Name ___________________________________________ Team #

Assignment ____________________________

Please write the names of all of your team members, INCLUDING YOURSELF, and rate the degree to which each member fulfilled his/her responsibilities in completing this group homework assignment. The possible ratings are as follows:

- **Excellent**: Went above and beyond—carried more than his/her fair share of the load
- **Very Good**: Did what he/she was supposed to do, very well prepared and cooperative
- **Satisfactory**: Did what he/she was supposed to do, acceptably prepared and cooperative
- **Ordinary**: Did what he/she was supposed to do, minimally prepared and cooperative
- **Deficient**: Showed up, but did not help complete assignment, unprepared
- **Unsatisfactory**: Failed to show up or complete assignment, unprepared
- **No Show**: No participation at all

*These ratings should reflect each individual’s level of participation and effort and sense of responsibility for this assignment only, not his or her academic ability or participation in any previous assignments.*

<table>
<thead>
<tr>
<th>Name of team member</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________</td>
<td>____________</td>
</tr>
<tr>
<td>yourself</td>
<td>self rating</td>
</tr>
<tr>
<td>________________</td>
<td>____________</td>
</tr>
<tr>
<td>________________</td>
<td>____________</td>
</tr>
<tr>
<td>________________</td>
<td>____________</td>
</tr>
<tr>
<td>________________</td>
<td>____________</td>
</tr>
<tr>
<td>________________</td>
<td>____________</td>
</tr>
</tbody>
</table>

Your signature: ________________________________________________

Comments:

---

**SEMESTER PEER RATING OF TEAM MEMBERS**

Name _______________________________________________  

Team # __________

Please write the names of all of your team members, **INCLUDING YOURSELF**, and rate the degree to which each member fulfilled his/her responsibilities in completing all of the group homework assignments and projects. The possible ratings are as follows:

- **Excellent**  Consistently went above and beyond—tutored teammates, carried more than his/her fair share of the load
- **Very Good**  Consistently did what he/she was supposed to do, very well prepared and cooperative
- **Satisfactory**  Usually did what he/she was supposed to do, acceptably prepared and cooperative
- **Ordinary**  Often did what he/she was supposed to do, minimally prepared and cooperative
- **Marginal**  Sometimes failed to show up or complete assignments, rarely prepared
- **Deficient**  Often failed to show up or complete assignments, unprepared
- **Unsatisfactory**  Consistently failed to show up or complete assignments, unprepared
- **Superficial**  Practically no participation
- **No Show**  No participation at all

*These ratings should reflect each individual’s level of participation and effort and sense of responsibility, not his or her academic ability.*

<table>
<thead>
<tr>
<th>Name of team member</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your signature: _______________________________________________

Comments:

Class attendance, contribution to class discussions and activities, and overall peer evaluations will be considered in determining your class participation score. There will be a self evaluation and an evaluation from the instructor for attendance and contribution. The two scores will be averaged to determine your initial participation grade. This grade will then be adjusted based on the end of the semester peer evaluations.

### Class Attendance:

<table>
<thead>
<tr>
<th>Missed 0 Classes</th>
<th>Missed 1 Class</th>
<th>Missed 2 Classes</th>
<th>Missed 3 or More Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 points</td>
<td>15 points</td>
<td>10 points</td>
<td>0 points</td>
</tr>
</tbody>
</table>

**Self:**  
**Instructor:**  
**Average:**

### Class Contribution:

<table>
<thead>
<tr>
<th>I participated with high interest and enthusiasm during all classes.</th>
<th>I was engaged in all discussions and presentations and responded with high quality input when prompted to do so.</th>
<th>I was not interested or enthusiastic, or even engaged, but at least I was awake and not disruptive.</th>
<th>I played games on the computer, did homework for other courses, e-mailed my friends, slept, or carried on unrelated conversations during class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 points</td>
<td>10 points</td>
<td>5 points</td>
<td>0 points</td>
</tr>
</tbody>
</table>

**Self:**  
**Instructor:**  
**Average:**

**Total:**  

**Peer Rating:**

**Class Participation Grade:**