



Preventing Violence in the Workplace by Promoting Situational Awareness

February 18, 2014

Project Summary

The scope of this project is to establish a training program that will provide State of Ohio employees with the knowledge and tools to recognize a potential violent situation in the workplace and be prepared to protect themselves should such an incident occur. Examples of workplace violence will be explored and what was learned from these incidents. Additionally, what to be aware of in your work environment and indicators of an active shooter will be explained.

The training program includes:

- An informational video
- A post survey about what was learned from the video
- An informational brochure

The objective of this project is to prevent further incidences of workplace violence and to arm employees with skills to protect themselves and promote situational awareness. This will be measured through the post survey. A brochure will be provided so that State employees can have information as a quick reference. The end result of this training program is that it will be used to provide professional development to State of Ohio employees and other places of business.

Project Goals

The goal is to promote awareness of this serious issue by helping employees understand what it is, who's affected, and what they can do about it. The information provided in the training program will assist employees in identifying signs of potentially violent behaviors, how to respond to violent situations, understanding their options, and what to consider when developing a plan. Upon completion of the training, employees will realize the importance of being AWARE, ALERT and PREPARED for a violent situation that could occur at their workplace.

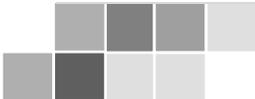
Project Methodology

The methodology for completing this project involved interviewing subject matter experts (SME), attending training on workplace violence and reviewing interviews of survivors of actual workplace violence incidents to identify potential warning signs and survival techniques. We also reviewed numerous websites on the issue to develop the training video and brochure and involved the Ohio Government Television (OGT) to create the training video. Additional information on the methodology is included in the report.

Project Team

For more information about this project, contact team members

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Preventing Violence in the Workplace

By

Promoting Situational Awareness

Preventing Violence in the Workplace by Promoting Situational Awareness

By Michele Hulse, Linda Bozeman, Darlean Cummings and Elizabeth Davis

Cohort 47
Submitted 2/18/14

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Project Description

Workplace Violence Definition: “Workplace Violence is violence or the threat of violence against workers. It can occur at or outside the workplace and can range from threats and verbal abuse to physical assaults and homicide. Workplace violence is one of the leading causes of job-related deaths. However it manifests itself, workplace violence is a growing concern for employers and employees nationwide.” (OSHA, 2002)

Violence in the workplace continues to be a widely recognized problem across the United States. Almost every day, the news reports shootings at schools, places of business, malls, movie theatres, etc. No one is immune from workplace violence, it can happen anywhere, anytime, to anyone. The goal of this project is for state employees to learn about situational awareness, the ability to take in information about those around you, your surroundings, as well as a self-analysis, interpret that information, and act accordingly to your current situation. Situational awareness could prevent workplace violence and protect many employees from injury or even death.

Every employer has an obligation to provide a safe workplace environment and to protect the safety of his or her employees. Additionally, many state courts have ruled that employers are liable for dangerous acts by their employees if such harm was foreseeable (i.e.: disgruntled employee, concerns expressed by an employee, etc.) “In Ohio in 2012, workplace violence fatalities ranked 4th behind transportation, falls, and contact by an object. Nationally, it is 2nd behind only transportation related fatalities” (Lampl). “

This project is not intended to provide the audience with any specific type of action plan on how to react to a violent situation in the workplace because that is to be determined by each individual in each situation. The intention is to raise the awareness level of certain indicators that can lead to workplace violence. This project can be utilized by employers to empower their employees to BE ALERT, BE AWARE and BE PREPARED to reduce the incidents of workplace violence. There is a general lack of preparedness and training of employees and, despite all the media coverage, there still remains the sense that violence at work will never happen to them.

A timeline of nine months was set to complete this project. The project itself includes a twenty-six minute training video discussing indicators of workplace violence as well as strategies that can be implemented should an employee experience this kind of violence. A post-survey is provided to measure the knowledge of what has been learned. Additionally, there will be a brochure that each employee can take away and use as a quick reference.

Because this project will initially be implemented at the Ohio Statehouse, the stakeholders of Preventing Violence in the Workplace by Promoting Situation Awareness are: law enforcement, elected officials, all Statehouse employees, visitors, and tenants.

Expected Purpose and Goals

The purpose of this project is to promote awareness of violence in the workplace, how serious this issue has become and help employees understand that being observant of their surroundings and identifying potential threats and dangerous situations involves a change in attitude or mindset. The training program focuses on helping employees understand what is violence in the workplace, who's affected by it and what they can do about it. Upon completion of the training program, the goal of the project is that employees will realize the importance of being aware, alert and prepared for a violent situation that could occur in their workplace or other venue. The information provided in the training program will assist employees in identifying signs of potentially violent behaviors, how to respond to violent situations, understanding their options and the importance of developing a plan. The organizational impact of this project can result in increased employee morale and efficient and productive workers.

Providing employees the tools to be prepared to protect themselves could save many lives, not only in the workplace but also in their private lives. The focus is to reduce the number of lives lost and families devastated as a result of such violence. A key tool is the violence training program, which educates employees on how to identify potential violent employees or customers and what to do in the event they are confronted with such a catastrophe.

Employers must understand they have a critical role in ensuring employees are safe and secure while at work. This training will help employers become more aware of their responsibility to assist in preventing such tragedy which includes encouraging employees to receive the training, reinforcing the duty of all workers to report suspicious behavior, identifying areas within the office that could easily be accessed by a perpetrator or traps for innocent personnel and proactively obtaining assistance for individuals who may be dealing with issues that can result in violent behavior. By doing so, employers will demonstrate to the employees that they value them and their personal wellbeing.

This training program includes a video, brochure and post-survey. The video was recorded and produced by Ohio Government Telecommunications (OGT) with Subject Matter Expert, Officer James Burke, as the presenter and its purpose is to increase knowledge about workplace violence and situational awareness. Officer Burke discusses the characteristics of an active shooter and the potential for violence in the workplace while reviewing real tragedies that have taken place and the outcomes of those situations.

The brochure will be available and distributed to all staff as a reminder and quick reference guide to remind them on what to do in tragic situations. It's another means of creating awareness and educating employees and employers.

The post-survey will be used to measure changes in the knowledge, attitudes and behavior of employees, re-enforce what was presented and track the effectiveness of the training.

Although the goals and deliverables of this project will not solve the problem, it will provide mechanisms to help increase awareness and assist employees on developing a plan. The video will stimulate and engage staff while triggering them to think, feel and do things differently. Additionally, the video is a cost effective means to deliver the message to be prepared for a violent situation because it does not require an individual to be present to facilitate the training. It allows information to be shared in a short span of time while delivering the critical message. Benefits include easier access for employers and employees and improved availability from anywhere, thus allowing more frequent and convenient training.

Planning the Project & Project Execution

The first step of the project was to meet with the sponsor William Carleton, Executive Director of the Capitol Square Review and Advisory Board (CSRAB) to develop the scope of the project. Once the scope was outlined and the objectives were identified, meetings were scheduled with the subject matter experts (SME) and the Ohio Government Telecommunications (OGT). We also researched documents, videos, brochures and numerous websites on the internet to gain knowledge of how to best help educate employees on workplace violence and to determine the information to be included in the project. Our goal is to encourage the training of employees to Be Alert, Be Aware, and Be Prepared for violence in the workplace.

We also studied several brochures, which enticed us to develop a brochure to supplement the video we prepared. We believe the Situational Awareness brochure will be useful because it is an item that everyone can keep at their desk and it will be visible to them daily.

The cost to develop and administer the training was determined based on the rate of \$37.80 per hour per staff employee assigned to the task. This was the suggested rate to use by the instructor for the OCPM project management class. The formula used was $\$37.80 \text{ per hour} \times \text{total number of hours spent developing training product (80)} = \text{Fee for Training}$. Outside consultants were used; however, no fee was charged. The fee to develop the training video and brochure per the formula is estimated at \$3024.00.

The SMEs used to develop the training video are professional law enforcers, trained to handle workplace violence and they did not charge us for their time.

The training information will be used by CSRAB located in the Statehouse. Additionally, we have been made aware that the Department of Administrative Services (DAS) is currently working on developing training on violence in the workplace, and that they are interested in seeing our final product on this issue. DAS is the administrative arm for all State agencies.

If our video is adopted by DAS, the training will be used by all State agencies, which may create some advertising for the video “Preventing Violence in the Workplace by Situational Awareness” to the State agencies. Even if DAS uses our video or any part of the video, we do not anticipate advertising and marketing cost to be incurred. Much of the training provided statewide by DAS is done in-house, through its own training system – ELM (Electronic Learning Management). If the training video is put on ELM for access by the agencies, employees only need to log into the system and view the training video, which will rid the cost of advertising and marketing for the agency.

Although the majority of employees will view the video by accessing it at their desks on the computer, it is realized that not all the employees have computers, so for those who do not have a computer, a scheduled time and place should be designated for them to view the training video.

Project Results

VIDEO: “Preventing Violence in the Workplace by Promoting Situational Awareness”

Our final result of our business project is the development of a training video and a quick reference brochure that captures a lot of the information from the video. We have accomplished our goal by creating a training video “Preventing Violence in the Workplace by Promoting Situational Awareness,” with SME James Burke. We also prepared a Situational Awareness brochure, so that employees will have something tangible to place on their desk to keep awareness raised long after viewing the training video.

Our training video discusses an active shooter defined as an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, there is no pattern or method to their selection of victims, as explained by the SME in the video. Through our research and interview of the SME, we found that the shooters in each incident

mentioned in the video displayed behavior that individuals saw or heard, but failed to report. In identifying an active shooter, most of the time the weapon of choice is a firearm. The SME teaches if you see something or hear something, say something to people in authority in your agency such as Human Resources, Security, etc. The brochure provides space to list several important phone numbers for employees to use as a quick reference.

Another result shown in the training video is how to respond to an active shooter situation. The SME describes actions we should take such as evacuate – if there is an accessible escape path; hide if evacuation is not possible, find a place to hide where the active shooter is less likely to find you; or take action – a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter. The SME explains in the video that active shooter situations evolve quickly, and we must be prepared to make quick decisions, because our decisions can be the difference between survival and death.

In the training video, the SME teaches what actions to take through each response. For instance, if you are evacuating, warn others not to enter an area where the active shooter may be; have an escape route or plan in mind; evacuate regardless of whether others agree to follow; leave your belongings behind; help others escape, if possible; keep your hands visible; follow instructions of any police officers; do not attempt to move wounded people; and call 911 when it is safe to do so. If your response is to hide out, the training video teaches the employees/staff to follow these practices, hide out of the view of the active shooter; protect yourself from shots that may be fired in your direction; do not be trap or restricted from movement; prevent active shooter from entering your hiding place by locking the door; blockade the door with heavy furniture; close, cover, and move away from windows; silence cell phones; and remain quiet.

If taking action, as an absolute last resort, the SME said act as aggressively as possible against the shooter; throw items and improvise weapons; yell; commit to your actions.

Another very important deliverable in the training video is how to behave when law enforcement arrives. Law enforcement is there to eliminate the threat and stop the active shooter. The officers may be shouting orders and pushing

individuals to the ground for their safety. We should remain calm and follow instructions; put down any items and immediately raise our hands while spreading our fingers; avoid making any sudden movements; do not ask officers for help while being evacuated from the scene.

BROCHURE:

The brochure captures key points from the video, which will be given to employees as a quick reference tool. The brochure will help to keep awareness raised.

SURVEY:

We have also prepared a brief survey to be given at the end of viewing the training video to ensure key information is taken from the video.

The feedback from the sponsor and stakeholders has been positive.

Benefits to Agency, Organization or Work Unit

The major benefit of this project to the individual employee as well as the agency is to address a predominant need of human nature, which is to feel safe. From 2006 to 2010, an average of 551 workers per year were killed as a result of work-related homicides.* Many employers, managers, and employees are not particularly aware that the potential for violence is a risk facing them in their own workplaces. For many years, schools and businesses have trained their students and employees on what to do in the case of a fire or tornado and even practiced drills to reinforce their escape plans. However, workplace violence drills or training has not been widely accepted.

Some of the effects of workplace violence on employees and employers include the following*:

- Poor Performance

- Anxiety/Depression
- High Turnover
- Injury/Death
- Litigation
- Decreased Productivity
- Poor Morale

In most workplaces where risk factors can be identified, the risk of assault can be prevented or minimized if employers take appropriate precautions and employees are trained in situation awareness. Ignorance or denial of a threat, or completely tuning out to one's surroundings makes a person's chances of quickly recognizing the threat and avoiding it slim to none.

So much has been learned from the horrible tragedies of mass shootings and bombings that have taken place in our country over the past 10 years. We can use some of the lessons learned from these tragedies to help prepare ourselves for future threats that are unfortunately inevitable.

Team Dynamics

Our team came to fruition on May 1, 2013 when Michele Hulse presented her business case of Preventing Violence in the Workplace and Promoting Situational Awareness. After all the business cases were presented, the class voted on which would move forward and selected which cases they wanted to work on, forming this project team.

The Project Team Members consisted of:

Sponsor: Bill Carleton, (Executive Director-Capitol Square Review & Advisory Board)

Team Lead: Michele Hulse

Communication Liaison: Linda Bozeman

Team Scribe: Elizabeth Davis

Schedule/Time/Effort Coordinator: Darlean Cummings

Project Support: Elizabeth Brown (HR Director- Capitol Square Review & Advisory Board)

Subject Matter Experts: Mike Tanner and James Burke

The definition of a team is “A group of people who have a high degree of interdependence geared toward the achievement of a goal or completion of a task” (OCPM). We truly feel that this was the team dynamics of which our team consisted. We all had a strong interdependence on each other and each of us brought something unique to the team to complete the task at hand: Creating a project about Preventing Violence in the Workplace by Promoting Situational Awareness. Our team was made up of individuals who are emotionally intelligent and mature enough to not vie for control, nor did anyone have some type of hidden agenda. The team focused on completing the final project within the timeline that was set while ensuring the correct components were in place to enable the audience to take something away from the training.

As the team members came together, it was more like: Forming, Norming and Performing, there was really no Storming. The team roles were pre-determined, which took some pressure out of the team building process. A positive rapport was quickly developed. With our team consisting of only four members, it was imperative to stay on schedule and make the most out of the meetings we held. Respect grew for each other when we began sharing about work, life, kids, etc. and we developed a common ground.

Having a high performing team was a critical element in completing our project. Time was taken to get to know each other, and no one behaved in a manner that was disrespectful to the team. We did our best to set meeting times where everyone could participate. Also, team members who knew SMEs and had quick access to them would take the lead in meeting with them when time permitted and sought questions from the members of the team that were not able to attend so that all members of the team had input.

Team members had clear roles and open communication was encouraged during meetings. After every meeting, each of us was given a task or research assignment to complete before the next meeting so that they could be discussed and decided if that information was going to be used. Additionally, project support was provided by Elizabeth Brown, Human Resources Manager of CSRAB, which was most helpful in staying organized.

OCPM Workshop knowledge, theories, models principles or techniques

After the team was selected, we followed the principles of Building and Engaging Teams. We cultivated open communication by being dependable, pitching in and helping out, reading and responding to each other and candidly sharing our views openly.

Team members were collaboratively engaged to work on the project. We worked together to discuss ideas, design, and share information. We identified our goals and listened to each person's ideas and thoughts about the project. The team met regularly to decide and prioritize what would be put in the video. Each team member's individual strengths supported the project. We diligently worked on establishing a shared understanding of what was to be achieved, how it was to be achieved and the approach to completing the project.

Understanding our individual Myers-Briggs Type Indicators (MBTI) helped us to work more as a cohesive group. We recognized and respected each person's strengths and weaknesses, thus ensuring that each person was appropriately aligned with assigned tasks. Additionally, we combined our personal leadership styles to influence others who were needed to complete the project. Our communication skills and emotional intelligence helped us to build an alliance with SME's, OGT and our sponsor.

The team used brainstorming to decide what information we wanted to convey to the audience. Critical thinking was an important dynamic used to recognize, describe, analyze, and compare the method and criteria by which the video would be produced.

Additionally, conflict management and negotiation were used to effectively communicate and negotiate conflicts and differences of opinions. By taking this approach led to greater outcomes.

Effective business writing skills were used by the group to ensure our messages were clear and concise. We worked as a team to proofread documents and to make sure English fundamentals were applied.

Our team followed the Design and Impact Strategies of Effective Presentations. We wanted to inspire, inform and influence our viewers, so we used visuals at the beginning of video and a color-coded scale on the brochure and in the video to grasp the audience's attention immediately. It is important the video and brochure have a lasting impact on the audience.

The project management class provided the team with the necessary tools to strategically develop and implement a successful outcome. It provided direction on how to meet goals, manage the project, identify roles, responsibilities, stakeholders and others who needed to be involved. We also gained knowledge that helped us to meet our goals while identifying ideas that were considered out of scope. We also developed a risk log, charter, scope and work breakdown structure. A risk analysis was done that helped to determine which risks had the highest priority on the project. We learned the value of SMEs, stakeholders and the need for supportive sponsors who are appropriately engaged to ensure a successful completion of the project.

References

Lampl, Michael, OCPM, January 14, 2014, Michael.L.1@bwc.state.oh.us

OCPM. (2013). Building and Engaging Teams. pg 7.

OSHA. (2002). *OSHA Factsheet on Workplace Violence*. Retrieved from U.S. Department of Labor Occupational Safety and

Health Association: <http://www.osha.gov>

Bureau of Labor Statistics, January 2013

Preventing Violence in the Workplace
by Promoting Situational Awareness
Michele Hulse, Linda Bozeman,
Darlean Cummings and Elizabeth Davis

Attachment A – Post-Survey

POST SURVEY

Preventing Violence in the Workplace By Promoting Situational Awareness

Please circle the letter that best answers each question, some may have more than one answer.

1. How should you prepare for a violent situation at work?
 - a. Develop an action plan
 - b. Know your surroundings, know your exits
 - c. Identify objects that can be used to defend self
 - d. All of the above

2. If you notice warning signs of potentially violent behavior, who should you contact?
 - a. Spouse
 - b. Friend
 - c. Human Resources
 - d. Customer

3. When confronted with a stress, your body will do what?
 - a. Fight – act with aggression toward the assailant
 - b. Flight – run from the assailant
 - c. Freeze – frozen in fear, unable to move
 - d. All of the above

4. How should you respond to a violent situation in the workplace?
 - a. Evacuate, Hide, or Fight
 - b. Scream, Cry, or Faint
 - c. Confront the problem
 - d. Do nothing, hope for the best

5. What are the warning signs of potentially violent behavior?
 - a. Domestic Problems
 - b. Unexplained increase in absenteeism

- c. Increased use of alcohol or illegal drugs
 - d. Resistance and overreaction to policy changes
6. What is the order of the 5 phrases of an active shooter?
- a. Planning, Preparation, Fantasy, Approach, Implementation
 - b. Approach, Planning, Preparation, Planning, Implementation
 - c. Fantasy, Planning, Preparation, Approach, Implementation
 - d. None of the above

Attachment B – Brochure

Warning Signs of Potentially Violent Behaviors From Co-Workers

- Direct or indirect threats;
- Dropping hints about a knowledge of firearms;
- Destructive or sabotaging actions against agency or personal property;
- Stalking;
- Acting out either verbally or physically;
- Domestic problems, unstable/dysfunctional family
- Increased use of alcohol or illegal drugs;
- Unexplained increase in absenteeism, vague physical complaints;
- Noticeable decrease in attention to appearance and hygiene;
- Increased severe mood swings; depression or withdrawal;
- Resistance and overreaction to changes in policy and procedures

What Do You Do?

Contact Human Resources immediately to discuss your observations and concerns.

Levels of Awareness:

Tuned Out -

Unaware of surroundings and what is going on around you.

Relaxed -

Alert and aware but also calm and relaxed. Alert to your surroundings.

Focused -

Heightened level of awareness. Sense something is not right.

High Alert -

The fight is on. Taking decisive and immediate action.

Ready to Survive

How to Respond to a Violent Situation

Evacuate - Have an escape route and plan in mind. Leave your belonging behind.

Hide - Hide in an area and lock the door if possible. Block entry with chairs, boxes, furniture, etc. Silence your cell phone.

Fight - Act with aggression and throw items at the subject. Yell. Commit to your actions.



Are you prepared for a violent situation at work?

EMERGENCY #

What would you do?

HUMAN RESOURCES #

ADDRESS/ROOM #

- Develop an action plan
- Know your surroundings
- Know your exits
- Identify objects that can be used to defend yourself

SITUATIONAL AWARENESS..

...The First Line of Defense

Attachment C – Project Charter

Project Charter

- **Preventing Violence in the Workplace and Promoting Situational Awareness**
 - This business project establishes a training program that will provide employees with the tools to recognize a potential violent situation and be prepared to protect themselves and others should such an incident occur in the workplace.

- **Description/Deliverables**
 - Create/Update Workplace Violence Policies
 - Annual Survey/Training on Preventing Workplace Violence and Promoting Situational Awareness
 - Increased knowledge of workplace violence among Statehouse employees

- **High Level project Cost Estimate**
 - Time spent away from work
 - Time spent in labor
 - IT Support
 - Time and money spent on developing training program and survey
 - Cost to put training program and survey on designated media

- **Project Manager Assigned**
 - Michele Hulse assigned as Project Manager
 - Darlean Cummings assigned as Schedule/Time/Effort Coordinator
 - Linda Bozeman assigned as Communication Liaison
 - Elizabeth Davis assigned as Scribe
 - Sandra Hawthorne-Provo assigned as Support Staff

- **Stakeholder Identification**
 - Law Enforcement Located in the Statehouse
 - Politicians Located in the Statehouse
 - Statehouse Employees

- Statehouse Visitors
- Statehouse Tenants

- **Measurable Objectives**

- Increased knowledge of workplace violence through creating/updating policies and training program
- Objectives measured through: pre-survey, training, and post survey

- **Identified Project Risks**

- Lack of support from Subject Matter Experts
- Unanticipated Costs

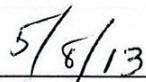
- **Constraints/Assumptions**

- Lack of support time and/or resources
- Difficulty Implementing Policy Changes

- **Milestones**

- Getting the Charter signed
- Meeting with Director/Sponsor
- Meeting with Subject Matter Experts
- Assessment of current Workplace Violence Policies
- Developing a new Workplace Violence Policy
- Developing a Workplace Violence Survey
- Delivering Business Project


Project Sponsor


Date

William E. Carleton
Executive Director
Capitol Square Review and Advisory Board

Attachment D – Scope Statement

PROJECT IDENTIFICATION		
Project Name	Project Sponsor	Agency Name
Preventing Violence in the Workplace by Promoting Situational Awareness	Bill Carleton, Executive Director	Capital Square Review & Advisory Board
Project Number (Finance Code – Optional)	Project Manager	Date Created
-----	Michele Hulse, Assistant Director	May 16, 2013

PROJECT / PRODUCT OBJECTIVES

Conditions of satisfaction include:

- Project completed in 9 months (2/14).
- Increased knowledge of workplace violence by providing a training program to increase situational awareness in the workplace.
- Objectives measured through: training and post survey.
- Track percentage of improved test scores on the post-survey-(criteria to be determined).
- Create handout/flyer on designated media.

PROJECT DESCRIPTION / DELIVERABLES – IN SCOPE

- Training and post-survey-(percentage of improvement criteria to be determined).
- Re-enforce information through designated media.
- Annual Survey/Training on Preventing Workplace Violence by Promoting Situational Awareness.
- Increased awareness among Statehouse employees as a result of the provided training and the handout.
- Encourage Annual Training.

PROJECT FEATURES AND FUNCTIONS

- Mandatory Training and Video
- Post-Survey
- Hand-out/ Hardcopy

OUT OF SCOPE - OBJECTIVES

- Having this project implemented at other State of Ohio agencies and becoming a standardized training.

INITIAL PROJECT ORGANIZATION

- Sponsor: Bill Carleton, (Executive Director-Capital Square Review & Advisory Board)
- Team Lead: Michele Hulse
- Communication Liaison: Linda Bozeman
- Team Scribe: Elizabeth Davis
- Schedule/Time/Effort Coordinator: Darlean Cummings
- Project Support: Sandra Hawthorne-Provo
- Project Support: Elizabeth Brown (HR Director- Capital Square Review & Advisory Board)
- Project Support: Steve Friday, Safety/ Security Officer
- Subject Matter Experts: Mike Tanner, Jim Burke, Ohio State Highway Patrol

WORK BREAKDOWN STRUCTURE

- Getting Project Charter Signed
- Meeting with Director Bill Carleton, Sponsor
- Meeting with Subject Matter Experts: Mike Tanner, Jim Burke
- Assessment of and extracting information from the current Workplace Violence Policies
- Developing a Workplace Violence Survey (pre-survey, training, post-survey)
- Developing a Preventing Workplace Violence Video
- Delivering Business Project
- Implementing Business Project

INITIAL DEFINED RISKS

- Lack of Support from SME's –Having to take the time to research and locate new SME's.
- Unanticipated Costs-Having to change the scope and budget of the project.
- Lack of support from executive staff regarding implementing an annual training program.
- Statehouse employees having a false sense of security due to having over-dependence on security staff.

BUDGET

- Time spent away from work
- Time spent in labor
- IT Support-Unanticipated costs
- Unanticipated costs of developing a video
- Time and money spent on developing survey
- Cost to put survey on DVD/CD/Power Point

ASSUMPTIONS / CONSTRAINTS

- Time and resources spent on developing the project: training, post survey, and video.
- That SME's will be willing to assist with Project.
- Getting Statehouse Employee's buy-in to the project (due to false sense of security).

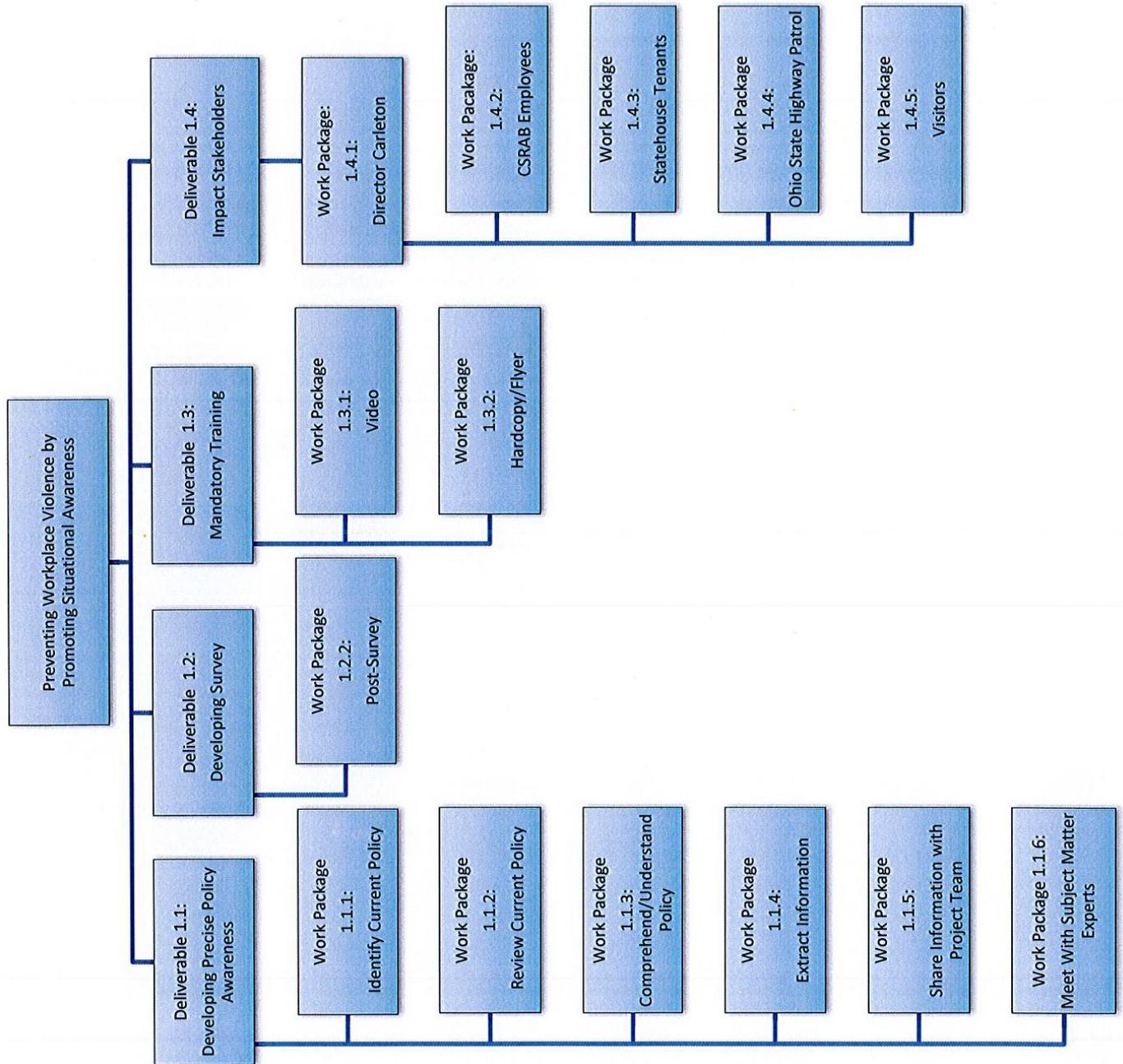
ACCEPTANCE CRITERIA

To ensure the quality of the project Preventing Violence in the Workplace by Promoting Situational Awareness criteria have been established and followed:

- Team Meetings with Director Carleton every 30-45 days to inform him of progress and receive any feedback/suggestions he might have.
- Team keeps in constant contact to stay on schedule (through Share Point, E-mail, Conference Calls by-weekly on Thursdays at 3:30p.m. to begin June 6, 2013).
- Project Completed in 9 months (2/14).
- Approval from Director Carleton.
- Quality Assurance: Review all progress with SME's

Attachment E – WBS Template

WBS Template



Attachment F - Risk Log

Project Risk Log

Project Name: <Project Name> Preventing Violence in the Workplace by Promoting Situational Awareness
 Project Sponsor: <Project Sponsor> Bill Carleton, Executive Director-SCRAB
 Project Manager: <Project Manager> Michele Hulse

Use of this tool: The Risk log details the identified risk within the project, the risks associated with the constraints and project assumptions, and how the project team will monitor, react to, or avoid the identified risks. Risks are uncertain events or conditions that could occur and if the occur may have a positive or negative affect on a project's objectives. All risks will be listed on the Risk Log, and risks with a level of 12 or above should receive special attention. Have caution not to list all business risks, just list the risks related to the current project.

<Hover by the red triangle in the top right corner of the cell, for more details. Use the Instructions on the next tab.>

Date Identified	Risk ID	Risk Description	Category	Potential Impact	Risk Owner	Probability of Occurrence (1-5)	Impact of Risk (1-5)	Risk Level (1-25)	Response Type	Risk Response Plan	Status
		Lack of Support from SME's		Having to find new SME's		1	1	1		Locating new SME's	
		Unanticipated Costs		Changing the Budget of the Project		1	1	1		Re-evaluate and Redefine the Scope of the project	
		False Sense of Security due to over-dependence on security personell				2	2	2		Employees not being prepared	
		Lack of support from executive staff regarding the implementation of an annual trining prog				2	2	2		Employees not receiving re-enforcement of information	
								0			
								0			
								0			
								0			
								0			
								0			
								0			
								0			

Preventing Violence in the Workplace by Promoting Situational Awareness

By: Michele Hulse, Linda Bozeman, Darlean Cummings and Elizabeth Davis

*February 18, 2014
Cohort 47*

Need For Project

In the last 15 years, deaths resulting from workplace violence have ranked among the top four causes of occupational fatalities in America



Workplace Violence Definition

According to OSHA, Workplace Violence is defined as:

Violence or the threat of violence against workers. It can occur at or outside the workplace and can range from threats and verbal abuse to physical assaults and homicide. Workplace violence is one of the leading causes of job-related deaths. However it manifests itself, workplace violence is a growing concern for employers and employees nationwide”.

(OSHA Fact Sheet, www.osha.gov)

Characteristics of Workplace Violence:

- Stalking
- Verbal Threats
- Bullying
- Unauthorized Weapon Possession
- Anonymous letters
- Sabotage and property destruction
- Assault
- Homicide/Suicide
- Kidnapping

(OSHA Fact Sheet, www.osha.gov)

Myths About Workplace Violence

- Workplace violence is someone else's problem-having a false sense of security
- Only disgruntled employees participate in workplace violence
- Having a security team can fix workplace violence
- There is not enough time or resources to put a workplace violence action plan in place

(OSHA Fact Sheet, www.osha.gov)

Effects of Workplace Violence on Employees

- Poor Performance
- Anxiety/depression
- Turnover
- Injury/death
- Litigation
- Decreased productivity
- Poor Morale

(OSHA Fact Sheet, www.osha.gov)

Project Objective

- Create a training video to raise employee awareness levels of certain indicators that can lead to workplace violence
- Include in the video actions that employees can take to defend themselves should they be faced with a violent situation
- Create a survey questionnaire to be taken after viewing the video to measure increased awareness
- Create a brochure to remind and encourage employees to:

Be Alert

Be Aware

Be Prepared

Meeting With Project Sponsor

William E. Carleton
Executive Director
Capitol Square Review and Advisory Board

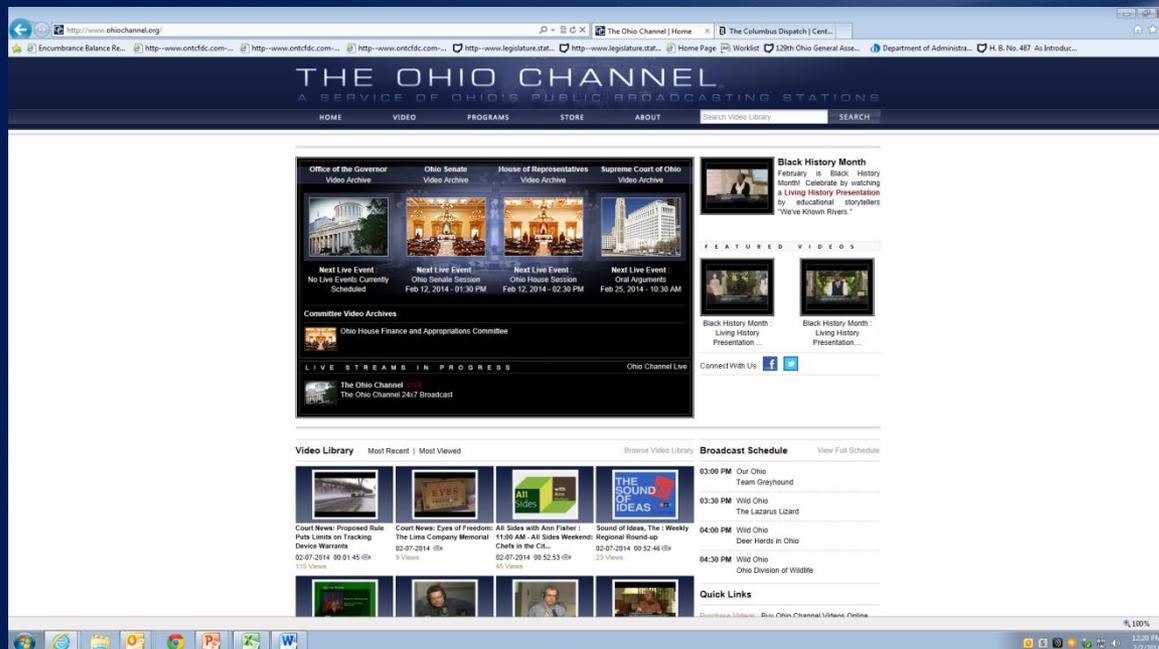


www.Ohiostatehouse.org

Meeting With The Ohio Channel – Ohio Government Telecommunications (OGT)

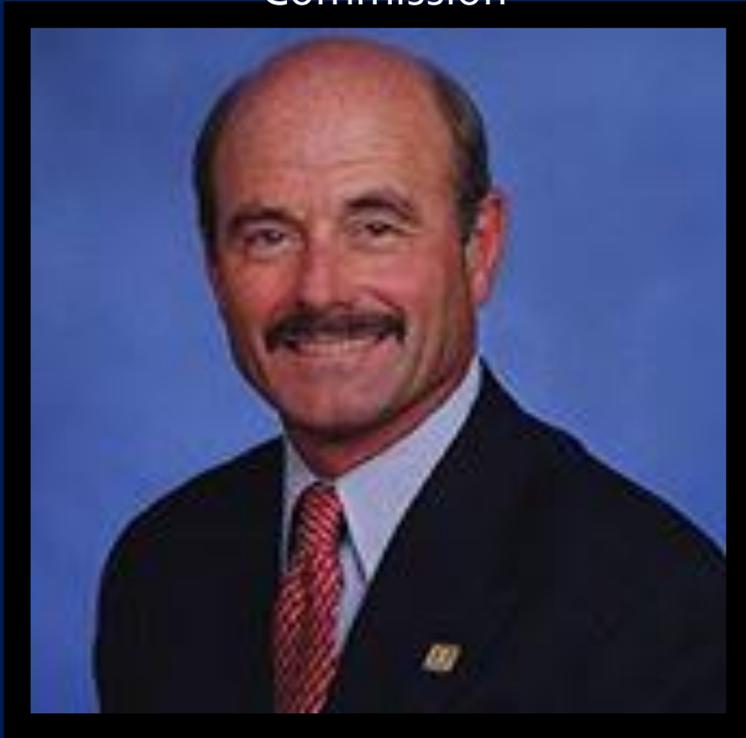
<http://www.ohiochannel.org>

The Ohio Channel is a service of Ohio's public broadcasting stations. Using live Statehouse programming supplied by Ohio Government Telecommunications and distributed by eTech, the Ohio Channel provides the most comprehensive coverage of state government issues.



Meeting With Subject Matter Experts

Mike Tanner, Ohio Industrial
Commission



James Burke, Ohio Peace Officer
Training Academy



Researching Documents and Sites

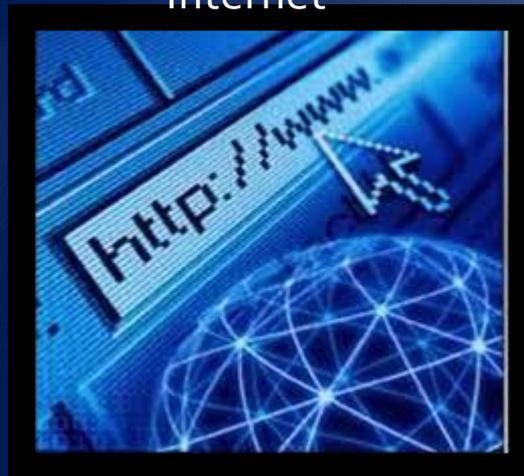
Workplace Violence Policies



Brochures



Internet



Meeting With Ohio Government Television (OGT)

Elizabeth Brown (CSR) Darlean Cummings (DAS)

Leah Jubara (OGT)

Linda Bozeman (IC)



Meeting with OGT

Elizabeth Davis (DODD)



OGT Staff & Project Group



Process Mapping For Video Content

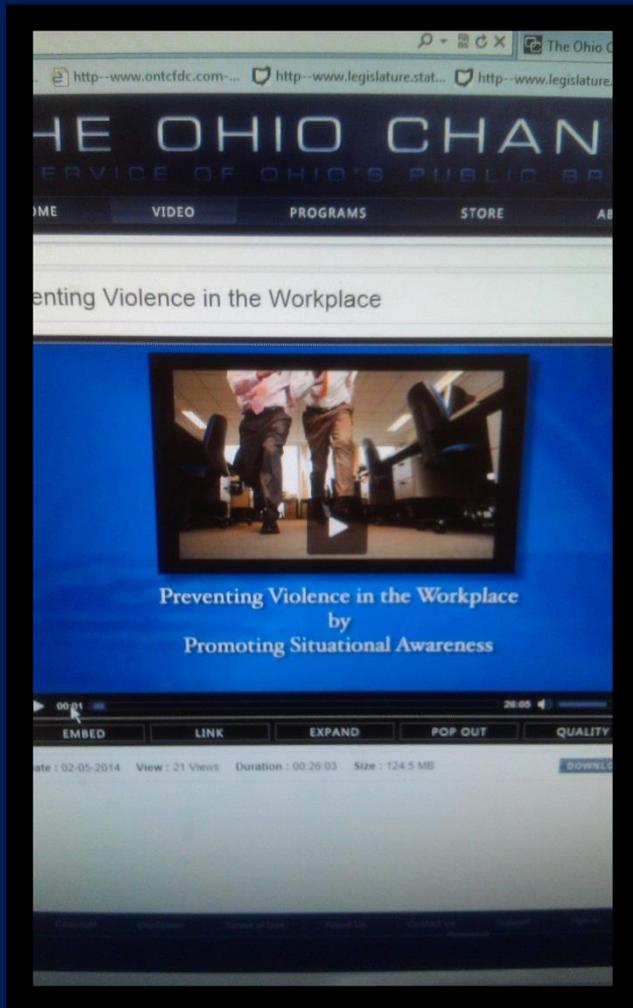
Dan Shellenbarger (OGT)



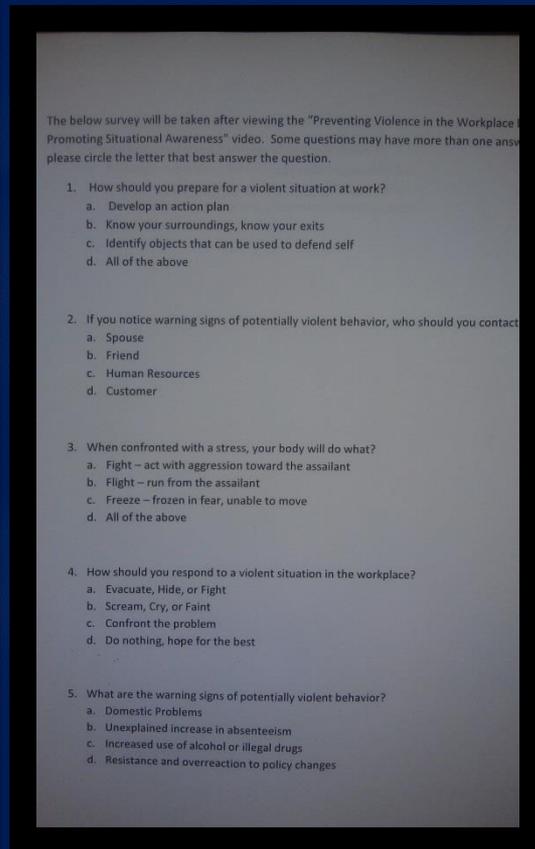
Michele Hulse (CSR)

Project Results

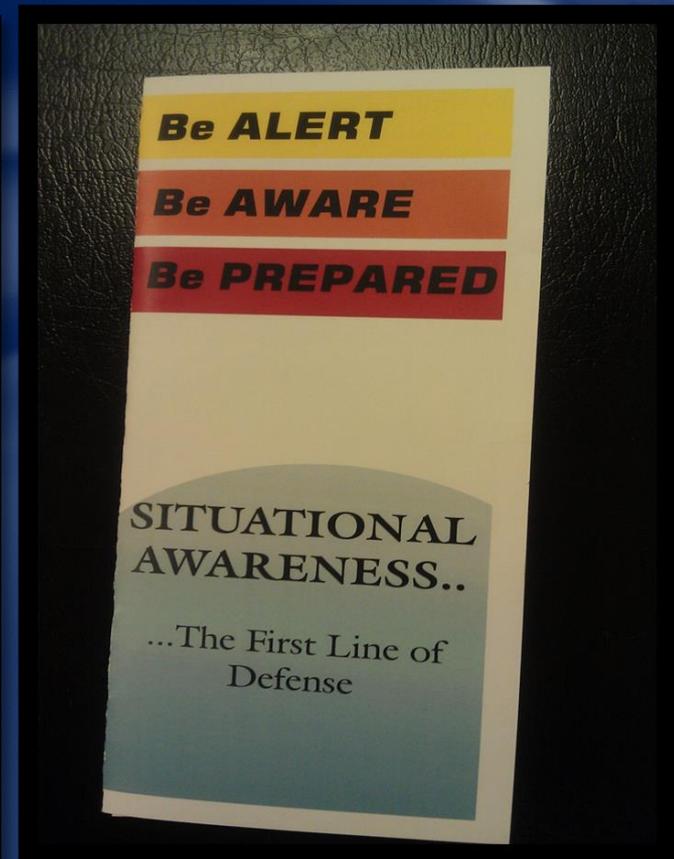
Video has been created



Survey has been created



Brochure has been created



When you are at work, the mall,
school, the theatre....

-Wherever you are-

Be **ALERT**

Be **AWARE**

Be **PREPARED**

Video can be viewed at:

<http://www.ohiochannel.org/MediaLibrary/Media.aspx?fileId=142306>