INSTRUCTIONAL TECHNOLOGY (IT) 5275: TRAINING AND DEVELOPMENT

WINTER TERM, 2014
4 Credit Hours
CLASS TIME: Tuesdays, 1:00-4:40 p.m.
LOCATION: R112

INSTRUCTOR: JAMES L. MOSELEY, Ed.D. LPC, CHES, CPT
ASSOCIATE PROFESSOR OF INSTRUCTIONAL TECHNOLOGY

DIVISION: Administrative and Organizational Studies

PROGRAM AREA: Instructional Technology

OFFICE ADDRESS: 395 College of Education, Wayne State University
T126-6 Macomb College

OFFICE HOURS: One hour after class or by appointment

OFFICE PHONE: (313) 577-7948 Wayne State University
____________ Macomb College

HOME PHONE: (313) 885-3616 (leave message with phone number)

EMAIL: Moseley@wayne.edu

FAX: (313) 577-1693

PREREQUISITES: IT 3115 or IT 6110
IT 3125 or IT 7150
IT 3135

This course has additional course requirements when it is taken for graduate credit (IT 5275).
I. COURSE DESCRIPTION

Creating, implementing, managing and evaluating effective training and development; strategizing to incorporate adult learning concepts; determining marketing strategies. (This course has additional requirements when it is taken for graduate credit.)

What is Training?

According to human resources guru Dr. Leonard Nadler “Training is learning that is provided in order to improve performance on the present job.” There are two implications in that statement. The first is that the current performance needs to be improved — there is a gap of some sort between what a person knows and is currently able to do and what the person needs to know and be able to do. The second is that the learning is not for some future use but is to be put to use immediately.

- J. F. Chan

II. COURSE OUTCOMES

At the completion of IT 4275/5275 you will be able to:

1. State the business justification for training and development;
2. Design effective training and development;
3. Implement effective training and development;
4. Manage effective training and development;
5. Evaluate effective training and development;
6. Apply principles of androgogy to a specific training encounter;
7. Discuss the limitations of the marketing mix framework;
8. Speculate on the future of training and development;
9. Generate a plan for outsourcing training and development;
10. Reflect upon (write) and discuss (oral) creative training techniques;
11. Write a personal reflection about how you developed effective training and development.

Adequate Training

To minimize liability, training must also be perceived as adequate. Employees accused of wrong doing who describe their training or experience with the organization in vague, sketchy, and non-descriptive terms would not give the impression that the training they received was adequate. While training is difficult to plan and challenging to execute, the
organization must ensure that adequate time and resources are devoted to creating a
training curriculum that participants will learn from and use in their daily job tasks.

---M. Moskowitz.

III. COURSE RESOURCES

The required text for IT 527 is:


The following source is recommended for IT 527:


Common Characteristics

Even though the subject matter and the learning methods differ widely, successful
training programs share certain distinct characteristics.

- *They effect change*. They help people increase their knowledge, learn or improve
  their skills, or change their attitudes in order to change the current situation and
  achieve a desired outcome.

- *They are designed to achieve specific goals*. These goals are the learning
  objectives that describe what people will be able to do as a result of training:
  “When learners complete this program, they will be able to [get their documents
  in 70 percent of the time] [conduct hiring interviews that meet legal requirements]
  [use Excel to prepare a budget] [ask questions to uncover a customer’s needs].”

- *They are learner centered, not trainer-centered*. The trainer’s primary role is to be
  a guide for the learning process, not an expert who imparts information to passive
  learners.

- *They are designed to engage learners actively in the learning process*. The
  program uses interesting, relevant activities that help people discover new
  concepts, skills, and information and relate what they already know and have
  experienced.
• They are relevant to the learners’ real world. The program focuses not on theory but on practical information, concepts and skills that learners can use immediately.

• They have measurable outcomes. The degree to which the program is successful in achieving the desired outcome can be observed or measured in some way.

--- J.F. Chan.

IV. COURSE ASSIGNMENTS

Course assignments are explained in detail later in this course syllabus.

Assignment 1:  Interviewing a Professional Trainer
Due Date:      Class session 5

Assignment 2:  Creative Training Techniques
Due Date:      Class Session 8

Assignment 3a: On-the-Job Training (OJT).
Or
Assignment 3b: Training Applications
Due Date:      Class Session 13

Assignment 4:  Experiential Activities
Due Date:      Ongoing throughout semester

Assignment 5:  Reflection Paper
Due Date:      Last class of the semester (Class session 17)

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Viewing Training Through a Different Lens

As we go about conducting our business of identifying training needs and designing, developing and delivering training for our clients and our organization, we focus on the learning requirements. After all, that is what we should do. We are the experts in learning and training delivery for the organization. It is what we are paid to do, and it is our mission and passion. But the underlying reason clients come to us is not just to check off the training box so they can say it has been done. Well yes, maybe a few managers and even a few participants are just checking
the box. And some are checking the box with regard to compliance training. But the underlying reason we are asked to deliver most training comes back full circle to job performance. So we are not just in the training business; we are also in the performance business. We are the ones responsible for how clients and others perceive us and whether or not they view us helping to check the training box or helping them with performance issues.

R. D. Stone

V. CLASS ACTIVITIES

Class activities will include:

1. Lecture and discussion to present specific information relative to course topics.
2. Individual and small group work on assignments.
3. Individual and small group presentations by students with feedback from students and professor.
4. Experiential team development activities.

Active Participation:
You will be evaluated by the quality of your responses, not the quantity. Your responses must reflect your integration and synthesis of text readings, journal articles, guest speakers, lectures, and so forth. Ask yourself these questions:

1. Have I moved the discussion forward and contributed to the learning of the group?
2. Have I supported participation of all members of the group?
3. Have I reflected upon the ideas generated in each class session?

VI. CLASS TIME

Class will begin and end on time. You are expected to be present and remain for the entire period the class is in session.

1:00 p.m. - 2:45 p.m.  Formal presentation and discussion of course topics
2:45 p.m. – 3:15 p.m.  Comfort break
3:15 p.m. – 4:40 p.m.  Experiential activities on program evaluation
Questions to Assess Training Provider Capabilities

1. What is the trainer’s background (education, experience, etc.)?
2. Has the trainer ever provided these particular training programs or services before?
3. Has the training been evaluated? If so, what levels of outcomes were evaluated, and what have been the results?
4. Can the trainer give you the names of people in these companies who could speak knowledgeably about the trainer’s products and services?
5. Can the trainer give you names of and permission to contact the following people?
   - Trainees who received the training
   - The person who was the trainer’s primary contact in the client organization
   - The person who monitored or coordinated the training
6. How does the trainer go about developing a program, delivering training, or providing a training service?
7. Can the trainer provide examples or an outline of his approach or process? Will this fit your organization’s culture and budget?
8. If the training is already developed, can the trainer show you the materials, such as handouts, exercises, and videos?
9. If these materials are not specific to your organization, how will the trainer alter them to make them appropriate for your situation?

P. N. Blanchard & J. W. Thacker

VII. CLASS POLICIES AND PROCEDURES

1. All policies stated in the Wayne State University Undergraduate Bulletin, 2011-2014 will be followed. You are particularly advised to familiarize yourself with the General Information discussions, pp. 5-65. Areas of particular interest to you are these:
   - Academic Programs and Degrees
   - Financial Aid
   - Academic Regulations
   - Registration and Student Records
   - Student Academic Success Services
   - Office of International Programs
   - Campus Life

All policies stated in the Wayne State University Graduate Bulletin, 2012-2014 will be followed. You are particularly advised to familiarize yourself with the General Information discussion, pp. 6-66.

Areas of particular interests to you are these:
2. If a class is missed because of illness or employment demands, please contact the instructor at (313) 577-7948 in advance, if possible. Effective with the first class session, students who miss more than 2 class sessions should not expect to earn a grade of “A”. Attendance is recorded.

3. Absences must be made up. You will **contract** with the professor for appropriate make up work.

4. Occasionally, handouts will be distributed. If you are absent, ask a fellow student to collect the handouts for you.

5. All written work must demonstrate appropriate communication skills (e.g., spelling, punctuation, grammar). Refer to the guidance sheet entitled “Assessing Your Writing for Grammatical Correctness” in this syllabus.

6. All written work must meet scholarly standards as stated in the APA Publication Manual, 6th edition. (This reference will help you in ALL your IT courses leading to the BA or BS degree).

7. Taping devices are not permitted in class unless there is a documented disability.

8. Instructional Technology students are expected to represent their own work honestly and acknowledge the work of others according to accepted academic conventions. Violations of academic integrity include cheating and the use of unauthorized material on examinations, fabrication of information and sources, improper assistance, and plagiarism.

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you’re in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

9. Research shows that cooperative learning works. Students are expected to be prepared for class by reading the assigned topics and by intelligently discussing them.

10. Student Disability Services
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is (313) 577-1851 or (313) 577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

11. Withdrawal Policy:
Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade.

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

12. Religious Observance Policy
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

13. Wayne State University Writing Center.
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading
service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/).

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).

14. Grades will be determined by the work available to the instructor at the time of the final examination.

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**What Information Do Trainers Need to Prepare for Training?**

Experienced trainers who know how to plan and prepare for training might only need details about specific tasks that relate directly to this workshop, such as what pre-work to assign, special equipments and room requirements, and so on. But training programs that are delivered by subject-matter experts, managers, or trainers with little or no training experience may require a higher level of guidance, including suggestions, guidelines, information, and checklists that help the trainers do the following:

- **Schedule training, choose the right training room, and set the room up properly.** Inexperienced trainers might benefit from scheduling pointers, such as which times of year and days of the week to avoid, tips for what to look for in a training room, and guidelines for setting up the room in a way that encourages interaction and active participation.

- **Prepare participants for training.** Suggestions for notifying participants about the training and assigning pre-work can help less-experienced trainers prepare participants so they are ready to learn when they walk in the door.

- **Adapt the program for a specific group.** Every group has its own unique characteristics and needs. One group might know more about the subject than another; one might be made out of strangers, while in another the participants work closely together. In one workshop the participants might work through activities much more quickly than in another; in one, people might engage more actively in discussions than in another. Think about whether trainers need good guidance for handling different kinds of situations and make changes to tailor the workshop more closely to people’s needs.

- **Reserve equipment and prepare materials and supplies.** There are a lot of things to do and keep track of when planning a workshop. A checklist can help trainers make sure that the necessary equipment, materials, and supplies are there on workshop day.

- **Learn about the subject, the participants, and the reasons the training is being held.** Trainers who are unfamiliar with the subject and were not involved in the program design may need suggestions for brushing up on the subject and finding out more about the people who will be attending training. They also need to have a good understanding of the context in which the workshop is being held.

  - J. F. Chan
VIII. EVALUATION

Evaluation of student achievement is an indispensable element in the learning process. It is the mechanism by which the students are informed of how well they are achieving the goals the teacher has set for the class and by which each student develops a framework for judging his or her progress toward personal goals. Without some form of appraisal that directs and confirms the students’ efforts, learning becomes inefficient: the students lose the guides that enable them to control their direction and rate of learning. (Based on S.C. Ericksen and B.Z. Bluestone’s “Grading and Evaluation” Memo to the Faculty from the Center for Research on Learning and Teaching. The University of Michigan. No. 46. October, 1971).

Evaluation can take many forms: Conferences between teacher and student, conversations with other students, comments on papers, exams, grades, etc. Whatever the extent to which these various forms are used (or not used), evaluation in the academic environment is finally expressed in the form of a grade.

COURSE EVALUATION AND GRADING

All assignments will be evaluated using the rubric. Feedback and points will be assigned.

Assignment 1: 25 points

Assignment 2: 25 points
(Focus is different for undergraduates and graduates)

Assignment 3a/3b: 20 points
Focus is different for undergraduates and graduates.

Assignment 4: 10 points

Assignment 5: 20 points

TOTAL: 100 points

You are expected to present your very best work in the deliverables required. The work submitted by a third or fourth year undergraduate will be judged differently from the work expected of a graduate student.

* It is expected that all students will become versatile with the readings that are required and recommended. Students will show evidence of their familiarity with the readings in the completion of the course assignments.
UNIVERSITY GRADING SYSTEM - UNDERGRADUATES

Final grades are available on the campus Pipeline web service (http://pipeline.wayne.edu). Grades are not mailed to students. Final grades are recorded under the following system.

‘A’ – Excellent: 4.00 grade points per credit
‘A-minus’ – Excellent: 3.67 grade points per credit
‘ANC’ – Excellent: no credit
‘B-plus’ – Good: 3.33 grade points per credit
‘B’ – Good: 3.00 grade points per credit
‘B-minus’ – Good: 2.67 grade points per credit
‘BNC’ – Good: no credit
‘C-plus’ – Fair: 2.33 grade points per credit
‘C’ – Fair: 2.00 grade points per credit
‘C-minus’ – Fair: 1.67 grade points per credit
‘CNC’ – Fair: no credit
‘D-plus’ – Poor: 1.33 grade points per credit
‘D’ – Poor: 1.00 grade points per credit
‘D-minus’ – Poor: 0.67 grade points per credit
‘F’ – Failure: -.00 grade points per credit
‘P’ – Passed
‘PNC’ – Pass: no credit
‘N’ – Not Passed
‘NNC’ – Not Passed: no credit
‘S’ – Satisfactory
‘SNC’ – Satisfactory: no credit
‘U’ – Unsatisfactory
‘UNC’ – Unsatisfactory: no credit
‘M’ – Marginal Pass


‘NR’ – No grade reported by the instructor.

‘P’ or ‘N’ – Passed or Not Passed (undergraduate students only). These grades do not affect grade point averages, but undergraduate courses completed with grade of ‘P’ may count toward a degree.

‘S’, ‘M’, or ‘U’ – Satisfactory, Marginal, or Unsatisfactory performance in non-degree courses and in certain designated courses such as field work, practicums and internships. These grades do not affect grade point averages.

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Believe in yourself and the magic will happen.

- James L. Moseley

UNIVERSITY GRADING SYSTEM – GRADUATES

Final grades for graduate courses are recorded under the following system.

A – **Excellent**: 4.0 grade points per credit hour

A-**minus**: 3.67 grade points per credit hour

B-**plus**: 3.33 grade points per credit hour

B – **Good**: 3.0 grade points per credit hour

B-**minus**: (Below Graduate Standards) 2.67 grade points per credit hour

C-**plus**: (Below Graduate Standards) 2.33 grade points per credit hour

C – **Below Graduate Standards**: 2.0 grade points per credit hour

F – **Failure**: 0 grade points per credit hour

M – **Marginal Pass** in designated courses such as field work, practicums and internships (not considered in calculation of the grade point average).

S and U – **Satisfactory and Unsatisfactory** performance in non-degree courses and in certain designated courses such as field work, practicums and internships. The grade of ‘S’ is given for all dissertation credits upon final acceptance of the dissertation in partial fulfillment of the requirements for the Ph.D. and Ed.D. degrees. ‘S’ and ‘U’ grades are not considered in the calculation of the grade point average.

Further information regarding Graduate marks is found on page 30 of the Wayne State University Graduate Bulletin, 2012-2014.

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**It’s About Results**

Every manager would like to see results after members of their team return from a training program. In fact they would like to know what results will be achieved even before agreeing to support the training. They are giving up a resource for a period of time, and they hope to get something in return.
Sometimes they are not sure what the benefits will be, but they cooperate anyway and hope for the best. At a minimum we owe every manager an answer to the question “Why should I support training?” We should have a definite systematic approach to getting results that is convincing and demands respect. We should be able to show how a specific training program will make a contribution to the important aspects of the business. If we cannot show how our programs link to results, then we should not expect support from supervisors and managers or anyone else.

--- R. D. Stone

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<tr>
<th>Week</th>
<th>Date</th>
<th>Major Topics</th>
<th>Suggested Readings</th>
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<tr>
<td>1</td>
<td>1-7-14</td>
<td>Overview of Training and Trends</td>
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<td>1-14-14</td>
<td>Strategic Planning, Strategy and Training</td>
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<td>1-21-14</td>
<td>Learning, Motivation and Performance</td>
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<td>4</td>
<td>1-28-14</td>
<td>Needs Assessment and Needs Analysis</td>
<td>Chapter 4</td>
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<td>5*</td>
<td>2-4-14</td>
<td>Training Design</td>
<td>Chapter 5</td>
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<td>2-11-14</td>
<td>Traditional Training Methods</td>
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<td>2-18-14</td>
<td>Electronic Training Methods</td>
<td>Chapter 7</td>
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<td>8*</td>
<td>2-25-14</td>
<td>Development and Implementation of Training</td>
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<td>9</td>
<td>3-4-14</td>
<td>Training in a Diverse Workplace</td>
<td>Lecture Notes</td>
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<td>10</td>
<td>3-11-14</td>
<td>Spring Break – No Class</td>
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<td>11</td>
<td>3-18-14</td>
<td>Training Older Workers</td>
<td>Lecture Notes</td>
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<td>12</td>
<td>3-25-14</td>
<td>Evaluation of Training</td>
<td>Chapter 9</td>
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<td>4-1-14</td>
<td>Organizational Training</td>
<td>Chapter 10</td>
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<td>4-8-14</td>
<td>Organizational Training</td>
<td>Chapter 10</td>
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<td>15</td>
<td>4-15-14</td>
<td>Employee and Management Development</td>
<td>Chapter 11</td>
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<td>16</td>
<td>4-22-14</td>
<td>Future of Training and Development</td>
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<td>17*</td>
<td>4-29-14</td>
<td>Reflection and Course Review</td>
<td>Reflection Paper due</td>
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* Denotes when assignments are due: Sessions 5, 8, 13, 17
ASSIGNMENT 1: INTERVIEWING A PROFESSIONAL TRAINER

Interview an individual who is doing or has recently done training. Check with training professionals at Blue Cross/Blue Shield, Greektown Casino, Ford Motor Company, Compuware, Harper Hospitals, etc.
What do we want to learn from the individual’s experience? As a class exercise, we will determine the appropriate questions to ask. Class members will present their findings orally and in written format.

RUBRIC FOR INTERVIEWING A PROFESSIONAL TRAINER

Name: ________________________________________________

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<td>9. Have you discussed your area orally and intelligently?</td>
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<td>10. Have you rechecked your assignment for spelling, grammar, sentence structure, and adherence to effective writing techniques?</td>
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General Comments:

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ASSIGNMENT 2: CREATIVE TRAINING TECHNIQUES

This assignment will familiarize you with a variety of training techniques. Read Noe, 5th, particularly Chapters 7 and 8 to learn about some of the training methods that are available to you as you prepare for a training challenge. Select two (2) training methods from the following list and in written and oral format, present your findings to the class. This assignment has different expectations for undergraduate and graduate students.

**Undergraduates**: Submit a 3-6 page paper with references (APA 6th Format) describing your training techniques, their strengths, and limitations, and give indication how you would prepare and evaluate their use.

**Graduates**: Submit a 4-7 page paper with references (APA 6th Format). Describe your technique, its strengths and limitations, and indicate how you would prepare and evaluate its use. Your focus, however, is limited to Mobile Technology and Training Methods: iPods, PDAs, etc.

**Traditional Training Methods**
- Presentation Materials
- Hands-on Methods
- Group Building Methods

**E-Learning and use of Technology in Training**
- Computer Based Training
- Simulations and Games
- Blended Learning
- Mobile Technology and Training Methods
- Distance Learning
- Electronic Performance Support Systems
- Training Software Applications
- Learning Management Systems
- Virtual Reality

**RUBRIC FOR ASSIGNMENT 2: CREATIVE TRAINING TECHNIQUES**

<table>
<thead>
<tr>
<th>Criteria</th>
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<tbody>
<tr>
<td>1. Have you described your training technique?</td>
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<td>2. Have you indicated its strength?</td>
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<td>3. Have you noted its limitations?</td>
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<td>Have you indicated how you would prepare to use it as a training technique?</td>
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<td>5.</td>
<td>Have you indicated how you would evaluate its use?</td>
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<td>Have you discussed your technique orally and intelligently?</td>
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<td>7.</td>
<td>Have you rechecked your assignment for spelling, grammar, sentence structure, and adherence to effective writing techniques?</td>
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**General Comments:**
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ASSIGNMENT 3(a): ON-THE-JOB TRAINING (OJT)

OJT is planned instruction occurring on the job and during the work, centered around what workers need to know or do to perform competently. As Jacobs and Mc Griffin (1987, pp.81 -82) define it, OJT consists of organized learning activities “conducted in the work setting by a supervisor, or some other knowledgeable person, who demonstrates a job task to a trainer and then provides guided practice when appropriate.”

There are six steps in the OJT process that may be easily remembered by using the acronym DAPPER. The DAPPER model is often used by an individual trainer in the absence of an organization-wide OJT program. The six steps are:

1. Discover needs for planned OJT
2. Analyze work, worker, workplace, world for planned OJT
3. Prepare planned OJT
4. Present planned OJT
5. Evaluate the results of planned OJT
6. Review aids and alternatives to planned OJT

Task: Write an interesting and documented paper addressing the following areas:

• Foundations of OJT: Building an Effective Organizational Climate to Support OJT
• Preparing and Delivering OJT
• Success factors for Comprehensive OJT Programs
• Reflections on OJT

Note: Undergraduates can select this assignment in lieu of assignment 3b. The written discussion length is 6 - 9 pages with references. You will also share your research with your peers.

Graduates can select this assignment in lieu of 3b. The written discussion length is 8-12 pages with references. You will also share your research with your peers.
RUBRIC FOR ASSIGNMENT 3(a): ON-THE-JOB TRAINING (OJT)

Name: _______________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Worth</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you defined your definition of OJT training?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. Have you discussed the foundations of OJT training?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3. Have you stated how you would prepare OJT?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4. Have you stated how you would deliver OJT?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>5. Have you discussed success factors for comprehensive OJT programs?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6. Have you indicated your reflections of OJT?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>7. Have you discussed intelligently the highlights of your paper?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8. Have you rechecked your assignment for spelling, grammar, sentence structure, and adherence to effective writing techniques?</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Total: 20.00

General Comments:

________________________________________________________________________
________________________________________________________________________
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ASSIGNMENT 3b: TRAINING APPLICATIONS

There are many Training Application areas. Some are noted below. Select one. Adapt the DAPPER model (see assignment 3a) to prepare this assignment. Be certain to present a solid overview of your application area.

1. Emergency Preparedness Training
2. Training in Quality
3. Training on the Job
4. Technical Skills Training
5. Basic Workplace Training Skills
6. Web Based Training
7. Sales and Marketing Training
8. Customer Service Training
9. Small Business Training
10. Occupational Safety and Health Training
11. Supervisor Training
12. Leadership Training
13. Project Management Training
14. Innovation Training
15. Leading Change Training
16. Presentation Skills Training
17. Something Else (with instructor approval)

Note: Undergraduates can select this assignment in lieu of assignment 3a. The written discussion length is 6 - 9 pages with references. You will also share your research with your peers.

Graduates can select this assignment in lieu of 3a. The written discussion length is 8-12 pages with references. You will also share your research with your peers.

RUBRIC FOR ASSIGNMENT 3b: TRAINING APPLICATIONS

Name: ____________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Worth</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you indicated the need for your training application?</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Have you analyzed work, worker, workplace, and world view for your training application?</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Have you prepared the training application?</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Have you indicated how you would present your training application?</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Have you indicated how you would evaluate your training application?</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Have you indicated which training technique you would use with this application?</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>Have you discussed intelligently the highlights of your paper?</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Have you rechecked your assignment for spelling, grammar, sentence structure, and adherence to effective writing techniques?</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>20.00</td>
<td></td>
</tr>
</tbody>
</table>

General Comments:
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ASSIGNMENT 4: EXPERIENTIAL EXERCISES

There will be many opportunities for participation during the course. Take advantage of them to add to your tool chest of skills and competencies. Points for experiential activities are based on class participation in all activities including oral presentations of your assignments.

RUBRIC FOR EXPERIENTIAL EXERCISES

Name: _______________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Worth</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you participated in class discussions?</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>2. Have you moved the discussion forward and contributed to the learning of the group?</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>3. Have you supported participation of all members of the group?</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>4. Have you reflected upon the ideas generated in each class session?</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>5. Have you been able to integrate the information presented with the course text, class discussions, and journal readings?</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>10.00</td>
<td></td>
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</table>

General Comments:

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ASSIGNMENT 5: REFLECTION PAPER

Your final assignment or deliverable is a Reflection Paper wherein you look back at what your experiences have been during this course. Specifically, highlight some of your key learning areas, the skills you have gained through reading, writing, and listening, and speculate on areas for future growth as a team member. If you were responsible for facilitating IT 5275, which areas would you re-focus, adapt, modify, or eliminate. State your rationale for either recommending or not recommending this course to another student. Justify your responses with concrete examples.

- 3-5 pages double-spaced and one-sided with name on last page of text
- Number the pages; staple the document; no binders, plastic folders, or title pages

RUBRIC FOR REFLECTION PAPER

Name: ____________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Worth</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you indicated some of your key learning areas?</td>
<td>2.00</td>
<td></td>
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<tr>
<td>2. Have you indicated some of the skills you have gained through the reading, writing, and listening?</td>
<td>4.00</td>
<td></td>
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<tr>
<td>3. Have you reflected upon areas for future growth as a professional trainer?</td>
<td>4.00</td>
<td></td>
</tr>
<tr>
<td>4. Have you indicated areas you would refocus, adapt, modify, or eliminate if you were facilitating the course?</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>5. Would you recommend or not recommend the course?</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>6. Have you justified your responses in #5 with concrete examples?</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>7. Have you rechecked your assignment for spelling, grammar, sentence structure, and adherence to effective writing techniques?</td>
<td>2.00</td>
<td></td>
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<tr>
<td>Total:</td>
<td>20.00</td>
<td></td>
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</tbody>
</table>

General Comments:

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23
SELECTIVE REFERENCES


ASSESSING YOUR WRITING FOR GRAMMATICAL CORRECTNESS

Directions: Select an example of your writing. Compare it to the rules stated below. You should be able to answer every question by checking (✔) yes. If you must check no, then review your writing for grammatical correctness. If you do not understand the question, then read the section in the classic by Strunk and White (1979) or a similar work to understand it.

<table>
<thead>
<tr>
<th>Have you…</th>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Formed the possessive singular of nouns by adding ‘s?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Used a comma, in a series of three or more terms, after each term</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>except the last?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Enclosed parenthetical expressions between commas?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Placed a comma before a conjunction introducing an independent clause?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Taken care not to join independent clauses by a comma?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Avoided breaking sentences in two?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Used colons appropriately to introduce:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. A list of particulars?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. An appositive?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. An amplification?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. An illustrative quotation?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>8. Used a dash to set off an abrupt break and to announce a long</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>appositive or summary?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Used the number of the subject to determine the number of the verb?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>10. Used the proper case of each pronoun?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>11. Made sure that each participial phrase at the beginning of a sentence</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>refers to the grammatical subject?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. Chosen a suitable design for your composition and held to it?</td>
<td></td>
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<tr>
<td></td>
<td>13. Made the paragraph the clear unit of composition?</td>
<td></td>
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<tr>
<td></td>
<td>14. Used the active, rather than passive, voice?</td>
<td></td>
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<tr>
<td></td>
<td>15. Made an effort to state ideas positively?</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>16. Used definite, specific, and concrete language?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17. Omitted needless words?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18. Avoided instances in which there aresuccessions of loose</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sentences without clear logical connections between them?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19. Expressed coordinate ideas in similar form?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20. Kept related words together?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>21. Used a consistent tense?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plagiarism: What it is and How to Recognize and Avoid It

Produced by Writing Tutorial Service. Indiana University, Bloomington IN

What is Plagiarism and Why is it Important?

In college courses we are continually engaged with other people’s ideas: we read them in texts, hear them in lectures, discuss them in class, and incorporate them in our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others’ ideas and works without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

• To avoid plagiarism, you must give credit where you use:
  • Another person’s idea, opinion, or theory;
  • Any facts, statistics, graphs, drawings – any pieces of information – that are not common knowledge;
  • Quotations of another person’s actually spoken or written words;
  • Paraphrase of another person’s spoken or written words.

These guidelines are taken from the Student Code of Rights, Responsibilities, and Conduct

How to Recognize Unacceptable and Acceptable Paraphrases

Here’s the ORIGINAL text, from page 1 of Lizzie Borden: A Case Book of Family and Crime in the 1890’s by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of the late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With Industry came urbanization, the growth of large cities (like Fall River, Massachusetts, where the Borden’s lived), which became the center of production as well as of commerce and trade.

Here’s an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for a large wave of immigrants. With industry came the growth of large cities like Fall River where the Borden’s lived, which turned into centers of commerce and trade as well as production.
What makes this passage plagiarism?

The proceeding passage is considered plagiarism for two reasons:
1. The writer has only changed around a few words and phrases, or changes the order of the original sentences.
2. The writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example: “steam-driven companies” in sentence two misses the original’s emphasis on factories).

Here’s an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the U.S. they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- Accurately relays the information in the original
- Uses her own words
- Lets her reader know the source of her information

Here’s an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers “transformed farms hands into factory workers,” and created jobs for immigrants. In turn, growing populations increased the size of the urban areas. Fall River was one of these manufacturing hubs that were also “centers of commerce and trade” (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- Record the information in the original passage accurately.
- Gives credit for the ideas in this passage.
- Indicated which part is taken directly from her source by putting the passage in
quotation marks and citing the page number.

**Strategies for Avoiding Plagiarism**

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully, cover up the text with your hand, or close the text so you can’t see any of it (and so aren’t tempted to use the text as a “guide”). Write out the idea in your own words without peeking.
3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

**Terms You Need to Know (or What is Common Knowledge?)**

*Common knowledge*: facts that can be found in numerous places and are likely to be known by lots of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. You do not need to document this fact.

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According to the American Family Leave coalition’s new book, *Family Issues and Congress*, President Bush’s relationship with Congress has hindered family leave legislation (6).

The idea that “Bush’s relationship with Congress has hindered family leave legislation” is not a fact but an interpretation: consequently, you need to cite your source.

*Quotation*: using someone’s words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association’s style:

Example: According to Peter S. Pritchard in USA Today, “Public schools need reform but they’re irreplaceable in teaching all the nation’s young (1+).

*Paraphrase*: Using someone’s ideas, but putting them in your own words. This is probably the skill you will use when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.
Case Analysis with Questions
Read each case and be prepared to answer the questions which follow it. You will be expected to justify your answers.

Case 1
You run Tricky Nicky’s Carpet Cleaning Co., which cleans carpets for businesses. On average, one carpet cleaner can clean six offices per eight hour shift. Currently 100 cleaners work for you, and they work 250 days per year. Supervisors inspect carpets when cleaners notify that the carpet is done. Because of Nicky’s “Satisfaction Guarantee”, when a carpet does not meet the standard, it is redone immediately at no extra cost to the client. A recent analysis of the rework required found that, on an average, one in every six carpets cleaned does not meet Nicky’s standards.

The profit averages $20 a cleaning. You pay your cleaners $15 per hour. When you re-clean a carpet, it is done on overtime and you lose, on an average, $20 in labor costs. On average, your profit is gone. In addition, there is an average cost of materials and equipment of $2.00 per office.

Your training manager conducted a needs assessment regarding this issue at your request. He reported that half the employees are not reaching the standards one in nine times, and the other half are not meeting the standard two in nine times, for an overall average of one in six \(1/9 + 2/9 = 1/6\). The needs assessment also indicated that the cause was a lack of KSAs in both cases.

The training manager proposes a training program that he estimates will reduce everyone’s error to one carpet in 12 (half the current level). The training would take four hours and could handle 20 employees per session.

The costs below reflect implementing five training sessions of 20 employees each and assume 250 working days in a year.

<table>
<thead>
<tr>
<th>Developmental Costs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20 days of training manager’s time for design and development at $ 40,000 per year</td>
<td>$3,200</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$ 800</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direct Costs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4 hours per session at $40,000 per year (trainer)</td>
<td>$ 400</td>
</tr>
<tr>
<td>Training facility and equipment</td>
<td>$ 500</td>
</tr>
<tr>
<td>Materials</td>
<td>$2,000</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Refreshments</td>
<td>$600</td>
</tr>
<tr>
<td>Employee salaries at $20 per hour per employee (Nicky decides to do training on a Saturday and pay employees an extra $5 per hour as overtime)</td>
<td>$8,000</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lost profit (none because training is done on overtime)</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indirect Costs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of training; 10 days of training manager’s time at $40,000 per year</td>
<td>$1,600</td>
</tr>
<tr>
<td>Material and equipment</td>
<td>$ 600</td>
</tr>
<tr>
<td>Clerical support – 20 hours at $10 per hour</td>
<td>$ 200</td>
</tr>
</tbody>
</table>
CASE QUESTIONS

1. How much does the re-cleaning cost Nicky per year? Show all mathematical calculations.

2. If everyone is trained, how much will the training cost? How much will training cost if only the group with the most errors is trained? Show costs in a spreadsheet and all mathematical calculations.

3. If everyone is trained, what is the cost of savings for the first year? If only the group with the highest re-cleaning requirements is trained, what is the cost savings for the first year? Show all mathematical calculations.

4. What is your recommendation for this training based on the expected return on investment? Should just the group with the most re-cleanup be trained or should both groups be trained? Provide a rationale for your recommendation that includes both the financial as well as the other factors that may be important in making this decision. Show any mathematical calculations used.

5. Let’s back up and assume that employees had the KSAs needed to clean the offices effectively. What other factors might you look at as potential causes of the re-cleaning problem?
Case 2

You are the training director of a hotel chain, Noe Suites. Each Noe Suites hotel has 100 to 159 rooms, a small indoor pool, and a restaurant. Hotels are strategically located near exit ramps of major highways in college towns such as East Lansing, Michigan, and Columbus, Ohio. You receive the following e-mail message from the vice president of operations. Prepare an answer.

To: You, Training Director
From: Vice President of Operations, Noe Suites

As you are probably aware, one of the most important aspects of quality service is known as “recovery” ---that is, the employee’s ability to respond effectively to customer complaints. There are three possible outcomes to a customer complain: The customer complains and is satisfied by the response, the customer complains and is dissatisfied with the response, and the customer does not complain but remains dissatisfied. Many dissatisfied customers do not complain because they want to avoid confrontation, there is no convenient way to complain, or they do not believe that complaining will do much good.

I have decided that to improve our level of customer service we need to train our hotel staff in the “recovery” aspect of customer service. My decision is based on the results of recent focus groups we held with customers. One theme that emerged from these focus groups was that we had some weaknesses in the recovery area. For example, last month in one of the restaurants, a waiter dropped the last available piece of blueberry pie on a customer as he was serving her. The waiter did not know how to correct the problem other than offer an apology.

I have decided to hire two well-known consultants in the service industry to discuss recovery as well as to provide an overview of different aspects of quality customer service. These consultants have worked in service industries as well as manufacturing industries.

I have scheduled the consultants to deliver a presentation and question-and-answer session. The presentation will last one and a half hours and the question-and-answer session approximately 45 minutes. There will be a half hour break.

My expectations are that following the training, the service staff will be able to successfully recover from service problems.

Because you are an expert on training, I want your feedback on the training session. Specifically, I am interested in your opinion regarding whether our employees will learn about service recovery from attending this program. Will they be able to recover from service problems in their interaction with customers? What recommendations do you have for improving the program?
CASE ANALYSIS WORKSHEET

Case Title

Guidelines for Discussion Questions/Responses: Respond to the questions following the assigned case using short phrases, brief sentences, or “bullet” points. No more than five such phrases, sentences, or points should be listed for each question. Place your responses in order of priority as you answer each question. Please write clearly.

QUESTION (Write each question on the lines provided and responses next to the bullets)
1. ____________________________________________________________
   • ____________________________________________________________
   • ____________________________________________________________
   • ____________________________________________________________
   • ____________________________________________________________
   • ____________________________________________________________

2. ____________________________________________________________
   • ____________________________________________________________
   • ____________________________________________________________
   • ____________________________________________________________
   • ____________________________________________________________
   • ____________________________________________________________

3. ____________________________________________________________
   • ____________________________________________________________
   • ____________________________________________________________
   • ____________________________________________________________
   • ____________________________________________________________
   • ____________________________________________________________