

LEGAL PERIL

8 MANAGEMENT PITFALLS TO AVOID

LEADER'S GUIDE

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INTRODUCTION

About This Program

Legal Peril: 8 Management Pitfalls to Avoid is a training program targeted toward managers and supervisors. It provides tools to teach participants how to recognize and avoid some of the common pitfalls associated with employee litigation. This program is designed to promote discussion on the issues surrounding legal litigation so that risks can be reduced, and respectful and inclusive environments can be fostered and maintained.

During training, managers will be given strategies on how to avoid situations that could result in litigation. This will be accomplished through viewing dramatized examples of workplace interaction, and by discussing why those situations could be legal pitfalls, and how managers can take steps to avoid them.

All managers and supervisors within the organization will benefit from attending this training program. Training will increase awareness of the laws governing today's workplace and how they impact behaviors everyday.

This Leader's Guide is designed to help you conduct a thorough training session on *Legal Peril: 8 Management Pitfalls to Avoid*. It permits you to use this program in many different ways, giving you the flexibility to determine which training format is best for your organization's needs. The video is approximately 22 minutes long and can be stopped easily for discussion of important points.

The PowerPoint® information in the Leader's Guide will assist you in the presentation of this material. You may copy the exercises, Pre-Test, Post-Test and Evaluation Form in the Leader's Guide when you use them in conjunction with the video. Illustrated employee handbooks are also available for use with this program. These handbooks may be given to participants as a helpful note-taking and reference tool.

We recommend that you tailor the program to your organization's needs by including specific information unique to your employees. The specifics of how you teach the class are up to you.

Training Materials

You will need:

- A training room located away from major distractions or interruption
- A comfortable arrangement of chairs and tables, preferably in a circular pattern, with an opening for a TV monitor and other visual aids (Be certain all participants can see the viewing screen and each other)
- Adequate lighting that can be adjusted while viewing the video
- A location, possibly including a podium and/or flipchart, from which the trainer/speaker can lead discussion
- The training video *Legal Peril: 8 Management Pitfalls to Avoid*
- TV/VCR with remote
- Copies of the class agenda (see page 4)
- Paper and pencil for each participant
- A flipchart or dry-erase board and appropriate markers
- A computer with PowerPoint® software and a projector to show the PowerPoint® Presentation
- Copies of the Post-Test and Evaluation (see pages 18, 19 and 20).

Preparation

Preparation is the key to effective training. There are several things you need to do prior to the session:

Invite Participants

Send out letters or memos to participants or post a notice two weeks in advance of the training date. (Sample is included on page 5.) State the location, date and time, and meeting agenda. Administer the Pre-Test in advance.

Establish Training Objectives

Suggested training objectives for this presentation are defined for you below:

- Learn and understand the legal basics impacting a manager's conduct on the job every day.
- Provide examples of legal and illegal interview questions.
- Define and avoid "unfair or inconsistent treatment" of employees.
- Learn how to eliminate harassment.
- Understand the importance of documentation.
- Realize the danger of inflated evaluations.
- Identify and avoid breaches in privacy and confidentiality.
- Learn the key points about FMLA administration.
- Discover effective strategies for ending employment relationships.
- Understand how Human Resources can assist your department.

Feel free to edit the training objectives to meet the particular needs of your organization. Training objectives should reflect the content of the video.

Determine the training objectives in advance so that you can identify the approach to take for the training session. It is also important to decide what level of proficiency is expected from participants upon completion of the training.

Determine the Audience

Another aspect to consider in planning this training session is the audience. Tailor your presentation to the skills or experience of your participants. The focus of your discussion and the depth of content presented may vary, depending on whether you are providing an orientation for new managers or a refresher course for experienced managers.

The group size should range from 10 to 20 people. Most of the exercises in this program require that the group break into two smaller groups in order to increase participation. When the group is too large, individual attention may be lost.

2-Hour Session Agenda

(using video-specific discussion issues)

Introduction	15 minutes
Video and Discussion	40 minutes
Exercise 1	20 minutes
Exercise 3	20 minutes
Conclusion	25 minutes

3-Hour Session Agenda

(using video-specific discussion issues)

Introduction	15 minutes
Video and Discussion	40 minutes
Exercise 1	20 minutes
Exercise 2	40 minutes
Break	20 minutes
Exercise 3	20 minutes
Conclusion	25 minutes

Sample Of Invitation Memo

Date: December 3, 2004

To: All Managers

From: Janice Bax, Human Resource Manager

Re: Legal Peril: 8 Management Pitfalls to Avoid

You are invited to attend a very important training session will help you to avoid your day in court. *Legal Peril: 8 Management Pitfalls to Avoid* will identify some common pitfalls which increase the risk of employee litigation.

Our session will equip you with legal information and strategies to follow in order to minimize the risk of employee litigation in our organization.

Please plan to be at the training session on December 10, 2004, at 2:00 p.m. We will be meeting in the main conference room for a three-hour session. If you are unable to attend, please contact me at 555-8890 as soon as possible.

A few goals of the training session are:

- To learn and understand the legal basics
- To define and avoid “unfair or inconsistent treatment” of employees
- To learn how to eliminate harassment
- To identify and avoid breaches in privacy and confidentiality
- To learn the proper way to administer FMLA
- To discuss the correct way of ending employment relationships.

Agenda:

- | | |
|------------------------|-------------|
| • Introduction | 2:00 - 2:15 |
| • Video and Discussion | 2:15 - 2:55 |
| • Exercise 1 | 2:55 - 3:15 |
| • Exercise 2 | 3:15 - 3:35 |
| • Break | 3:35 - 3:55 |
| • Exercise 3 | 3:55 - 4:35 |
| • Conclusion | 4:35 - 5:00 |

We look forward to seeing you on December 10, 2004.

Presentation Tips

Overcoming anxiety

The best way to overcome anxiety about speaking before a group is to be prepared. Although it's natural to feel nervous, your sweaty palms will disappear once you focus on what you are saying. Concentrate on communicating your message and your presentation will flow naturally.

Choosing your vocabulary

Don't lose your audience by using overly complex words or phrases. It's best to use the same comfortable language that you would use when speaking to participants one on one.

Getting rid of the “umms”

One of the most annoying mistakes a speaker makes is saying “umm” every time there is a break between thoughts. Remain silent while you think about what you're going to say next. The silence will seem longer to you than it will to the audience. If you remember this, you'll feel less pressure to fill the silence. You can control your “umms” by jotting down notes beforehand. If you want to include personal anecdotes or examples, write down a few notes to trigger your memory. Beware of writing down too much, however. You'll deliver your message to your note cards instead of your audience.

Controlling the speed and tone of your voice

You'll put your audience to sleep if you speak too slowly, and they won't be able to keep up with the content if you speak too quickly. Approximately 150 words per minute is the best speed (that's about two-thirds of a page, typed, double-spaced). Vary your tone often, especially when making an important point. Adding emotion to your presentation will keep your audience involved. Again, strive for a conversational tone.

Sticking to the schedule

Begin class on time and restart the session promptly at the end of the break. Except for emergencies, participants should not be interrupted for messages.

Asking for questions

Ask for questions throughout the session. Be prepared to answer all types of questions, but don't be worried you don't know every answer. You can simply say, “Let me find out for you and get back to you.” Keep in mind many questions are best answered through discussion. An appropriate response might be, “Good question. Let's hear some discussion on that one.” Watch the clock, though. Too many unplanned discussions can eat up your time.

TRAINING SESSION OVERVIEW

Giving The Pre-Test

It is recommended that you send the Pre-Test (located on page 16) along with the Invitation before the training session. That allows you to review participants' answers and get an idea of what they already know. Otherwise, administer the Pre-Test at the start of the session, and review during the break.

Presentation Outline

Open the session. Welcome the participants and introduce yourself to the group. Give a brief explanation of the purpose of the session and quickly review the agenda.

Have participants introduce themselves and state the department or area in which they work. You may want to use an “ice breaker” to get the class warmed up for group discussion and to get to know each other.

Distribute and review copies of the training objectives for this session. Be sure participants understand what you expect them to learn and what skills they need to display as a result of this training. Knowing what is expected in advance better prepares the employees and helps them to participate successfully.

Objectives for this training session are:

- Learn and understand the legal basics impacting a manager's conduct on the job every day.
- Provide examples of legal and illegal interview questions.
- Define and avoid “unfair or inconsistent treatment” of employees.
- Learn how to eliminate harassment.
- Emphasize the importance of documentation.
- Understand the danger of inflated evaluations.
- Identify and avoid breaches in privacy and confidentiality.
- Learn the proper way to administer FMLA.
- Discuss the correct way of ending employment relationships.
- Understand how Human Resources can assist your department.

Start the video. To avoid unpleasant surprises, it's a good idea to pre-set the volume of your monitor before the training session begins.

Two discussion guides have been developed for this program. “Scene-Specific Discussion Issues” is designed to be used if you choose to stop the video for discussion after each scene.

“Discussion Topics” is designed to be used after watching the video in its entirety.

Scene-Specific Discussion Issues

The scenes in this video depict incidents that have some potential to result in litigation. The discussions and varying opinions that typically arise when the video is paused after each scene contribute to increasing the awareness level and sensitivity within the group. A critical training point to remember is that perceptions can be very different. It is much more important to raise issues for consideration than to come to an agreement about each scene.

Scene 1: When interviewing an applicant, a manager asks non-job-related questions.

Points for discussion:

1. What is the potential liability in these examples?
2. “There is no such thing as true objectivity.” Do you agree or disagree? How might this affect the questions you ask?
3. Some jobs may require certain physical capabilities. For example, a warehouse employee may be required to lift 50 pounds. Can a disability be considered part of the decision-making process?
4. If the potential employee volunteers information about family, is it appropriate for the manager to ask for further information?
5. Give some examples of job-related interview questions in your field. Are any of these questions unlawful?

Scene 2: When Rodney and his buddies are late in returning from lunch, Rodney is singled out for a reprimand.

Points for discussion:

1. If the manager docks Rodney’s pay, is he creating a potential liability?
2. The manager hints that Rodney is consistently late. How might this confrontation be handled more appropriately?
3. Fill in the blank: Biases are normal. Acting upon them is _____.
4. Someone once said, “If you can’t be fair, be consistent.” Discuss the wisdom or folly of this remark.
5. How might a “favored” employee be affected by a manager’s failure to be fair or consistent?

Scene 3: When an employee complains of harassment, the manager is reluctant to become immediately involved.

Points for discussion:

1. Are all claims of harassment worthy of investigation?
2. Some employees are more sensitive to real or imagined harassment. At what point should a manager or supervisor become involved when an employee complains that he or she is being harassed?
3. Do you believe that harassment is an unfortunate, but unavoidable, reality when men and women of different backgrounds work together? Is it unrealistic to speak of eliminating harassment?
4. Do you think that harassment is a trendy workplace issue? When its 15 minutes of fame are up, do you believe that the number of harassment claims cases will go down?
5. If a sexually explicit centerfold is posted in a mixed gender workplace, and nobody complains, should it be allowed to stay?

Scene 4: When an employee claims he was denied a promotion because of discrimination, his manager lacks the documentation to prove otherwise.

Points for discussion:

1. Why is it true that documentation is simple, inexpensive, and the single most effective way to protect yourself in a litigious situation?
2. Name the procedures, incidents and communication you routinely document.
3. Name the procedures, incidents and communication you sometimes document.
4. Recall an incident when you didn't document something you should have. What happened?
5. What are your personal obstacles to documenting more often? How can you overcome them?

Scene 5: Elaine's boss gives Elaine a negative job appraisal, then retracts it when she gets tearful.

Points for discussion:

1. Discuss how overly positive appraisals might become liabilities.
2. Do you agree that dishonest appraisals cheat employees of important feedback needed for their success?
3. Why might some managers have difficulty in giving honest evaluations?
4. Appraisals are usually scheduled over regular periods of time. Is there value in conducting an unscheduled appraisal?
5. How does keeping performance notes on all employees provide documentation of fair and consistent treatment?

Scene 6: After a senior-level executive shares his personal, private remarks with others within the organization, he is appalled to learn his e-mails can be used as evidence against him.

Points for discussion:

1. Monica Lewinski's private e-mails were subpoenaed, retrieved, and aided in bringing about the humiliation of a President. Do you know of other real life examples to support the claim that there is no such thing as a private e-mail?
2. Why will a jury believe that you ARE what you WROTE?
3. Under what circumstances is it legal to share confidential information about an employee?
4. How easy or difficult would it be to retrieve confidential information about someone in your own organization?

Scene 7: A manager fails to inform an employee of his right to take a leave from work under the Family Medical Leave Act.

Points for discussion:

1. "FMLA is the single most counter-productive law to ever affect an employer like me. It guarantees an employee an extra 12 weeks vacation time, and guess who ends up paying for it." What are the legal ramifications of this point of view?
2. Why is it up to a manager to ensure an employee is informed about FMLA? Isn't that his or her responsibility?
3. Name some medical or family situations that probably would not qualify for FMLA leave, and are not, therefore, legally entitled.
4. How does FMLA benefit employers as well as employees?
5. Legally speaking, are there any negative consequences associated with taking advantage of the benefits guaranteed under FMLA?

Scene 8: Lisa is fired without warning or opportunity to make the changes necessary to retain her job.

Points for discussion:

1. Must every termination situation involve a series of warnings and “write-ups?”
2. What is the value of providing an employee with a “termination letter?” If you don’t do this, can the terminated employee sue your organization?
3. What should you do if a disgruntled employee is vocal about his feelings of “wrongful termination?”
4. How can you prove that your decisions are fair, objective and non-discriminatory?
5. A termination meeting should be brief, emotionless, but humane. Is this combination possible to achieve?

Discussion Topics

If you choose to view the entire video first, follow the video with a 20-minute discussion. Discuss the following highlights and scenes from the video. Talk about the scenes that depict behaviors that are unacceptable in the workplace and offer ways to eliminate them.

The Objectives of this Program

Use PowerPoint® Slide #2 as a guideline to review the overall training objectives for this session.

Knowing the Legal Basics

Using PowerPoint® Slide #4 as a guide, lead a discussion on what constitutes a fair and respectful workplace. Refer to the federal laws that impact managers’ conduct on the job every day.

Pitfall #1: Interviewing/Hiring Discrimination

Using PowerPoint® Slide #5 as a guide, ask for examples of potentially discriminatory questions. Emphasize the fact that interviewers need to completely avoid discussion topics that are not job-related and refers in any way to the eight categories listed. Solicit examples of appropriate interview questions from the group. Refer to the federal laws that impact managers’ conduct on the job every day.

Pitfall #2: Unfair and Inconsistent Treatment

Using PowerPoint® Slide #6 as a guide, define “fair and consistent treatment.” Discuss how normal biases must not be allowed to play a role in the treatment of employees. Refer to the scene in the video where the manager “tests” himself by mentally replacing Rodney with another employee. How can this method help you to examine your motives?

Pitfall #3: Failure to Eliminate Harassment

Using PowerPoint® Slide #7 as a guide, emphasize that harassment is a legally volatile workplace complaint, which must be investigated and corrected. What is meant by a “hostile work environment?” Is it realistic to believe that harassment can be eliminated? If someone posts a sexually explicit centerfold in a mixed gender workplace, is it harassment if nobody complains? Why or why not?

Pitfall #4: Poor Documentation

Using PowerPoint® Slide #8 as a guide, solicit examples of the things documentation can prove in the event of a legal challenge. For example: documentation can prove that hiring decisions were fair and unbiased. Discuss documentation roadblocks, the obstacles that sometimes prevent us from documenting in a timely or efficient manner, and how to overcome them.

Pitfall #5: Inaccurate or Inflated Evaluation

Using PowerPoint® Slide #9 as a guide, discuss why overly positive appraisals are unfair to employees. Why are overly positive appraisals so common? Refer to the scene where the boss softens his appraisal of Elaine. How might this come back to haunt them both? Is there value in conducting surprise appraisals?

Pitfall #6: Privacy/Confidentiality Breaches

Using PowerPoint® Slide #10 as a guide, discuss the importance of keeping all employee information confidential. Solicit personal experience stories about confidentiality breaches. Solicit news and personal experience stories about so-called “private” e-mails. Ask someone with technical expertise to explain how it is that an e-mail is never “gone.” What is meant by, “You ARE what you WROTE?” Is this truth or perception? What role would such a perception play in a jury trial?

Pitfall #7: Improperly Administering FMLA

Using PowerPoint® Slide #11 as a guide, explain the Family Medical Leave Act. The Act was implemented about 10 years ago. Would it have passed today? Why or why not? Who might take advantage of such a leave? How does the Act function to benefit both employer and employee? How might a 12-week absence from a job be detrimental to a employer or employee? Why is it management’s responsibility to inform employees of their rights under FMLA?

Pitfall #8: Incorrectly Ending Employment Relationships

Using PowerPoint® Slide #12 as a guide, discuss the importance of reviewing all information prior to making the termination decision. It is said that managers don’t terminate employees; rather, employees terminate themselves. Do you agree? Explain how a letter of termination serves several purposes. Why is a “brief” meeting advisable?

EXERCISES

Exercise 1

Time: 20 minutes

Materials: Paper and pen

One in five team leaders or front-line managers can expect to be named in some form of employment-related charge or litigation. Break into groups. Have each group discuss and write down where potential legal pitfalls exist in their departments. If a manager has been through a legal challenge, he or she may wish to share that experience with the group. After ten minutes, ask for volunteers to share information with the entire group.

Exercise 2

Interview Skills Role-Play

Time: 40 minutes

Materials: Paper and pen

Break participants into pairs. One person will interview; the other will be interviewed. On a piece of paper, give each pair a specific situation they must factor into their role-play. They must not share this situation with other pairs. Here are some examples:

1. The applicant is overweight. The manager is a walking example of a lean diet and rigorous exercise. The job entails extensive public contact.
2. The applicant is a Muslim. The job is for a night security officer.
3. The applicant and manager are instantly attracted to each other. The job involves their working together.
4. During the course of the interview, it is revealed the applicant was arrested but never convicted of a felony. The job is a daycare specialist for the company's onsite center.
5. The applicant is 60 years old and hard of hearing. The job is for a customer service representative which involves a lot of telephone contact with customers.

Allow ten minutes for planning, and then have each group act out a five- to ten-minute role-play. The group should not overtly reveal their situation; rather, the rest of the group should observe the dynamic that takes place as a result of it. (A participant may say something like, "I am a Muslim," or "I am overweight" since these things may not be physically apparent. They should not say things like, "I am hard of hearing," however. This should be acted out.)

After the skit, discuss any interesting dynamic you may have observed. Evaluate the interviewer's skills in negotiating those dynamics appropriately. Did the interview present any legal pitfalls? What were they?

Exercise 3

Employee Termination Role-Play

Time: 20 minutes

Materials: Paper and pen

Break participants into pairs. One person will be the manager, who must terminate a worker; the other will be the unfortunate worker, about to be terminated.

On a piece of paper, give each pair a specific situation they must factor into their role-play. They must not share this situation with other pairs. Here are some examples:

1. Even though the worker knows this is coming, (s)he becomes emotionally overwrought when handed the termination letter. The worker makes a big play to engage the employer's sympathy, revealing reason after reason why this termination would be personally devastating.
2. The worker becomes argumentative when handed the termination letter. (S)he has documentation refuting the employer's claims.
3. The meeting comes as a complete surprise to the worker, who has never gotten along with this manager.
4. The manager is blunt, concise and unsympathetic as (s)he fires the worker.
5. The manager attempts to terminate a worker over the telephone.

Allow five minutes for planning, and then have each group act out a five-minute role-play. The group should not overtly reveal their situation; rather, the rest of the group should observe the dynamic that takes place as a result of it. After the role-play, discuss any interesting dynamic you may have observed. Did the termination present any legal pitfalls? What were they?

SESSION SUMMARY

Summarize

One summarizing technique is to review the course objectives with the class. Another technique is to ask each participant to highlight what was learned from the training session. Ask the participants if they have any final questions.

The benefits of learning about management pitfalls are:

- A. Understanding the laws that mandate a respectful and inclusive work environment
- B. Recognizing what situations can lead to potential lawsuits
- C. Reducing the risk of potential lawsuits.

Administer The Post-Test

Distribute copies of the Post-Test (located on page 18) to each participant. You may wish to customize the Post-Test to fit your organizational objectives. The Post-Test is an excellent tool for determining how much each participant learned during the session. Compare the results to the Pre-Test and review the different answers.

Evaluate

Distribute the Evaluation Form (located on page 20) to participants when they have finished answering the questions on the Post-Test. When each participant returns the eEvaluation Form to you, thank him or her for attending the session.

PRE-TEST

Please read each question carefully and write your answer in the space provided below it. Your answers will help us adapt the *Legal Peril: 8 Management Pitfalls to Avoid* training session to best meet the needs of your group.

Questions:

1. What do you think is the likelihood of your being involved in a legal suit during your employment with this company?

2. Are there laws that govern a manager’s conduct on the job?

3. Answer true or false: A good way to put a potential employee at ease during an interview is to ask about his or her family.

4. Describe the types of incidents and/or occasions where you document the work-related activities of your employees.

5. List any circumstances under which “inconsistent treatment” of employees might be justified.

6. Of the performance appraisals you administered within the last year, what percentage was more “generous” than the employee deserved?

7. What aspects of an employee’s work history should be kept confidential?

8. If an employee takes a 12-week medical leave under FMLA, is he entitled to his same job at his same salary when he returns?

9. Legally, can an employee be fired and sent home “on the spot?”

10. When should you involve Human Resources in the event of an employee complaint?

POST-TEST

Please read each question carefully and write your answer in the space provided.

Questions:

1. Why is it important to mandate and enforce a respectful and inclusive work environment?

2. On what kind of information must you base all hiring decisions?

3. What is meant by “fair and consistent” treatment, and why is it important?

4. Should all claims of harassment be taken seriously?

5. How does documentation reduce the risk of legal challenges?

6. How do overly positive appraisals cheat all employees?

7. How can you make certain your intra-office e-mails are private?

8. To what degree is the manager responsible for informing employees about FMLA?

9. Describe the emotional atmosphere of a well-prepared termination meeting.

10. Describe the relationship between your department and Human Resources.

COURSE EVALUATION

Your input is **IMPORTANT** in helping us evaluate and improve our training programs. Thank you for taking time to think about and respond to the following questions.

Course: _____ Date: _____ Facilitator: _____

About the Course

1. Were the objectives of the course clearly stated? _____ YES _____ NO

2. How well were the objectives met by the course?

Were not met 1 2 3 4 5 Were met very well

3. How applicable will this training be to your job?

_____ Almost none of the material will be applicable to my job.

_____ Some will be applicable, but some was confusing or irrelevant.

_____ Absolutely applicable! I look forward to seeing results soon!

4. Was the information presented in a logical and understandable order?

_____ Didn't seem logical at all.

_____ Some was, some wasn't.

_____ Yes, all of it seemed logical and understandable.

5. How useful were the discussions, the self-assessment tool, and the exercise in helping you learn the information?

_____ Not useful at all _____ Somewhat useful _____ Very useful

6. To what extent did this training meet your expectations?

_____ DID NOT meet my expectations _____ MET expectations

_____ EXCEEDED expectations

7. What would you add or change to improve this course?

About the Facilitator

8. Was the facilitator positive and professional?

_____ Very much so _____ Could improve

9. How well was the facilitator prepared and able to explain the information?

NOT well prepared 1 2 3 4 5 VERY well prepared

10. Did the facilitator create an atmosphere that encouraged questions and learning?

_____ Yes _____ No – Facilitator should have: _____

11. Did the facilitator explain the material in ways that made it applicable to your job?

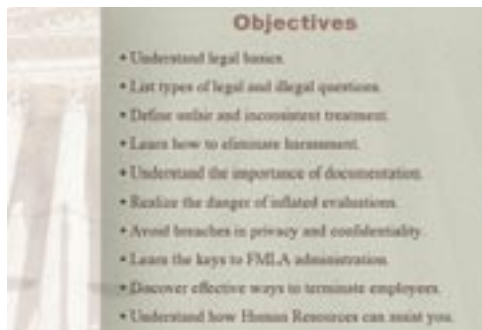
_____ Very much so _____ Sometimes _____ Almost none was connected to my job

Your comments on the facilitator:

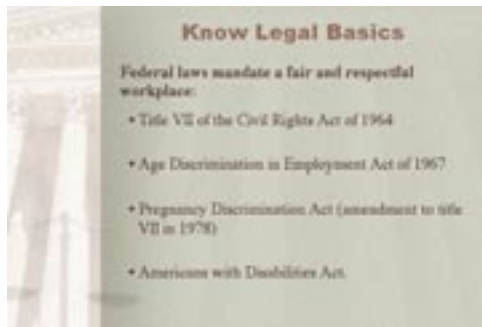
POWERPOINT® PRESENTATION OVERVIEW



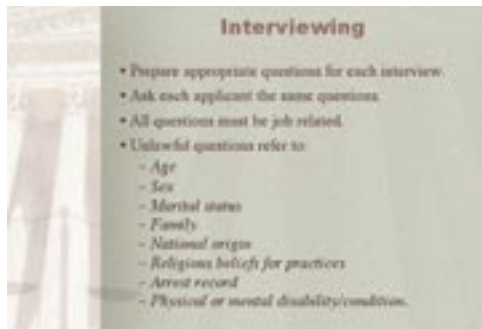
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Slide 2

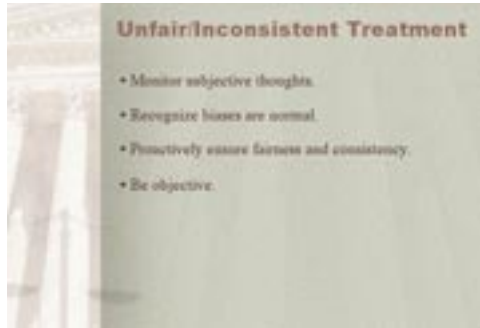


Slide 3



Slide 4

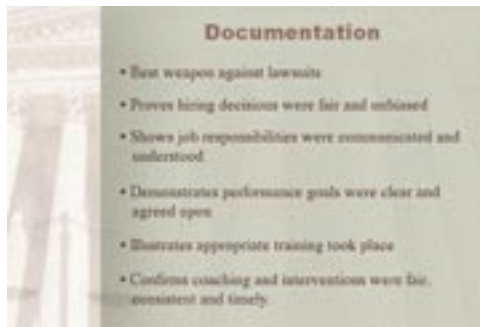
POWERPOINT® PRESENTATION OVERVIEW Continued



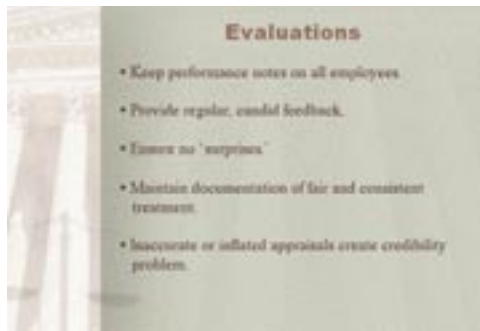
Slide 5



Slide 6



Slide 7



Slide 8

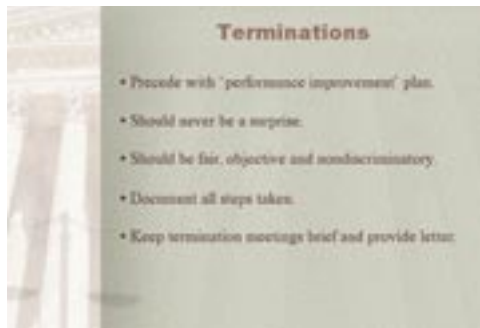
POWERPOINT® PRESENTATION OVERVIEW Continued



Slide 9



Slide 10



Slide 11

CUSTOMIZING A POWERPOINT® PRESENTATION

The PowerPoint® presentations included on the Coastal DVD and CD products are customizable when used on a computer loaded with Microsoft PowerPoint® software. (Note: In the following instructions, “click” implies a click with your left mouse button. If a “right” click is necessary, it will be so indicated.) Microsoft PowerPoint® has many features. The following steps will help you customize our presentations quickly. To customize a presentation:

1. If the “Customizable Version” icon is displayed on the landing screen, click on this option. If this option is not available, click on the PowerPoint® presentation to open it. Save this presentation to another location, such as your hard drive or a folder on the network. You will make your customizations on the saved version.

To add, copy, hide or remove a slide, or to change the order of the slides in the presentation:

1. Click on “View” on the menu bar.
2. Click on “Slide Sorter” from the “View” menu. Or, under the “Normal” view, you may use the “Outline” on the left side of the screen.
3. To add a slide, place your cursor in front of the slide where you want to add a slide. Click on “Insert” on the menu bar. Then, click on “New Slide” on the “Insert” menu. Or, click on the “New Slide” tool on the tool bar. Choose a slide format to fit your desired content, and follow the prompts given.
4. Sometimes it’s easier to copy a slide, and then change the content of the slide, than to create a new one. To copy a slide, click on the original slide. Click on “Edit” on the menu bar, and choose “Duplicate.” A new copy will be created to the right of the original slide. Or, click on “Edit” on your menu bar, and choose “Copy.” You may then “Paste” the slide wherever you want it to appear.
5. To hide a slide from your presentation, but to keep it for future use, right click on the slide you wish to hide, and choose “Hide Slide” from the menu. Or, click on the “Hide Slide” tool on the tool bar.
6. To remove a slide from the presentation, click on the slide you want to remove. Click on “Edit” on the menu bar. Then, click on “Delete Slide” on the “Edit” menu. Or, click on the slide, and press the “Delete” key on your keyboard.
7. To change the order of the slides in the presentation, click on the slide to be moved and while holding the mouse button depressed, drag the slide to its new location. Release your mouse button to place the slide.

If you wish to change or remove the animation effect as you move from slide to slide:

1. Double click on the slide you want to change the animated transition on.
2. Double click on the text box of the slide. A border and white handles appear around the text box.
3. Click on “Slide Show” on the menu bar. Then, click on “Preset Animation.” To turn off the effect, choose “Off.” If you wish to change the effect, there are many options to consider.

To edit content of any slide:

1. Double click on the slide you want to change the content of.
2. Double click on the text box of the slide. A border and white handles appear around the text box.
3. Type the desired changes.

Remember to save any changes made to your presentation!

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