

HR Case Files with Catherine Crier

Americans with Disabilities Act

LEADER'S GUIDE

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INTRODUCTION

About This Program

This *HR Case Files with Catherine Crier: The ADA* program provides the tools to teach participants about the Americans with Disabilities Act and their responsibilities under the Act. Knowing how to apply the ADA in the workplace can be confusing. This program presents the basics of the ADA in a straightforward manner, providing definitions and examples that clarify the Act.

All employees in a management or supervisory role will benefit from this training. The ADA affects many work-related issues including the hiring process, how to accommodate disabled employees and employee compensation. Understanding the ADA will help prevent participants from making mistakes that can result in workplace tension, lowered morale and, possibly, costly law suits.

This Leader's Guide is designed to help you conduct a thorough training session on *HR Case Files with Catherine Crier: The ADA*. 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 program is 23 minutes long and can be stopped easily for discussion of important points.

A PowerPoint® presentation is provided to assist you in the presentation of this material. As an alternative, the slide information may be printed or transferred to transparency sheets or a flipchart when used in conjunction with the program. Illustrated employee desk references are also available for use with this program. These desk references 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 facilitate this course are up to you.

Training Materials

There are a few things you'll need for an effective training session:

- A training room located away from major distractions or interruptions
- A comfortable arrangement of chairs with an opening for a TV monitor or projection screen and other visual aids. (Be certain all participants can see the screen and each other.)
- Adequate lighting that can be adjusted while viewing the program
- A location, possibly including a podium from which the trainer/speaker can lead discussion, and a flipchart
- The training program *HR Case Files with Catherine Crier: The ADA*.
- TV and VCR or DVD player/computer with projector with remote.
- Copies of the class agenda (page 4)
- A desk reference, paper and pencil for each participant
- A flipchart or dry-erase board and appropriate markers
- A computer with PowerPoint® software and the PowerPoint® Presentation.
- Copies of the Post-Test and Evaluation (pages 18 and 19).

Preparation

Preparation is the key to effective training. Do these things prior to the session:

Establish Objectives

Suggested training objectives for this presentation are:

- Explain the primary purpose of the ADA.
- Understand who is affected by the ADA.
- Define "disability."
- Explain "reasonable accommodation."
- Recognize how the ADA affects the hiring process.
- Describe how to follow the ADA once a disabled employee is on the job.
- Realize that court cases continue to redefine "disability."

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

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 understanding 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 the 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 and supervisors or a refresher course.

The training 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.

Invite Participants

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

Agenda

1.5-Hour Session Agenda

Introduction	15 minutes
Program & Discussion	60 minutes
Session Summary	15 minutes

2.5-Hour Session Agenda

Introduction	15 minutes
Program & Discussion	40 minutes
Exercise 1	25 minutes
Exercise 2	15 minutes
Break	20 minutes
Exercise 3	20 minutes
Session Summary	15 minutes

Sample Invitation

Date: June 10, 20__

To: All Managers

From: Janice Bax, Human Resources Manager

Re: *HR Case Files with Catherine Crier: The ADA*

You are invited to attend a unique training session on the Americans with Disabilities Act (ADA). *HR Case Files with Catherine Crier: The ADA* will clarify the main issues in the ADA and will help you understand how to apply the Act in your workplace. This training emphasizes the importance of knowing how the ADA affects workplace issues and treating all employees fairly.

Please plan to be at the training session on June 20 at 2:00 p.m. We will be meeting in the main conference room for a 2½-hour session. If you are unable to attend, please contact me at 555-8890 as soon as possible.

By the end of this program, you should be able to:

- Explain the primary purpose of the ADA.
- Understand who is affected by the ADA.
- Define “disability.”
- Explain “reasonable accommodation.”
- Recognize how the ADA affects the hiring process.
- Describe how to follow the ADA once a disabled employee is on the job.
- Realize that court cases continue to redefine “disability.”

Agenda:

Introduction	15 minutes
Program & Discussion	40 minutes
Exercise 1	25 minutes
Exercise 2	15 minutes
Break	20 minutes
Exercise 3	20 minutes
Session Summary	15 minutes

We look forward to seeing you on *Thursday, June 20*.

Presentation Tips

Overcoming anxiety

The best way to overcome anxiety about speaking before a group is to be prepared. Although it is natural to be 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

It's best to use the same comfortable language that you would use when speaking one-on-one. Avoid jargon and overly complicated words or phrases.

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 if you don't know every answer. You can simply say, "Let me find out 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 you send the Pre-Test along with the Invitation before the training session. This 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 "icebreaker" 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:

- Explain the primary purpose of the ADA.
- Understand who is affected by the ADA.
- Define "disability."
- Explain "reasonable accommodation."
- Recognize how the ADA affects the hiring process.
- Describe how to follow the ADA once a disabled employee is on the job.
- Realize that court cases continue to redefine "disability."

Discussion Guides

Two discussion guides have been developed for this program. "Scene-Specific Discussion Guide" is designed to be used if you choose to view the program in chapters and discuss each scene. "Discussion Topics" is designed to be used after watching the program in its entirety. After determining the best approach for your training group, start the program. It's a good idea to adjust the volume of the monitor before the training session begins. Doing so avoids startling participants if the sound is too loud or frustrating the participants with missed information because the sound is too low.

Training Points have been created on the DVD format of this program to provide visual aids when sharing important training material, or reviewing content of the program. Video links are included to provide visual reinforcement of some of the Training Points.

Resource materials are available when playing the DVD in a DVD-ROM drive. A PowerPoint® presentation, identical to the Training Points content of this program, has been included in both formats for your use. The customizable version is available for you to add specific information for your organization. Tips for customizing this presentation are included on page 23.

SCENE-SPECIFIC DISCUSSION GUIDE

The seven scenes in this program provide an opportunity to discuss the impact of the Americans with Disabilities Act and a manager's responsibilities under the Act. This guide is broken down with a summary of each scene, offering discussion questions for each segment of the program.

Introduction

In this segment, participants see a scenario of a manager who doesn't realize a recent hire has a disability. Also, the applicability of the Act is disclosed. Slide 4 is an appropriate reference for the following discussion. Ask participants:

- Does the ADA apply to our company?
- Can you share an example of someone you know who fits the definition of "disabled," yet may not perceive themselves as disabled?

Disability Defined

In this scene, a detailed definition of disability is provided. Using Slide 5 as a reference, ask participants:

- How has this definition of a disabled person clarified your image of what is considered a disability?

Reasonable Accommodation

Through the experience of Lupe Alvarez, reasonable accommodation is explained. Attorney Kristina Vaquera provides a legal perspective. Explore reasonable accommodations with participants by asking:

- What are some examples of reasonable accommodations you have seen that have been made, or could be made here in our organization?

Scope of the ADA

Sandra Brown provides her perspective on her "abilities" rather than her "disability" in this scene. Ask participants:

- How can perception of impairment be difficult to manage?
- What would you do if there were a history of impairment, but no current impairment?
- How can we focus on the person's ability rather than disability?

The ADA and the Hiring Process

The guidelines established by the ADA play an important role in the hiring process. Slides 7–9 may be helpful during this portion of the discussion. Ensure a thorough understanding by asking participants:

- What should you do before the first interview takes place?
- How current are our job descriptions?
- Have we defined essential vs. non-essential tasks in our job descriptions?
- How can you determine whether the applicant is able to fulfill the essential tasks of the job, with or without accommodation?
- If an applicant identifies a need for accommodation, how would you handle the situation?

The Experts Say...

Select questions for discussion from those questions raised by the “experts” in this segment. It is interesting to hear the participants’ responses, and discuss their perceptions and experiences after hearing the experts’ responses to the questions.

- What are the potential costs to employers who aren’t paying attention to what the ADA requires?
- Describe the legal process once an allegation is raised of an ADA violation. What could potentially happen to employers?
- What if an applicant tells you he or she has a disability, how should an employer proceed with that conversation, both in an interview scenario and on the job?
- In order to protect the rights of a disabled job applicant, do you need to give that person preferential treatment?
- What if a disabled worker is having job performance issues? What should an employer do regarding termination?
- Under the ADA, employers cannot ask candidates to undergo a physical prior to making a job offer. There are certain physical tests you can ask them to do under certain circumstances.
- In the case of the man we saw earlier in the program who worked at the television station, what could his managers and the man himself have done differently?

Summary

Using Slide 2, review the key objectives covered in this program.

DISCUSSION TOPICS

Follow the program with a 60-minute discussion. Discuss the following highlights using the PowerPoint® presentation to support your discussion. The desk reference is also a valuable tool for participants to use during the discussion, and to take back to their workplaces as a handy resource following the program. Appropriate pages are referenced throughout this discussion guide.

Program Objectives

Use slide 2 as a guideline to review the overall training objectives for this session.

1. The ADA

Using slide 3, emphasize that the ADA was created to protect people with disabilities from discrimination in the workplace. (Desk reference page 2)

2. Who Is Affected?

Using slide 4, explain who is affected by the ADA. (Desk reference page 2)

3. What Is a Disability?

Using slide 5, read the definition of a disability. Discuss with the group what conditions would then be considered a "disability" (diabetes, deafness) and what wouldn't (lingering cold, broken leg). (Desk reference page 4.) Explain that individuals could be considered disabled if they have a history of an impairment (previous heart attacks) or are regarded by others as being impaired (facial disfigurement). (Desk reference page 5)

4. Reasonable Accommodation

Using slide 6, discuss the definition of "reasonable accommodation." Explain that the ADA states that a qualified disabled individual must be accommodated unless the accommodation is deemed too difficult or too expensive to accomplish. However, reasonable accommodation is less expensive than most people think. (Desk reference page 6 and 7)

5. The ADA and the Hiring Process I

Using slide 7, discuss the steps for following the ADA during the hiring process. Discuss what might be considered essential functions versus non-essential. (Desk reference page 8 and 9)

6. The ADA and the Hiring Process II

Using slide 8, discuss what type of questions can be asked in an interview with a disabled person. What can you NOT ask? What CAN you ask? (Desk reference page 10)

8. The ADA and the Hiring Process III

Using slide 9, explain the last steps of the hiring process. (Desk reference page 11)

9. The ADA on the Job

Using slide 10, discuss how the ADA affects employees already on the payroll. Discuss the impact on employee rights as listed in the first bullet. What might fall under the category “any other conditions or privileges of employment”? When discussing performance improvement, explain that managers should keep in mind that a reasonable accommodation may be needed to help a disabled employee’s performance improve. (Desk reference page 12)

10. The Courts

Using slide 11, talk about the effect of recent court cases. Explain that the determination of what is a disability is made on a case-by-case basis. Emphasize that managers and supervisors should keep up-to-date on recent court rulings. (Desk reference page 13)

PREVIEW

EXERCISES

The following three exercises are provided for use after the discussion. Refer to the agenda to determine which exercises you have scheduled in your training session. Make sure you stick to the time schedule for each exercise to avoid running out of time at the end of the training session.

Exercise 1

A Different Perspective

Time: 25 minutes

For the first 15 minutes, break into groups of two or three people. Have each group member “assign” a disability to another group member. Ask the group to take turns discussing how having that disability would affect their life, especially when it comes to work.

Ask participants to think about and discuss:

- How would your work life be different?
- In what ways would it be harder?
- What would be your concerns?

Using the last 10 minutes, have the whole group discuss what they talked about in their smaller groups.

Exercise 2

Reasonable Accommodations

Time: 15 minutes

Materials: Dry erase board or easel and paper, markers.

Ask the whole group to think about what types of “reasonable accommodations” a company might need to make to allow disabled individuals an equal opportunity to work.

You can guide them with these focus areas:

- Making workplace areas accessible
- Obtaining or modifying equipment
- Creating a flexible work schedule
- Benefits, perks, incentives and bonus plans

Exercise 3

The “Right” Hire

Time: 20 minutes

Materials: Sample Job Descriptions, Applicant Disability Cards and Interviewer Guidelines

For the first 10 minutes, divide participants into pairs. Each pair will consist of one “interviewer” and one “applicant”. Provide each “applicant” with an Applicant Disability Card to either act out or disclose during the interview.

Provide each “interviewer” with Interviewer Guidelines and a sample job description from your organization, such as:

- Customer Service Representative
- Shipping/Receiving Clerk
- Order Entry Clerk
- Computer Operator
- Accounts Payable Clerk
- Administrative Assistant
- Marketing Manager

For the last 10 minutes, lead a group discussion on what strategies people learned or would like to try.

APPLICANT DISABILITY CARDS

At some point during the role-played interview, disclose the following disability:

Blind or
Vision-
Impaired

At some point during the role-played interview, disclose the following disability:

Deaf or
Hearing-
Impaired

At some point during the role-played interview, disclose the following disability:

Developmentally
Disabled

At some point during the role-played interview, disclose the following disability:

Psychologically/
Emotionally
Disabled

At some point during the role-played interview, disclose the following disability:

Wheelchair
User

At some point during the role-played interview, disclose the following disability:

Person with
Paraplegia

INTERVIEWER GUIDELINES

Read the job description you have been given for this exercise.

- What are the essential functions of the job?
- What are the non-essential functions of the job?
- Begin role-playing an interview with the applicant. If an accommodation is necessary, what would be reasonable? During this role play, focus on this portion of the interview. Use this opportunity to practice identifying the ability of the applicant to meet the requirements of the position.

PREVIEW

BONUS MATERIAL

Four scenes have been included with the DVD format of this program. These scenes may be used as an exercise to further discuss accommodations in the workplace. The following guide may be used for discussion:

Scene 1: We Are Accessible, Right?

In this scene we see a man in a wheel chair having difficulty entering a building, and then being pushed into the building by an unknown woman. The law mandates that all public buildings provide accessibility to people with disabilities. Ask participants:

- What additional accommodations would be necessary at our facilities for the man in this scene?
- Would these accommodations be reasonable?
- How should the woman have managed her desire to help the man in the wheelchair?

Scene 2: When Life Changes

During this short segment we hear that a man became blind at the age of 28. Unfortunately, at times the health of an employee changes dramatically, and sometimes suddenly during the course of their employment. Ask participants:

- If an employee under your supervision were to become visually impaired, what accommodations would be necessary?
- Would these accommodations be reasonable?
- How would you manage this change within your department?
- How would adding a visually impaired employee to your staff impact the team?

Scene 3: I Didn't Notice

In this scene we observe an interaction where the employee is either not cognizant, nor sensitive towards the disability of her manager. At times a disability is not easily recognizable. The act also covers mental impairments. Ask participants:

- What accommodations should you consider to employ a person with a hearing impairment?
- Would the necessary accommodations be reasonable?
- How would working with a hearing-impaired person impact your team?
- How would you accommodate a person with a mental impairment?
- Would these accommodations be reasonable?
- How would adding a person with a mental impairment to your staff impact the team?

Scene 4: In All Areas

During this scene we observe the brainstorming of a diverse team of employees focusing on incentive packages. The woman in a wheelchair disputes one idea on the table because it is something she would not be able to participate in. Accommodating those with disabilities extends beyond the initial hire into an organization. Reasonable accommodations should be considered throughout the employment relationship. Ask participants:

- What other areas of the employment relationship would be impacted by the addition of a disabled person to the staff?
- How would you maintain an open perspective when making decisions which would impact the workday of the disabled employee?

It's A Wrap

This three-minute segment included on the DVD format of this program may serve as an introduction to the training program or as a closing video clip. During this segment, two commentators dialogue and summarize the content of the program by reviewing the key points of the Americans with Disabilities Act.

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 the Americans with Disabilities Act are:

- Knowing who is affected and how to apply the ADA.
- Understanding how a workplace might accommodate a qualified, disabled individual and, therefore, gain a good employee.
- Recognizing how the ADA affects different issues in a workplace and, therefore, being able to avoid costly mistakes.

Administer Post-Test

Distribute copies of the Post-Test (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 (page 19) to participants when they have finished answering the questions on the Post-Test. When each participant returns the evaluation form to you, thank him or her for attending the session.

PRE-TEST/POST-TEST

Please read each statement carefully and indicate whether you believe it to be true or false.

1. True False The ADA was created to protect those people with life-threatening disabilities from losing their jobs.
2. True False A “disability” is defined as a physical or mental impairment that substantially limits one or more of the major life activities.
3. True False Two good examples of major life activities would be walking and breathing.
4. True False A deformity that doesn't cause impairment would not be considered a disability.
5. True False Employers should work with disabled employees to determine what would be an appropriate “reasonable accommodation.”
6. True False Making reasonable accommodations for an employee with a disability is usually more expensive than most people would think.
7. True False According to the ADA, an interviewer can ask an applicant if they have a disability.
8. True False There is no need to provide preferential treatment to someone with a disability.
9. True False If an employee with a disability is not performing satisfactorily, the normal performance improvement steps should be followed.
10. True False It is important to stay aware of the latest court rulings on the ADA.

Answer Key

1. False. The ADA was created to protect people with disabilities from discrimination.
2. True
3. True
4. False. The ADA also protects those who are “regarded by others” as having an impairment.
5. True
6. False. Reasonable accommodations frequently involve no cost or low cost, according to a commissioned study.
7. False. Applicants cannot be asked about a disability. They can be asked if they are able to perform the essential functions of a job with or without reasonable accommodation.
8. True
9. True
10. True

EVALUATION FORM

Please circle your rating for each statement.

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 and the exercise(s) 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: _____

TRAINING POINTS AND POWERPOINT® OVERVIEW



HR Case Files Series
With Catherine Crier

Americans with Disabilities Act

Slide 1



Objectives

- Explain the primary purpose of the ADA.
- Understand who is affected by the ADA.
- Define "disability."
- Explain "reasonable accommodations."
- Recognize how the ADA affects the hiring process.
- Learn to follow the ADA once a disabled employee is on the job.
- Realize that court cases continue to redefine "disability."

Slide 2



The ADA

- No employer can discriminate against a qualified individual with a disability with regards to:
- Job application process
 - Hiring, advancement or termination of employees
 - Employee compensation
 - Job training
 - Any other employment conditions or privileges.

Slide 3



Who is Affected?

- All U.S. private employers employing 15 or more people.
- Both employees and applicants are protected.

Slide 4

OVERVIEW Continued



What is a "Disability"?

A disability is a physical or mental impairment that substantially limits major life activities, such as:

- Caring for oneself
- Performing manual tasks
- Walking
- Seeing
- Hearing
- Speaking
- Breathing
- Working
- Learning

Slide 5



Reasonable Accommodation

Reasonable modifications to a workplace or to workplace practices that allow qualified disabled individuals an equal opportunity to work.

Slide 6

PREVIEW



The ADA and the Hiring Process I

- Create up-to-date job description.
- Identify essential versus non-essential functions.
- Prepare standardized list of questions.
- Make location accessible.
- Treat all interviewees the same.
- Don't assume anything about a person's disability.

Slide 7



The ADA and the Hiring Process II

- Be careful what questions you ask.
- Do not ask if an applicant has a disability.
- Do not ask the nature or severity of a disability.

Slide 8

OVERVIEW Continued



The ADA and the Hiring Process III

- Disclose accommodation if a candidate indicates a need.
- Document the interview with job-related notes only.
- Make a wise, legal decision.

Slide 9



The ADA on the Job

- Treat disabled employees equally to all other employees.
- Use job descriptions when evaluating employees.
- Follow same performance improvement steps as with any other employee.
- Document every step of progressive discipline process.

Slide 10

PREVIEW



The Courts

Recent court decisions have blurred the definition of "disabled."

Slide 11

CUSTOMIZING A POWERPOINT® PRESENTATION

The PowerPoint® presentations included on the Coastal CD and DVD 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:

2. Click on “View” on the menu bar.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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 effects, 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!

PREVIEW

This Leader's Guide is designed to provide accurate and authoritative information regarding the subject matter covered. Sources for this information are believed to be reliable. Because of the possibility of human error, the publisher does not guarantee its accuracy, adequacy or completeness. Coastal is not responsible for any errors, omissions, misprinting or ambiguities contained herein or for the results obtained from use of such information. If legal advice or other expert assistance is required, the services of a competent professional should be sought.

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