Instructor's Manual

RAISE II

A Personnel Simulation

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RAISE II -- introduction

RAISE II, A Personnel Simulation, is a modular simulation designed to provide participants with the practical experience of applying the principles of personnel management. It is a complete package containing instructions and all necessary forms.

RAISE II contains eight modules related to the functional areas of personnel management and four modules which integrate other important business activities into the personnel modules. The modules are:

1. JOB ANALYSIS MODULE
2. ECRUITMENT MODULE
3. TESTING MODULE
4. INTERVIEW MODULE
5. TRAINING MODULE
6. EMPLOYEE EVALUATION MODULE
7. JOB EVALUATION MODULE
8. WAGE DETERMINATION MOULE
9. JOB APPLICATION MODEL
10. RESUME MODULE
11. BUSINESS WRITING MODULE
12. CAREER DEVELCPMENT MODULE

This manual contains information to assist instructors in preparing and using the RAISE 11 simulation. Much of the introductory and explanatory material concerning RAISE II is contained in the simulation itself. Instructors are encouraged to familiarize themselves with this material before using this manual.

RAISE II - Role of the Instructor

In the RAISE II simulation, the instructor takes an active role as the Regional Director of a RAISE II office. This may remain an active role if the Regional Director decides to conduct discussion or progress sessions with the Personnel Assistants involved in the activities. If the instructor wishes to take a more passive role, he or she may construct the format of the simulation, hand out the Project Task Forms, and then allow the participants to work individually on their activities until the Projects are due for evaluation. Familiarity with the RAISE II simulation, its organization and options, is the best way for instructors to understand their role in the simulation.

RAISE II -- Goals and Objectives

RAISE II is a simulation which allows the participant to practically apply classroom and textbook material on. management and personnel administration to a unified, realistic situation. Constructed in modular form within an overall framework, RAISE II allows the instructor or training director to select the most relevant modules and use them in a variety of classroom situations and time periods. The simulation can be run in many different ways while maintaining the consistency of a single assignment.

The primary goal of RAISE II is to involve the participant in the application of personnel principles. Individual involvement in the practical application of techniques and theories has proven to be a worthwhile .learning technique. RAISE LI goes beyond the world of definitions, outlines, and examples and gives the participant the framework to actually work out major aspects of a personnel program for a job with which the participant is familiar.

RAISE II, because it contains basic principles and definitions, provides an opportunity for content with the basic functions .of personnel It provides the framework, and specific, easily located, references for each topic.

And finally, RAISE II, because of its integrated modules, provides the participant with experience in preparation for and involvement in the job application process. This realistic experience gives the participant confidence in his or her own efforts to secure a .career position.

RAISE II -- Appropriate Courses

The modular construction of RAISE II and the built-in provision for specialized options makes the simulation adaptable to a variety of classes, both introductory and advanced. Because the basic input to the simulation i8 provided by the participant it is possible to use the simulation more than once for the same group of participants. Changing modules and adding different options to various tasks allows the instructor to vary the important and depth of the simulation to fit the purpose of a particular class.

PERSONNEL COURSES

The fundamental design of RAISE II is geared to its use in both introductory and advanced courses in Personnel. In the introductory course, modules can be selected which introduce the fundamentals of personnel theory and which allow the participant to become involved with these principles at the introductory level. For more advanced classes, more intense preparation of material can be required, a more in-depth job analysis, a complete job evaluation system, a project involving actual evaluation of employees, etc. Where a major in personnel or a series of personnel courses is offered, the RAISE II simulation could be used as an on-going project throughout the program, with materials being prepared for various courses.

MANAGEMENT COURSES

In management courses, the problems of staffing and development of employees is usually included. For many students, this is the only contact with the principles of personnel. RAISE II provides a valuable supplement to this type of class. The simulation contains summaries of principles which allow the instructor to introduce topics not found in most management texts. The modular approach allows the instructor to give RAISE II the emphasis he or she decides is most appropriate for the course.

GENERAL BUSINESS COURSES

In introductory, or general, business courses, RAISE II could be used in emphasizing the personnel aspects of business. Because the simulation contains modules on career development and business writing, it would provide students a practical experience related to many subjects usually included in introductory courses.

SMALL BUSINESS COURSES

Small business courses, often attended by students who intend to start their own businesses, provide an excellent framework for using RAISE II. In the small business, the owner-manager may be performing all of the personnel functions. The simulation provides an experience which shows the importance and value of these activities.

MANAGEMENT TRAINING PPCGRAMS

Programs for management development are often unable to devote large blocks of time to the theory and principles of personnel management. RAISE II provides the basic concepts and the framework for activities which apply these principles to jobs within the company. The use of RAISE II would assist both the participant and the company when used as an integral part of a company training program.

OTHER COURSES

The use of RAISE II in other classes and management programs is limited only by the imagination of the instructors and the ability to adapt the structure of the course to the modules of RAISE II.

RAISE II -- Optional Modules

RAISE II is constructed in an open, modular form which allows the instructor to:

1. Select the modules most appropriate,
2. Add modules.

Depending on the structure or goals of a course, modules could be added to broaden the RAISE II simulation. Ideas for these modules are limited only by the needs and imagination of the instructor. However, here are some ideas.

1. UNION MODULE. Have the participants analyze the need for or state of a union for the job they have analyzed. This module could examine the need for a union, gains made by having a union, or bargaining strategy appropriate for the particular situation.

2. EMPLOYEE BENEFITS MODULE. Have the participants research and select appropriate employee benefits for the job analyzed. This module could include selection of benefits, cost analysis for benefits, or the organization of a benefit program.

3. STAFF CONFERENCE MODULE. Participants can be instructed to organize and conduct staff conferences at various stages of the simulation. These conferences can be organized to evaluate job analysis work, critique the recruitment and interviewing techniques, and generally evaluate progress in the simulation. Conferences can also be used to demonstrate effective conference leadership skills.

A SPECIAL NOTE

Instructors developing new modules for RAISE II are asked to please submit them to the author. Consideration will be given to including them in newer editions of RAISE II or passing them along to other users of the simulation.

RAISE II -- Project Task Form

Project Task Forms provide the instructor with a form for constructing and scheduling the RAISE II simulation. The form provides for many options in the simulation and shows the participant which materials must be submitted and the project due dates.

Instructors are urged to prepare a Project Task Form for the simulation reproduce it, and distribute it to the participants. The Project Task Form may also be completed in a group session with participants completing the form contained in the simulation as the instructor, the Regional Director of RAISE II, provides the necessary information. Two blank copies of the complete Project Task Form are included in this manual. Additional copies are available from the author or they can be reproduced by the in6tructor without permission.

To aid instructors in developing a RAISE II Project Task Form, two completed forms are included here. The first is a complete simulation, using nine of the modules, for a class devoted solely to personnel management. The second is a simulation which uses only five of the. modules. This particular simulation is used in a class on management and organization where a four-week period is devoted to personnel theory and applications.

RAISE II -- Project Task Form

Personnel Assistant: _____   Project Contract Date: 6-24-75

Regional Office: <u>Marquette University</u>   Project Completion Date: 7-31-75

Regional Director: <u>James W. Schreier</u>

    ·This Project Task Form provides an outline and schedule for the activities involved in the RAISE II simulation. Project information will be given to you by your Regional Director. The materials and activities to be completed should be marked by a check (✓).

<u>MODULES TO BE COMPLETED</u>:

x JOB ANALYSIS MODULE	**x** WAGE DETERMINATION MODULE
x RECRUITMENT MODULE	**x** JOB APPLICATION MODULE
x TESTING MODULE	___ RESUME MODULE
x INTERVIEW MODULE	___ BUSINESS WRITING MODULE
x TRAINING MODULE	___ CAREER DEVELOPMENT MODULE
x EMPLOYEE EVALUATION MODULE	___
x JOB EVALUATION MODULE	

<u>PROJECT INSTRUCTIONS</u>:

1. JOB ANALYSIS MODULE

    x Conduct a Job Analysis using the Job Analysis Questionnaire(s).

    x Prepare a draft of: **x** Job Description, ___ Job Specification,
        ___ Person Specification, **x** to be submitted: 7-7-75

    x Prepare final of: **x** Job Description, **x** Job Specification,
        x Person Specification, **x** to be submitted: 7-31-75

    x Job selected should be: **x** related to your career goals OR
           x one in which you have worked.

    <u>Additional Instructions</u>:

2. RECRUITMENT MODULE

    x Prepare a classified advertisement for the job analyzed in the
       Job Analysis Module, to be submitted or posted on: 7-7-75

    x Ad must be reproducible with photocopy equipment.

    x Ad size is limited to: ___ 8½ x 11 **x** 8½ x 5½ ___ 4½ x 5½

    x Ads submitted by other Personnel Assistants should be evaluated
       using Ad Evaluation Forms, **x** to be submitted: 7-31-75

    <u>Additional Instructions</u>:

3. TESTING MODULE

   x Select the test or tests appropriate for the job analyzed.

   x Prepare a Test Selection Form for the test or tests selected,
      x to be submitted: ___7-31-75_____ .

   ___ Prepare a test evaluation, using the Test Evaluation Guidelines,
      for the test or tests selected, ___ to be submitted: _____

   ___ Take the test or tests selected at a local Counseling or Testing
      Center (if possible).

   Additional Instructions:

   Select a single test!

4. INTERVIEW MODULE

   ___ Prepare a general interview plan, ___ to be submitted: _____

   x Prepare a specific interview plan for each interview, **x** to be
      submitted: _7-31-75_.

   x Number of interviews to be conducted: ___2____ .

   x Length of interviews: _15-30 minutes_

   x Interviews should be: **x** Tape recorded.
                                  ___ Video recorded.

   x Interviews should be submitted: _7-31-75_ .

   ___ Interview should be limited to: ___ explanation of the job,
      ___ applicant's employment background, ___ applicant's personal
      background, ___ applicant's motivation or ability for this
      specific job.

   x Interviews should be evaluated using the Interview Report Form,
      x to be submitted: _7-31-75_ .

   x Self-critique the interviews conducted, using the Interview
      Critique Form, **x** to be submitted: _7-31-75_ .

   ___ Observe and critique ___ interview(s), using the Interview
      Critique Form, ___ to be submitted: _____ .

   x Make selection decision based on interviews, testing, and/or
      Job Analysis information, **x** to be submitted: _7-31-75_ .

   Additional Information:

   Self-critique is optional.

5. TRAINING MODULE

    x Prepare an outline of training needs **X** to be submitted: **7-31-75** .

    ___Prepare an outline of a training program for the individual hired

        for the job, ___to be submitted:_____.

    ___Develop complete lesson plans for the training program, ___to be

        submitted:_____.

    <u>Additional instructions:</u>

6. EMPLOYEE EVALUATION MODULE

    x Prepare draft of an Employee Evaluation Form, **X** to be submitted: **7-14-75**

    x Prepare final Employee Evaluation Form, **X** to be submitted: **7-31-75** .

    ___Prepare a justification and explanation of the factors used in the

        Employee Evaluation Form, ___to be submitted:_____.

    x Complete a sample of the form showing how factors are weighted,

        and how total scores are calculated, **X** to be submitted: **7-31-75** .

    <u>Additional Instructions:</u>

    Submission of draft is optional.

7. JOB EVALUATION MODULE

    ___Conduct a Job Evaluation using the job you analyzed as the focal

        point in a group of similar or related jobs, ___to be submitted:_____.

    ___Conduct a Job Evaluation using jobs analyzed by other Personnel

        Assistants, ___to be submitted:_____.

    x Prepare a report on how a Job Evaluation should be conducted in the

        client organization, **X** to be submitted: **7-31-75** .

    <u>Additional Instructions:</u>

8. WAGE DETERMINATION MODULE

    ___Determine a wage/salary for the job based on the Job Evaluation

        conducted in Module 7, ___to be submitted:_____.

    x Prepare a wage/salary recommendation based on economic factors,

        productivity, labor unions, and/or demand factors, **X** to be

        submitted: **7-31-75** .

    <u>Additional Instructions:</u>

9. JOB APPLICATION MODULE

    _x_ Prepare _2_ copies of the Employment Application.

    _x_ Apply for _2_ jobs based on posting of classified ads.

    _x_ Participate in _2_ interviews according to guidelines established
        in Module 4.

    ___ Apply for as many jobs as you might feel interested in. Use this
        data in conjunction with the Ad Evaluation in Module 2.

    Additional Instructions:

10. RESUME MODULE

    ___ Complete a draft of a Resume, ___ to be submitted:_____.

    ___ Prepare a final resume for submission with Employment Application
        or during the interview.

    ___ Resumes should be submitted with materials assembled by the
        interviewer as part of the selection process.

    Additional Instructions:

11. BUSINESS WRITING MODULE

    ___ Write a letter to submit with Employment Application and/or
        with the resume.

    ___ Write letters of acceptance and rejection in conjunction with
        the selection decision made in Module 4, ___ to be submitted:_____.

    ___ Communicate verbally, in a simulated telephone conversation, the
        acceptance and rejection decisions made in Module 4.

    Additional Instructions:

12. CAREER DEVELOPMENT MODULE

    ___ Prepare a Career Decision Paper, ___ to be submitted:_____.

    ___ At a local counseling or testing center, discuss your career plans,
        take one or more vocational interest tests, and use this informa-
        tion in your paper.

    ___ Relate your career decision to the jobs you apply for in Module 9.

    Additional Instructions:

RAISE II -- Project Task Form

Personnel Assistant: _____ Project Contract Date: 3-3-75

Regional Office: Mount Mary College   Project Completion Date: 4-7-75

Regional Director: James W. Schreier

    This Project Task Form provides an outline and schedule for the activities involved in the RAISE II simulation. Project information will be given to you by your Regional Director. The materials and activities to be completed should be marked by a check (✓).

MODULES TO BE COMPLETED:

    _x_ JOB ANALYSIS MODULE   ___ WAGE DETERMINATION MODULE
    _x_ RECRUITMENT MODULE   _x_ JOB APPLICATION MODULE
    ___ TESTING MODULE   ___ RESUME MODULE
    _x_ INTERVIEW MODULE   ___ BUSINESS WRITING MODULE
    ___ TRAINING MODULE   ___ CAREER DEVELOPMENT MODULE
    _x_ EMPLOYEE EVALUATION MODULE   ___
    ___ JOB EVALUATION MODULE

    NOTE: READ SUMMARY SHEETS FOR ALL MODULES.

PROJECT INSTRUCTIONS:

1. JOB ANALYSIS MODULE

    _x_ Conduct a Job Analysis using the Job Analysis Questionnaire(s).

    _x_ Prepare a draft of: _x_ Job Description, ___ Job Specification,

        ___ Person Specification, _x_ to be submitted: 3-17-75

    _x_ Prepare final of: _x_ Job Description, _x_ Job Specification,

        _x_ Person Specification, _x_ to be submitted: 4-7-74

    _x_ Job selected should be: _x_ related to your career goals. OR
                                  _x_ one in which you have worked.

Additional Instructions:

2. RECRUITMENT MODULE

    _x_ Prepare a classified advertisement for the job analyzed in the
        Job Analysis Module, to be submitted or posted on: 3-12-75

    _x_ Ad must be reproducible with photocopy equipment.

    _x_ Ad size is limited to: ___ 8½ x 11 _x_ 8½ x 5½ ___ 4¼ x 5½

    _x_ Ads submitted by other Personnel Assistants should be evaluated
        using Ad Evaluation Forms, _x_ to be submitted: 4-7-75

Additional Instructions:

3. TESTING MODULE

___Select the test or tests appropriate for the job analyzed.

___Prepare a Test Selection Form for the test or tests selected,
   ___to be submitted:_____.

___Prepare a test evaluation, using the Test Evaluation Guidelines,
   for the test or tests selected, ___to be submitted:_____.

___Take the test or tests selected at a local Counseling or Testing
   Center (if possible).

Additional Instructions:

4. INTERVIEW MODULE

_x_Prepare a general interview plan, _x_ to be submitted: _4-7-75_ .

___Prepare a specific interview plan for each interview, ___to be
   submitted:_____.

_x_Number of interviews to be conducted:____2____.

_x_Length of interviews: _10-15 minutes_

_x_Interviews should be: _x_Tape recorded.
                           ___Video recorded.

_x_Interviews should be submitted: _4-7-75___ .

___Interview should be limited to: ___explanation of the job,
   ___applicant's employment background, ___applicant's personal
   background, ___applicant's motivation or ability for this
   specific job.

_x_Interviews should be evaluated using the Interview Report Form,
   _x_to be submitted: _4-7-75_ .

_x_Self-critique the interviews conducted, using the Interview
   Critique Form, _x___to be submitted: _4-7-75_ .

___Observe and critique ___interview(s), using the Interview
   Critique Form, ___to be submitted:_____.

_x_Make selection decision based on interviews, testing, and/or
   Job Analysis information, _x_to be submitted: _4-7-75___ .

Additional Information:

Self-critique is optional.

5. TRAINING MODULE

___Prepare an outline of training needs ___to be submitted:_____.

___Prepare an outline of a training program for the individual hired
     for the job, ___to be submitted:_____.

___Develop complete lesson plans for the training program, ___to be
     submitted:_____.

Additional Instructions:

6. EMPLOYEE EVALUATION MODULE

_x_Prepare draft of an Employee Evaluation Form, _x_to be submitted:_3-24-75_.

_x_Prepare final Employee Evaluation Form, _x_to be submitted:_4-7-75_.

___Prepare a justification and explanation of the factors used in the
     Employee Evaluation Form, ___to be submitted:_____.

_X_Complete a sample of the form showing how factors are weighted,
     and how total scores are calculated, _x_to be submitted: _4-7-75_.

Additional Instructions:

7. JOB EVALUATION MODULE

___Conduct a Job Evaluation using the job you analyzed as the focal
     point in a group of similar or related jobs, ___to be submitted:_____ .

___Conduct a Job Evaluation using jobs analyzed by other Personnel
     Assistants, ___to be submitted:_____.

___Prepare a report on how a Job Evaluation should be conducted in the
     client organization, ___to be submitted:_____.

Additional Instructions:

8. WAGE DETERMINATION MODULE

___Determine a wage/salary for the job based on the Job Evaluation
     conducted in Module 7, ___to be submitted:_____.

___Prepare a wage/salary recommendation based on economic factors,
     productivity, labor unions, and/or demand factors, ___to be
     submitted:_____.

Additional Instructions:

9. JOB APPLICATION MODULE

    __x__ Prepare _2_ copies of the Employment Application.

    __x__ Apply for _2_ jobs based on posting of classified ads.

    __x__ Participate in _2_ interviews according to guidelines established
        in Module 4.

    ____ Apply for as many jobs as you might feel interested in. Use this
        data in conjunction with the Ad Evaluation in Module 2.

    Additional Instructions:

10. RESUME MODULE

    ____ Complete a draft of a Resume, ___ to be submitted:_____.

    ____ Prepare a final resume for submission with Employment Application
        or during the interview.

    ____ Resumes should be submitted with materials assembled by the
        interviewer as part of the selection process.

    Additional Instructions:

11. BUSINESS WRITING MODULE

    ____ Write a letter to submit with Employment Application and/or
        with the resume.

    ____ Write letters of acceptance and rejection in conjunction with
        the selection decision made in Module 4, ___ to be submitted:_____.

    ____ Communicate verbally, in a simulated telephone conversation, the
        acceptance and rejection decisions made in Module 4.

    Additional Instructions:

12. CAREER DEVELOPMENT MODULE

    ____ Prepare a Career Decision Paper, ___ to be submitted:_____.

    ____ At a local counseling or testing center, discuss your career plans,
        take one or more vocational interest tests, and use this informa-
        tion in your paper.

    ____ Relate your career decision to the jobs you apply for in Module 9.

    Additional Instructions:

RAISE II -- Class Size and Time Guidelines

There are no restrictions on class size for the RAISE II simulation. Any size class can use it. The instructor controls all interactions by limiting the number of advertisements which participants can apply for and the number of interviews they should conduct. For example, if participants are instructed to apply for two jobs and conduct only two interviews, all interactions are balanced.

Timing of the simulation depends on the structure created by the instructor. If a short form of RAISE II is used, the entire simulation could be completed in a week or two. If the complete version is used, it could be scheduled over an entire semester.

RAISE II -- Permission to Reprint Forms

The following farms, contained in the RAISE II simulation[1] may be reproduced for use in tne simulation:

> Project Task Form
> Job Analysis questionnaire (Blue Collar)
> Job Analysis questionnaire (White Collar)
> Ad Evaluation Form
> Test Selection Form
> Interview Report
> Interview Critique
> Application for Employment

Permission to reprint other materials in the RAISE II simulation must be obtained from the author.

RAISE II -- Ad Evaluation Form

The Ad Evaluation Form contained in RAISE II allows the students, and professional people, to judge the quality of the recruiting ads submitted as part of the project. The form provides for evaluation of the advertisements on three different variables: Creativity, Completeness, and Justification.

Because the task of reporting the data collected on the Ad Evaluation Form is purely clerical and often tedious, a computer program has been written to calculate the final Ad Evaluation Form data, and to print the data in a variety of forms.

The program for the RAISE II Ad Evaluation Form is written in a very simple level of BASIC so that individuals unfamiliar with the language and those only somewhat familiar with computer programming can use the program. The program has the following special features:

1. A programmed concept which leads the operator through the data as it is entered.

2. The number of students and the number of forms submitted does not have to be equal allowing the Regional Director to include his own evaluations or those of professional recruiters in the area.

3. P. variety of options for spacing and printing of pages.

4. The program prints the number of copies the Regional Director wants for distribution to the Personnel
    Assistants.

NOTE: The program is available for use with RAISE II, A Personnel Simulation. Adopters of RAISE II have full permission to use the program for educational purposes.

```
10 REM "RAISE II AD EVALUATION EVALUATION PROGRAM"
20 REM
30 REM "MAY 8, 1975"
40 REM
50 REM "PROGRAM WRITTEN BY:"
60 REM "CHRISTINE T. HONRATH + JAMES M. SCHREIER"
70 REM "MOUNT MARY COLLEGE"
80 REM "MILWAUKEE, WISCONSIN"
90 REM
100 PRINT "THIS PROGRAM CALCULATES THE RESULTS FROM THE"
110 PRINT "RAISE II AD EVALUATION FORM"
120 PRINT
130 PRINT
140 C=P=J=X=N=F=D=T=0
150 DIM N(50),C(50),P(50),J(50),V(50),Q(50),R(50),S(50)
160 DISP "DATE:  MM DD YY";
170 INPUT M,D2,R2
180 DISP "HOW MANY STUDENTS ARE THERE";
190 INPUT X
200 DISP "HOW MANY FORMS ARE THERE";
210 INPUT Y
220 FOR I=1 TO X
230 Q(I)=0
240 R(I)=0
250 S(I)=0
260 V(I)=0
270 NEXT I
280 FOR I=1 TO X
290 DISP "STUDENT'S CODE";
300 INPUT N(I)
310 NEXT I
320 PRINT "ENTER FACTORS FOR CREATIVITY,COMPLETENESS,JUSTIFICATION"
330 FOR F=1 TO Y
340 FOR I=1 TO X
350 DISP "C("I");P("I");J("I")";
360 INPUT C(I),P(I),J(I)
370 Q(I)=Q(I)+C(I)
380 R(I)=R(I)+P(I)
390 S(I)=S(I)+J(I)
400 NEXT I
410 NEXT F
420 FOR I=1 TO X
430 Q(I)=Q(I)/Y
440 R(I)=R(I)/Y
450 S(I)=S(I)/Y
460 V(I)=(Q(I)+R(I)+S(I))/3
470 NEXT I
480 DISP "1)SINGLE 2)DOUBLE 3)TRIPLE SPACED";
490 INPUT R
500 DISP "RESULTS 1)ON 1 PG. 2)MORE THAN 1";
```

```
 510 INPUT D
 520 DISP "HOW MANY COPIES";
 530 INPUT Z
 540 FOR W=1 TO Z
 550 PRINT
 560 PRINT
 570 PRINT
 580 PRINT
 590 PRINT "RAISE II -- AD EVALUATION FROM",TAB(35),M;D2;R2
 600 PRINT
 610 PRINT
 620 WRITE (15,630)
 630 FORMAT 6X,"THE CLASSIFIED ADS PREPARED BY THE PERSONNEL ASSISTANTS HAVE"
 640 WRITE (15,650)
 650 FORMAT 6X,"BEEN EVALUATED BY THE FOLLOWING CRITERIA:"
 660 PRINT
 670 PRINT
 680 PRINT TAB(11),"1.  CREATIVITY:  IS THE AD CATCHY?  ATTRACTIVE?  DIFFERENT?"
 690 PRINT
 700 PRINT
 710 PRINT TAB(11),"2.  COMPLETENESS:  DOES THE AD CONTAIN RELEVANT JOB AND"
 720 PRINT TAB(30),"COMPANY INFORMATION?"
 730 PRINT
 740 PRINT
 750 PRINT TAB(11),"3.  JUSTIFICATION:  IS THE SIZE OF THE AD JUSTIFIED BY THE"
 760 PRINT TAB(31),"JOB, NEED, OR OTHER SPECIAL FACTORS?"
 770 PRINT
 780 PRINT
 790 PRINT TAB(6),"FACTOR RATED ON A SCALE OF 1 TO 5, GIVING 5 POINTS TO THE"
 800 PRINT TAB(6),"BEST ADVERTISEMENT, 3 TO AVERAGE ADVERTISEMENTS, ETC."
 810 WRITE (15,820)
 820 FORMAT /,/
 830 WRITE (15,840)
 840 FORMAT 25X,"CREATIVITY",3X,"COMPLETENESS",3X,"JUSTIFICATION",3X,"AVERAGE"
 850 WRITE (15,860)
 860 FORMAT 6X,"ADVERTISEMENT"
 870 WRITE (15,880)
 880 FORMAT /,/
 890 IF R=1 THEN 1120
 900 IF R=2 THEN 1300
 910 IF D=1 THEN 1050
 920 FOR I=1 TO X
 930 WRITE (15,940)I,N(I),Q(I),R(I),S(I),V(I)
 940 FORMAT F3.0,1X,F5.0,"..............",5X,F5.2,9X,F5.2,10X,F5.2,8X,F5.2
 950 PRINT
 960 PRINT
 970 IF I=8 THEN 1000
 980 NEXT I
 990 END
1000 PRINT
```

```
1010 PRINT
1020 PRINT
1030 PRINT
1040 NEXT I
1050 FOR I=1 TO X
1060 WRITE (15,940)I,N(I),Q(I),R(I),S(I),V(I)
1070 PRINT
1080 PRINT
1090 NEXT I
1100 NEXT W
1110 END
1120 IF X  =25 THEN 1250
1130 IF D=1 THEN 1250
1140 FOR I=1 TO X
1150 WRITE (15,940)I,N(I),Q(I),R(I),S(I),V(I)
1160 IF I=25 THEN 1200
1170 NEXT I
1180 NEXT W
1190 END
1200 PRINT
1210 PRINT
1220 PRINT
1230 PRINT
1240 NEXT I
1250 FOR I=1 TO X
1260 WRITE (15,940)I,N(I),Q(I),R(I),S(I),V(I)
1270 NEXT I
1280 NEXT W
1290 END
1300 IF X  =12 THEN 1440
1310 IF D=1 THEN 1440
1320 FOR I=1 TO X
1330 WRITE (15,940)I,N(I),Q(I),R(I),S(I),V(I)
1340 PRINT
1350 IF I=12 THEN 1390
1360 NEXT I
1370 NEXT W
1380 END
1390 PRINT
1400 PRINT
1410 PRINT
1420 PRINT
1430 NEXT I
1440 FOR I=1 TO X
1450 WRITE (15,940)I,N(I),Q(I),R(I),S(I),V(I)
1460 PRINT
1470 NEXT I
1480 NEXT W
1490 END
```

RAISE II -- Cassette Tape Labels

Cassette tape labels, for "Norelco-type' cassette boxes, and cassette indexing cards are available from RAISE II. There is not direct charge for these materials, however, please include $2.00 per order to defray the cost of printing and mailing.

The forms are duplicated below for your own reproduction. Permission is granted for the reproduction of these forms for use with RAISE II.

RAISE II A PERSONNEL SIMULATION
Tape Identification

	INTERVIEWER	INTERVIEWEE
Side 1		
#1	_____	_____
#2	_____	_____
Side 2		
#1	_____	_____
#2	_____	_____

RECORDING TAPE
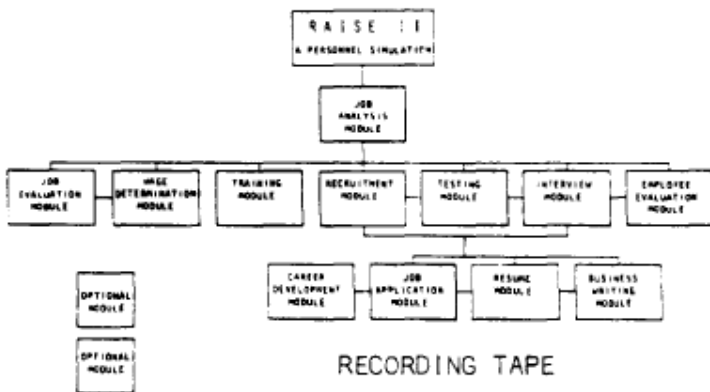
RAISE II, A PERSONNEL SIMULATION

JAMES W. SCHREIER

RAISE II   TAPING INSTRUCTIONS

1. Check voice of level of recorder before starting interviews.
2. If you have problems with recorder or tape quality, check with your Regional Director before taping interview.
3. Indicate interviewer and interviewee on TAPE IDENTIFICATION CARD.
4. Do not write on cassette tape label or this card.

RAISE II

PROJECT TASK FORM - OPTIONAL MODULES

EQUAL EMPLOYMENT

___ Develop an Equal Employment Policy for the company, to be submitted:
_____

___ Use the Equal Employment guidelines in analyzing the job, developing a recruitment campaign, and interviewing applicants.

___ Prepare a written evaluation of your job analysis, recruitment, testing, and interviews, efforts using the principles of Equal Employment and approved legislative guidelines, to be submitted: _____

___ Track employees recruited and interviewed using Applicant Flow Report, to be submitted: _____

Additional Instructions:

CONFERENCE LEADERSHIP

___ Conduct a staff conference on: _____ for all participants, to be held _____

___ Participate in staff conferences presented by other Personnel Assistants.

___ Submit an outline of your conference on: _____

___ Evaluate conference, to be submitted on: _____

Additional Instructions:

RAISE II -- OPTIONAL MODULE EQUAL EMPLOYMENT MODULE

The EQUAL EMPLOYMENT MODULE of RAISE II is an optional module which interacts with several of the basic modules of RAISE II. It can be used by itself or in relation to the RECRUITMENT, INTERVIEWING, TESTING, JOB ANALYSIS, TRAINING and WAGE DETERMINATION MODULES.

In this module the participants have an opportunity to become familiar with the basic concerns of Equal Employment, including the legislation, procedures and problems areas in affirmative actions programs. The specific task can range from the development of a company Equal Employment Opportunity Policy Statement to the charting of Applicant Flow Data and the evaluation of recruitment, testing, and interviewing materials according to equal employment guidelines.

The EQUAL EMPLOYMENT MODULE contains a sample Equal Employment Policy, a summary of Equal Employment legislation, selection guidelines, and an Applicant Flow Report.
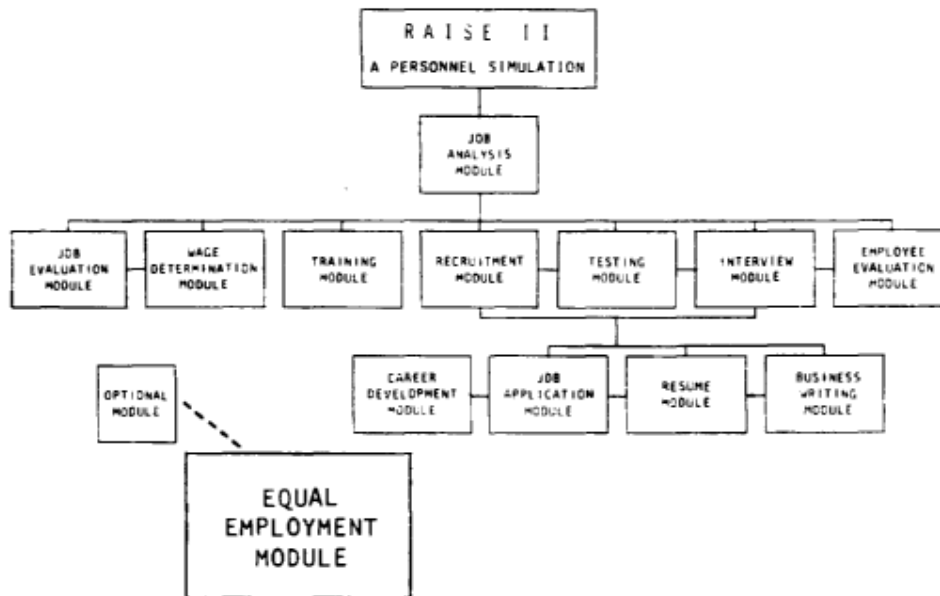
Contents:

I. Summary and Bibliography

II. Equal Employment Policy

III. Equal Employment Legislation

IV. Equal Employment -- Selection Guidelines

V. Applicant Flow Report

RAISE II

EQUAL EMPLOYMENT MODULE

Experience in administering equal opportunity laws has shown that many discriminatory practices of the past remain so deeply embedded in basic institutions of society that these practices continue to have an extremely unequal effect on certain groups in our population, even when the employer has no conscious intent to discriminate.

An effective affirmative action program not only benefits those who have been denied equal employment but will also greatly benefit the organization which often has overlooked, screened out or underutilized the great reservoir of untapped human resources and skills among women and minority groups.

AFFIRMATIVE ACTION = RESULTS

The most important measure of an Affirmative Action Program is its RESULTS. Extensive efforts to develop procedures, analyses, data collection systems, report forms and fine written policy statements are meaningless unless the end product will be measurable, yearly improvement in hiring, training, and promotion of minorities and females in all parts of your organization.

EQUAL EMPLOYMENT OPPORTUNITY

The right of all persons to work and to advance on the basis of merit, and ability and potential, with deep roots in the American heritage, is now protected by legislation which prohibits discrimination because of race, color, religion, sex or national origin, in all employment practices, including hiring, firing, promotion, compensation and other terms, privileges and conditions of employment.

It is the consequences of employment practices, not the intent, which determines whether discrimination requiring remedial action exists. For example, if a statistical survey shows that minorities and females are not participating in your workforce at all levels in reasonable relation to their presence in the population and the labor force, the burden of proof is on you to show that this is not the result of discrimination.

> BFOQ: "bona-fide occupational qualification," a narrowly construed concept by the Equal Employment Opportunity Commission and the courts. For all practical purposes, almost all jobs must be open legally to men and women.

REMEDIES

Where the courts have found discrimination, they have ruled that remedies must not only open the doors to equal employment for all, but also must "make whole" and "restore the rightful economic status of all those in an "affected class" i.e., those who have suffered and continue to suffer effects of past discrimination. In practice, this has resulted in extremely expensive assessments for back pay and legal costs. Remedies can be awarded up to two years back from the date a discrimination charge is filed.

BASIC STEPS TO DEVELOP AN EFFECTIVE AFFIRMATIVE ACTION PROGRAM

ISSUE WRITTEN EQUAL EMPLOYMENT POLICY AND AFFIRMATIVE ACTION COMMITMENT.

APPOINT A TOP OFFICIAL WITH RESPONSIBILITY AND AUTHORITY TO DIRECT AND IMPLEMENT YOUR PROGRAM

    Specify Responsibilities of Program Manager.
    Specify Responsibilities and Accountability of all Managers and Supervisors.

PUBLICIZE YOUR POLICY AND AFFIRMATIVE ACTION COMMITMENT.

    Internally: To managers, supervisors, all employees and unions.
    Externally: To sources and potential sources of recruitment, potential minority and female applicants, to those with whom you do business, and to the community at large.

SURVEY PRESENT MINORITY AND FEMALE EMPLOYMENT BY DEPARTMENT AND JOB CLASSIFICATION.

    Identify present areas and levels of employment.
    Identify Areas of Concentration and Underutilization.
    Determine Extent of Underutilization.

DEVELOP GOALS AND TIMETABLES TO IMPROVE UTILIZATION OF MINORITIES, MALES AND FEMALES IN EACH AREA WHERE UNDERUTILIZATION HAS BEEN IDENTIFIED.

DEVELOP AND IMPLEMENT SPECIFIC PROGRAMS TO ACHIEVE GOALS. REVIEW AND PLAN ACTION IN THE FOLLOWING AREAS:

    Recruitment: All Personnel Procedures.
    Selection Process: Job Requirements, Job Descriptions, Standards and
    Procedures, Pre-employment Inquiries: Application Forms, Testing; Interviewing.
    Upward Mobility System: Assignments; Job Progressions; Transfers; Seniority; Promotions; Training.
    Wage and Salary Structure.
    Benefits and Conditions of Employment.
    Layoff; Recall; Termination; Demotion; Discharge; Disciplinary Action.
    Union Contract Provisions Affecting Above Procedures.

ESTABLISH INTERNAL AUDIT AND REPORTING SYSTEM TO MONITOR AND EVALUATE PROGRESS IN EACH ASPECT OF THE PROGRAM.

DEVELOP SUPPORTIVE IN-HOUSE AND COMMUNITY PROGRESS

BIBLIOGRAPHY

AFFIRMATIVE ACTION AND EQUAL EMPLOYMENT, A GUIDEBOOK FOR EMPLOYERS, Washington: U.S. Equal Employment Opportunity Commission, 1974.

"Employee Relations Law Journal ," (A quarterly journal) New York: Executive Enterprises Publication Co., Inc.

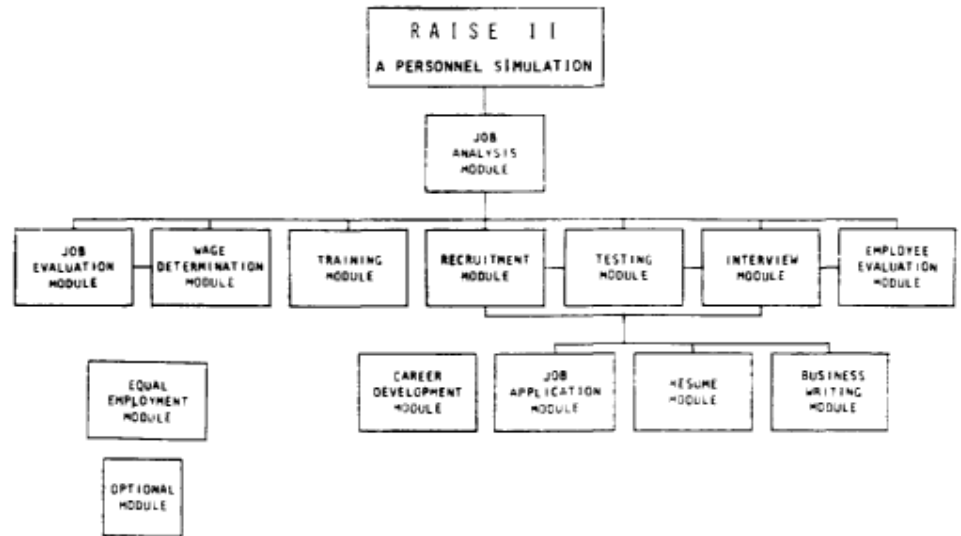Glueck, William F. Personnel: A Diagnostic Approach. Dallas: Business Publications, Inc., 1974.

Hamner, W. Clay and Schmidt, Frank L. Contemporary Problems in Personnel. Chicago: St. Clair Press, 1974.

Sweet, Donald H. The Modern Employment Function. Reading, Massachusetts: Addison-Wesley Publishing Company, Inc., 1973.

RAISE II

A PERSONNEL SIMULATION

JAMES W. SCHREIER

EQUAL EMPLOYMENT OPPORTUNITY POLICY

This will serve to reiterate the policy of RAISE II and the management of its facilities to work continually toward improving recruitment, employment, development and promotional opportunities for minority employees and for women.

Certainly, one of the most complex and tragic problems which confronts our company and our nation today is the absence of true equal opportunity for all people without regard to race, color, religion, sex, age or national origin.
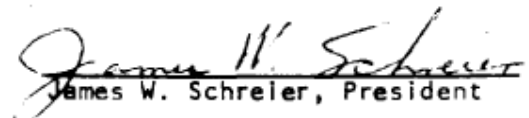
While there have been civil rights laws enacted during the past decades to assure such equality, many individuals and institutions have been negligent in meeting the requirements of these laws to the extent that equal opportunity for all people, in fact, is not a reality.

Consequently, the denial of equal access to opportunities for development and growth has permitted discrimination to continue in a variety of forms. This means that proposed remedies must go beyond the mere announcement of an equal opportunity policy. We, the regional directors and personnel assistants of RAISE II must recognize and accept our responsibilities to design and implement programs which strike at the total problem rather than simply overt manifestations.

In a similar manner, women have found themselves locked into sexual role stereotypes which have acted to exclude their full participation in the mainstream of the working world. Attitudes towards women have prevented women from realizing their full potential and achieving equality within the institutions of society.

We must therefore strive, aggressively, to insure the entry and growth of minorities and women in our workforce until it is emphatically clear that equality of opportunity in RAISE II is a fact as well as an ideal To achieve ultimate effectiveness in this matter, our efforts toward equal opportunity for all people in our employment must extend above and beyond the letter of the law -that is, total commitment to this goal on the part of every RAISE II employee.

Your cooperation and support in Affirmative Action Program efforts is essential in assuring equal employment opportunities in all RAISE II operating facilities.

James W. Schreier, President

EQUAL EMPLOYMENT LEGISLATIUN

WAGNER-PEYSER ACT (1933) - Prohibits discrimination on the basis of race, creed, color, or national origin. Part 604.20 of its regulations prohibits discrimination on the basis of sex. The law applies to State Employment Service and Unemployment Insurance Offices.

CIVIL RIGHTS ACT of 1964, as amended by the EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972 - Title VI prohibits discrimination on grounds of race, color, or national origin and applies to any program or activity receiving Federal financial aid. Title Vii prohibits discrimination because of race, color. religion, sex. or national origin and applies to all employers, including state and local governments, public and private employment agencies, and labor organizations. Any manpower program sponsor or contractor which falls within one of these definitions would, of course, be covered by Title VII.

EQUAL PAY ACT of 1963 - This law, which amends the Fair Labor Standards Act, provides that an employer may not discriminate on the basis of sex by paying employees of different sexes differently for doing the sane work: that is work which requires equal skill; II , effort, and responsibility and Is performed under similar working conditions. It applies to all employers having employees subject to the provisions of the Fair Labor Standards Act of 1938, as amended.

AGE DISCRIMINATION IN EMPLOYMENT ACT of 1967, as amended by the FAIR LABOR STANDARDS AMENDMENTS of 1974 -Prohibits discrimination on the basis of age against persons between the ages of 40 and 65. The legislation applies to all employers (public and private), public and private employment agencies, and labor organizations.

COMPREHENSIVE EMPLOYMENT AND TRAINING ACT of 1973, as amended - The act and regulations prohibit discrimination, under any program funded in whole or in part with CETA funds, because of race, creed, color, national origin, sex, age, handicap. political affiliation, or beliefs.

REHABILITATION ACT of 1973. as amended - Prohibits discrimination in employment against any handicapped person. It applies to all government contractors with contracts of over $2,500.

VIETNAM VETERANS READJUSTMENT ASSISTANCE ACT of 1974 - Prohibits discrimination in employment against handicapped veterans and veterans of the Vietnam era.

EXECUTIVE ORDER 11141 - Prohibits discrimination on the basis of age, except where age is found to be a bona fide occupational qualification. It applies to all Federal grantees, Contractors, and sub-contractors, except those exempt under the Age Discrimination In Employment Act.

EXECUTIVE ORDER 11478 - Established an affirmative action program of equal employment opportunity in the entire Federal Government. (See Chapter 713 of the Federal Personnel Manual.)

EXECUTIVE ORDER   as amended by EXECUTIVE ORDER H375 - Prohibits discrimination based on race, color, religion, sex, or national origin and applies to Federal Government contractors and subcontractors.

SECRETARY'S ORDER 4-73 - Prohibits discrimination on the basis of religion In programs funded through the Manpower Administration unless religion is a bona fide occupational qualification for the particular training, participation, or staffing at issue.

TITLE IX, EDUCATION AMENDMENTS ACT of 1972 - In addition to extending coverage to the Equal Pay Act, prohibits discrimination on the basis of sex against employees or students of any educational institution receiving Federal financial aid.

THE NATIONAL LABOR RELATIONS ACT AND RELATED LAWS - Discrimination on the basis of race, religion, or national origin may violate rights arising under these laws. It may be unlawful for employers to participate with unions in the commission of any discriminatory practices unlawful under these Acts, or to practice discrimination in a manner which gives rise to racial or other divisions among employees, to the detriment of organized union activity; or for unions to exclude individuals discriminatorily from union membership, thereby causing them to lose job opportunities, to discriminate in the representation of union members or non-members in collective bargaining, in processing of grievances, or in other respects, or to cause or attempt to cause employers to enter into discriminatory agreements or otherwise discriminate against union members or non-members.

STATE AND LOCAL LAWS - Many state and local government laws prohibit employment discrimination. When EEOC receives discrimination charges, it defers them for a limited time period to certain state and local agencies with comparable jurisdiction and enforcement sanctions.

OTHER LAWS - Employment discrimination has also been ruled by courts to be prohibited by the Civil Rights Acts of 1866 and 1870 and the Equal Protection Clause of the 14th Amendment to the Constitution.
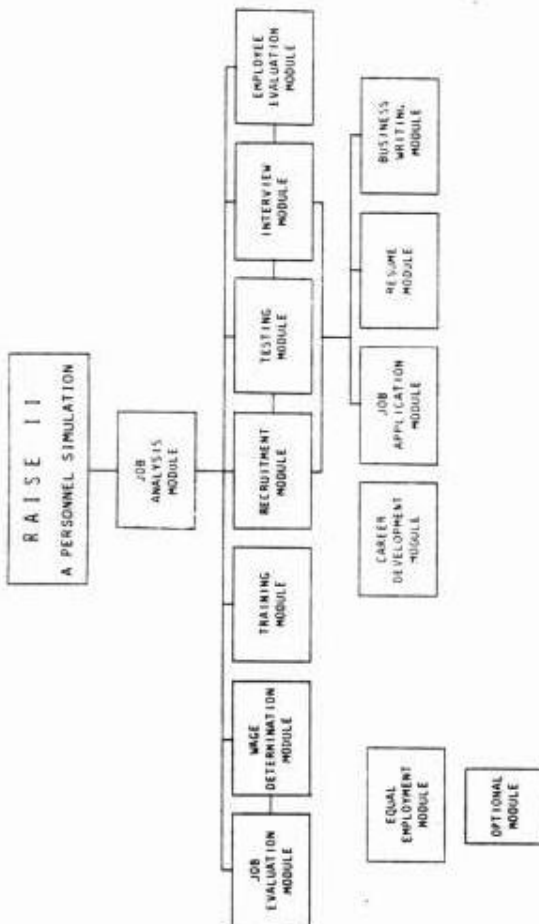
EQUAL EMPLOYMENT - SELCTION GUIDELINES

The selection process is probably responsible for more discrimination than any other area of employment practices. EEOC guidelines require that a company identify, analyze and monitor every step of the selection and assignment process including all procedures for initial hire, transfer, promotion, training, or any employment opportunity.

1. Conduct job analyses to identify actual tasks performed, their frequency, and importance of specifying employee traits or skills needed for the job.

2. Be sure that job description and hiring standards reflect major job functions identified and do not require higher qualifications.

3. Evaluate selection procedures, i.e., application forms, interviews, etc., by asking:

   a. Does this question tend to have a disproportionate effect in screening out minorities and females?
   b. Is this information necessary to judge this individual's competence for performance of this particular job?

4. Major questions which should be eliminated from pre-employment inquiries and examined carefully on application forms and interviews to assure that their use is job related and non-discriminatory in effect, include:

   a. Race, National Origin, Religion.
   b. Education.
   c. Arrest and Conviction Records.
   d. Credit Rating.
   e. Sex, Marital and Family Status.
   f. Physical Requirements.
   g. Experience Requirements.
   h. Age: Date of Birth.
   I. Availability for Saturday or Sunday Work.
   j. Friends or Relatives Working for the Company.
   k. Appearance.

5. Testing: any test which adversely affects the employment status of groups protected by Title VII must be professionally validated as an effective, significant predictor of effective job performance.

6. Interviews: Biased and subjective judgements in personal interviews can be a major source of discrimination. Interviews and interviewers; actions should be carefully monitored.

7. Are they 'bona-fide occupational qualifications" (BFOQ)?

a. Are you married?	h. Do you have children at home?
b. Do you plan more children?	i. Who cares for your children?
c. Have you ever been arrested?	j. What branch of service were you in?
d. Do you take the pill?	k. What is your credit record?
e. Do you own your home?	1. Citizen of what country?
f. How tall are you?	m. Maiden name?
g. Are you living with anyone?	n. Spouse's work?

AFFIRMATIVE ACTION PLAN

APPLICANT FLOW DATA

(Organization Unit) _____

(Location) _____

(Time Period) _____

Person Preparing Report _____

RAISE II
A PERSONNEL SIMULATION

JOB ANALYSIS MODULE

WAGE DETERMINATION MODULE

TRAINING MODULE

RECRUITMENT MODULE

TESTING MODULE

INTERVIEW MODULE

EMPLOYEE EVALUATION MODULE

JOB EVALUATION MODULE

EQUAL EMPLOYMENT MODULE

OPTIONAL MODULE

CAREER DEVELOPMENT MODULE

JOB APPLICATION MODULE

RESUME MODULE

BUSINESS WRITING MODULE

DATE	NAME	RACE	SEX	POSITION APPLYING FOR	REFERENCE SOURCE	END CATEGORY OF JOB	DISPOSITION	Complete only if applicable			
								JOB TITLE	DATE OF HIRE	RATE OF PAY	ORG. UNIT WHO HIRED

1 - Interviewed, no offer
2 - Interviewed, offer extended, and hired
3 - Interviewed, offer extended, but rejected

RAISE II -- OPTIONAL MODULE

CONFERENCE LEADERSHIP MODULE

The CONFERENCE LEADERSHIP MODULE is an optional module of RAISE ii which provides a structure for conducting the entire simulation. It extends the activities of the simulation beyond the basic personnel tasks and adds another aspect of realism to the simulation. It can be used in all applications of RAISE II in conjunction with any or all of the nodules.

This module provides the framework and information students need to conduct staff conferences about their RAISE II projects. Participants can prepare, present, and participate in conferences about the RAISE project and/or about the topics involved in RAISE II . The nodule gives the participant the opportunity to understand the importance of the business meeting by actually preparing for these meetings, planning the content and process of a staff conference, presenting the materials, making arrangements, and participating in staff conferences led by other personnel assistants.

In addition to the summary and bibliography, the CONFERENCE LEADERSHIP MODULE includes Meeting Objective Guidelines and a Meeting Checklist.
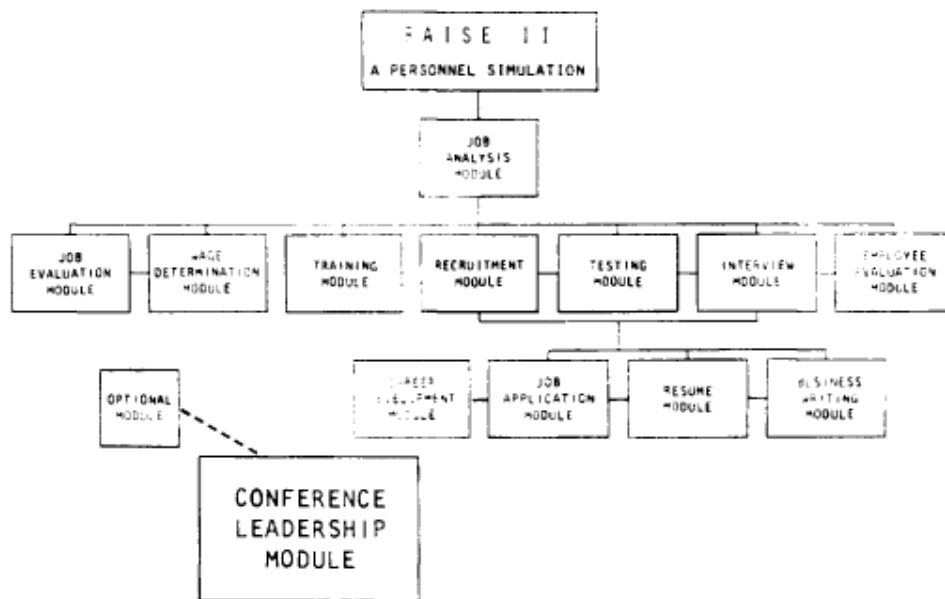
Contents of CONFERENCE LEADERSHIP MODULE

 I.   Summary and Bibliography

 II.   Meeting Objective Guidelines

 III.   A Meeting Checklist

RAISE II

CONFERENCE LEADERSHIP MODULE

The success of most organizations, businesses, schools, hospitals, etc., depends on the ability of its management and employees to effectively communicate with each other. This communication takes many forms, all designed to help the organization reach its objectives. Individual, one-to-one communication is important but communication in the form of meetings is a common situation in many organizations. The effectiveness of these meetings is determined by the amount of planning and preparation undertaken by the meeting leaders and the meeting participants.

The conference is a particular type of. meeting where all individuals participate in an active attempt to reach the goals of the particular meeting.

CONFERENCE MUSTS: Appropriate Topic
                        Suitable Conferees
                        Satisfactory Facilities
                        Capable Leader

THE CONFERENCE LEADER: is responsible for the success of the meeting.
                              makes arrangements.
                              uses a discussion plan.
                              keeps everyone talking.
                              does not express his own opinions.
                              keeps the people on the topic being discussed.
                              paces the discussion, gets to the points in order.
                              handles problems.

CONFERENCE STEPS

LEADER	PARTICIPANT
Introduces	Listens
Defines the problem	Makes decisions
Stimulates full discussion	Participates
Summarizes	Supplies facts, clarifies, asks questions

HOW TO GET STARTED.. .AND KEEP GOING

I.   Introduce yourself, the meeting, and the topic properly and enthusiastically. Be sure that the participants have a positive start to the meeting. If the participants do not know each other, take the time to let them introduce themselves.

2.   Clearly set the stage by explaining the purpose of the meeting and providing necessary background information.

3.   Continually evaluate the progress of the group. Is the relationship between content and process working effectively? Are they working on too much "talk and not enough "action"?

4.   Content is usually the important factor in the meeting. Does the group want to make changes in the way it is handled? Let them decide process if it will help them achieve the goal. Use different communication tools for different purposes.

CONFERENCE COMMUNICATION TOOLS

THE QUESTION

Basic Types:

Overhead:	asking the group a specific question, a group invitation to participate ma general discussion.
Direct:	calling on a specific person.
Reverse:	throwing a question back at the person asking it, to avoid influencing the answer or to get the person to think about his own response.
Relay:	asking one person to answer the question of another, to remain in the background, make the audience think.

Reasons for asking questions are: to attract attention, to provoke thinking, to start discussions, to draw out people, to direct discussion, to test knowledge, and to summarize and close discussion.

BRAINSTORMING

Brainstorming is a technique for getting ideas and solving problems. Its purpose is to obtain a large quantity of ideas or solutions to a problem. Quality is not the guideline in brainstorming; quantity is.

Brainstorming Guidelines

I.   The brainstorming group should be small, preferably between five and ten persons.
2.   Members of the group should have some information about the topic.
3.   One member of the group should function as the leader, directing the discussion and functioning as an effective conference leader.
4.   Time allotted for the brainstorming session should be variable. Cutting the time too soon may cost the best solution or idea.
5.   Clearly state the problem and the ground rules before beginning.
6.   Record all the ideas, preferably in a fashion where everyone can see them.
7.   Criticism or ridicule or evaluation is OUT. It should not be accepted in any form. Let ideas stand, no matter how wild or how much they overlap. This is not the time for evaluation.

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Fellows, Hugh P. The Art and Skill of Talking with People. Englewood Cliffs, New Jersey: Prentice Hall, 1964.

Lobingier, John, Jr. Business Meetings That Make Business. London: The MacMillan Company, 1969.

Pfeiffer, J. William and Jones, John E. Handbooks (1-5) of Structured Experiences for Human Relations Training and Annual Handbooks ('72-'75) For Group Facilitators. LaJolla, California: University Associates.

Sager, Arthur W. Speak Your Way to Success. New York: McGraw-Hill Book Company, 1968.

MEETING OBJECTIVE GUIDELINES

TYPE OF MEETING DEPENDS ON OBJECTIVE

TYPE OF MEETING	A INFORMATIONAL	B INSTRUCTIONAL	C PROBLEM SOLVING
	100% ... GROUP CONTRIBUTIONS ... LEADER CONTRIBUTIONS ... 0%		100% ... 0%
NAMES USED	Straight Lecture Open Forum Panel Symposium	Training Conference Guided Conference Discussion Seminar	Pure Conference Unguided Conference Discussion Brainstorming
OBJECTIVE	To present new information or clarify a policy	To explain procedure, show techniques, develop new skills, use knowledge	To get ideas, exchange opinions, pool experiences, solve problems
PERSON IN CHARGE	An authority or instructor who knows the information	An authority or instructor who can do the job or use the knowledge	Conference or discussion leader who can stimulate thinking, guide discussion, help group reach decisions
LEADER & GROUP CONTRIBUTIONS	Leaders give out practically all the information	About 50-50. Leaders not only tell but instruct persons to do something new	Group makes practically all of the contributions to the subject
EXAMPLES	President calls meeting of all employees or supervisors to tell them about a policy	Instructor teaches a group to become conference leaders	A conference or discussion is called to decide "How to Reduce Accidents"
SOURCES OF INFORMATION FOR MEETINGS	Authorities, books, consultants, experiences	Instructors, books, experts, experiences	Group with a background of experience which has some bearing on the problems
METHOD USED	Lecture or telling	Instructing by demonstration, illustration, questioning, etc.	Use of conference or discussion procedure
MENTAL ACTIVITY PRODUCED	Passive or semi-passive	Semi-passive to active	Active
PROCEDURE	Presentation of information, perhaps followed later by questioning period	Use of formal steps of teaching: 1. Preparation 2. Presentation 3. Application 4. Testing	Use of conference or discussion steps: 1. Opening conference 2. Presenting problem 3. Conducting discussion 4. Summarizing
FINAL RESULTS	Persons have acquired information they did not possess	Persons can do job they were unable to do, or can use knowledge they did not have before	Group has acquired new information and maybe attitudes as a result of the interchange of ideas and pooling of experiences
KEY POINTS	Especially useful for large groups, when speaker has special or technical information and group has basic information only. Charts, pictures, and other visual aids are especially helpful here	This meeting is more successful if the group is held to less than thirty participants. Time must be allowed for persons to try out and practice skill or technique	Conference groups may range from 6-20 members. Conferees should have knowledge and experience which will contribute to the topic. Ideas are recorded and analyzed objectively by the group
ADVANTAGES	A large amount of first-hand and identical information can be given to a large group quickly and simultaneously. It may be less expensive	Has dramatic appeal, holds interest, best method of teaching a skill. Informal, has personal touch, gains acceptance	Solves problems. Develops teamwork and support. Recognizes and develops individual. Utilizes best thinking of people. Is democratic. Changes attitudes
DISADVANTAGES	May be impersonal, too formal, and not allow all people to get their questions answered	Limited to small groups. May take more time	Requires trained leader. Not all problems can be solved. Limited to small groups (6-20). May be slower over the short run

A MEETING CHECKLIST

1. OBJECTIVES: Why do you want to hold the meeting?

2. FOR WHOM OR WITH WHOM: Whom will you invite?

3. ALTERNATIVES: is this meeting really necessary now - or ever?

4. WHEN: To accomplish your objectives, when should the meeting meet?

5. PLACE: Where will your meeting needs be well served?
    Have you met there before?
    if not, are reactions available from those who have?

6. BUDGET: Is there a ceiling on what you may spend - or is it up to your good judgment?

7. RESPONSIBILITY: Who will be the number one meeting planner?

8. KNOWLEDGE OF THE GROUP: What do we know and what can we find out about those who will attend?
9. PROGRAM CONTENT: What ideas do we want to communicate?
    What do you want to see accomplished?

10. PROGRAM PARTICIPANTS: Who will do the best job of presenting program content?

11. METHODS OF PRESENTATION: Considering program content and talent available, what are the best
    means of communicating?
12. AUDIENCE PARTICIPATION: How best to get the audience into the act?

13. PHYSICAL ARRANGEMENTS: Have you established early and good communication with the host?
    What physical arrangements are best for the meeting? Have you put important details in writing and carefully reviewed with the person in authority?
14. TIME SCHEDULE: Are you realistic about what you hope to see accomplished in the time allotted?
15. COMMUNICATION WITH PERFORMERS: Have you told them just what you want them to do?
    Do they read you clearly?

16. COMMUNICATION WITH ATTENDEES: Do they know why they are coming?
    Do they arrive with the information they need for meaningful participation?
17. REPORTING OR PUBLICITY: Do you want publicity?

    Do you want a permanent record of the proceedings?

18. MEETING MATERIALS: What materials will help this to be a better meeting? How about exhibits?
19. STAFF ASSIGNIIENTS: Does everyone know what his meeting responsibilities are?

20. EXTRA-MEETING ACTIVITIES: What will they do in their spare time?

21. MURPHY'S LAW: What will you do if something goes wrong?

22. IMPLEMENTATION: What did the meeting begin that needs to be continued?
    What did the meeting decide that needs to be translated into action?

23. EVALUATION: How did you do?

RAISE II -- RECRUITMENT REVIEW

After the Personnel Assistants have created and posted their "Want Ads", it is sometimes helpful to duplicate the ads and give a set to each participant. After the ads have been evaluated using the Ad Evaluation Form, this makes a complete package for the participants to submit with their final project and for the Regional Director to use as a sample for future classes.
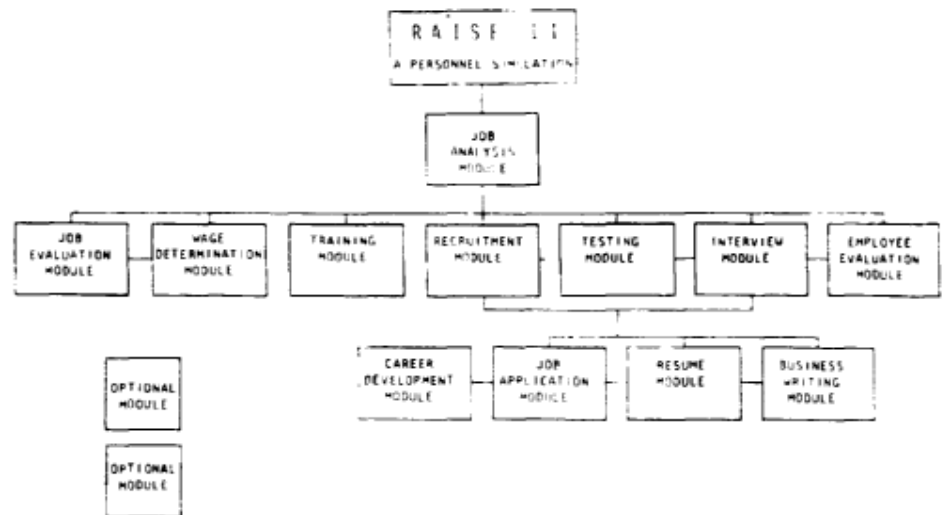
To make this presentation look professional, there are two blank "RECRUITMENT REVIEW" sheets which can be reproduced with the data and any other information to create a booklet of want ads.

This sheet may be reproduced without permission from the publisher of RAISE II and additional sheets are available to simulation adopters.

RAISE II

A
PERSONNEL
SIMULATION

JAMES W, SCHREIER

REACTIONS TO PERSONNEL SIMULATION: RAISE II

James W. Schreier
Mount College
Milwaukee, WISCONSIN

RAISE II, A Personnel Simulation, is a simulation designed for use in management, personnel, general business, and small business classes. It was developed from a series of lectures and assignments in personnel. From this unrelated series of short individual projects and assignments, and input from students and businessmen, the twelve different, yet related assignments were developed and assembled as RAISE II.

The Simulation

RAISE II, an acronym for Recruitment, Analysis, Interview, Selection, and Employee Evaluation, is a personnel simulation in which participants assume the role of Personnel Assistants for a company which specializes in the performance of personnel activities on a consulting basis. The manual explains that the founders of RAISE II have developed expertise in all areas of personnel , enabling them to accept contracts ranging from the performance of a large part of a company's personnel work, including job analysis, testing, recruitment, interviewing, selection, wage determination, training, and employee evaluation.

During the simulation, the participant also assumes the role of a Job Applicant, applying for one or more of the positions made available through the efforts of other Personnel Assistants employed by RAISE II. The Job Applicant may also be involved in the preparation of resumes, a career development process, and correspondence important to the application task.

The instructor using RAISE II takes an active role as the Regional Director of a RAISE II Office. The instructor begins the simulation by providing the specific project which the Personnel Assistants will undertake. Then, depending on the goals of a particular class, the instructor may remain active in the simulation by conducting progress or discussion sessions with the Personnel Assistants or take a more passive role by constructing the format of the simulation and allowing the participants to proceed on their own from that point.

Goals of RAISE II

RAISE II is a simulation which allows the participant to practically apply classroom and textbook material on management and personnel administration to a unified, realistic situation. Constructed in modular form within the overall framework of a Personnel Consulting Firm, RAISE II allows the instructor or training director to select the most relevant modules and use them in a variety of classroom situations and time periods.

The primary goal of RAISE II is to involve the participant in the application of personnel principles. Individual involvement has proven to be a worthwhile learning technique. RAISE II goes beyond the world of definitions, outlines, and examples. It gives the participant the framework to actually work out major aspects of a personnel program for a job with which the participant is actually familiar or one in which the participant has worked.

RAISE II also provides the participant with experience in preparation for and involvement in the job application process. This realistic experience gives the participant confidence in his or her own efforts to secure a satisfying career position.

Appropriate Courses

The flexibility of RAISE II makes it possible to use the simulation in a variety of classroom situations. In Personnel classes, RAISE II is appropriate for both introductory and advanced classes. In the introductory course, modules can be selected which introduce the fundamentals of personnel theory. For more advanced classes, more intense preparation of material can be required:
a more in-depth job analysis, a complete job evaluation system, a project involving actual evaluation of employees in the job the participant analyzed. Where a major in personnel or a series of personnel courses is offered, the RAISE II simulation could be used as an on-going project throughout the program. Materials could be prepared at both the introductory and advanced levels, in a variety of courses.

In management classes, the problems of staffing and development are usually included. For many students, this is the only contact with the principles of personnel. RAISE II provides a valuable supplement to this type of class. The modular construction allows the instructor to select the most relevant modules to be included.

In general business classes, RAISE II can be used to emphasize the personnel aspects of business. Because the simulation contains modules on career development and business writing, it would provide students with a practical experience related to many subjects usually included in introductory courses.

In small business courses, often attended by students who intend to start their own businesses, RAISE II provides an excellent framework for showing how personnel functions must be performed in firms of all sizes. The simulation provides an experience which shows the importance of these activities

In management training programs, RAISE II allows the instructors to put more emphasis on the practical application of personnel theory. Over a series of meetings, participants can be exposed to brief lectures on the various functions of personnel. Combining this material with the summaries provided in the simulation, the participants would be able to go out into their own job settings to prepare the work called for by the different modules. The participants and the company would directly benefit from the use of RAISE II in this environment.

Evaluation of RAISE II

The evaluation of RAISE II, A Personnel Simulation. is a difficult task, particularly for its author to undertake. objectively, one should construct a treatment group and a control group to assess whether or not the use of RAISE II produces a greater benefit in the teaching of personnel principles. The excitement which RAISE II creates, however, makes it difficult to set up such a group, depriving another group of using the simulation

Another form of evaluation, less objective but still producing valuable information, is the reactions of students to a simulation and the reviews which the simulation gets from other users, authors, and people who examine the material. RAISE II has been evaluated from all of these viewpoints. Each of them raises some critical questions for the continued use and development of RAISE II.

International Reaction

In June of 1975, RAISE II was introduced to an audience composed of educators and government assistance workers from over 40 countries. This introduction. at the International Symposium on Entrepreneurship and Enterprise Development. included the showing of projects which students had conducted during the last two semesters.

Their reaction was that RAISE II provided a perfect framework for the teaching of personnel skills to individuals who were considering starting their own business. This reaction, from individuals in countries where economic development is the future for the country as a whole, has resulted in two proposals to adopt RAISE II for their training programs.

Student Reaction

Student reactions to RAISE II have been, with no exceptions, excellent. In all of the different applications of RAISE II since its development a year ago. not a single student has criticized the structure or content of the simulation. Surprisingly, every group using RAISE II so far has asked at the end of the simulation why certain modules were not required. Given the option to do some of these modules, most students will complete them.

After the simulation is completed, participants are asked to critically evaluate the simulation, its content and the process of working it out. They are

asked to comment on its appropriateness, the content, its relevance to the course material, the learning derived from it, the enjoyment they may or may not have experienced, the reactions to the simulation from their employers, and any other comments or suggestions they may have for improvement. Many of these comments have generated internal changes in the simulation which have already been included or will be included in future printings. The following is a sample of comments received from this evaluation:

Reviews

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           RAISE II - PARTICIPANT EVALUATIONS


When I asked for information from the company I'm going to work for,
the personnel supervisor was delighted to hear I was involved in
such a project.  In fact, he was ready to volunteer more informa-
tion than what I expected.

RAISE II was an excellent simulation.

RAISE II is very helpful in understanding what a job entails.

RAISE II brings you into a hypothetical atmosphere where you can
develop your skills on the different modules.

RAISE II has revealed more about my job than my company has told
me.

The RAISE II project turned out to be a unique experience.

It combined the whole course into one assignment.

RAISE II is definitely a valuable tool, and the use of other hand-
outs and exercises in the class was also valuable, both made the
class a lot more interesting than if it were taught directly out
of the textbook.  Any exercise that gives the student a chance to
practically apply what he has learned or what he is learning is
excellent and that is what RAISE II did along with the other
exercises.

RAISE II taught me how a company puts together a package in jobs.
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The reviews of RAISE II provide some evaluation of this simulation and also raise some critical questions about the use of simulations constructed in this fashion.

Bernard Keys, Past President of the Association for Business Simulation and Experiential Learning and the author of his own simulation, commented that RAISE II is one of several simulations introduced at last year's ABSEL meeting, which will assist in closing the gap between the soft behavioral areas of business administration and the quantitative and financial areas.

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Dr. Laura Patterson of the Instructional Systems Center at East Texas State University has reviewed RAISE II with the following comments:

> "All the exercises and materials used in these eight modules (the first basic modules of the simulation) seem valid for the purpose given by the author. One wonders, however, whether the remaining modules should have been placed in a separate simulation. Three of them (9. Job Application; 10. Resume; and 11. Business Writing) repeat material covered in the conventional business communication courses. They might have truly great value to a senior whose program did not include such courses and might well be used by a college placement officer to help seniors prepare for life after graduation.

> In brief, all the materials offered seem to promise experiential learning to the student as promised Their use or the use of parallel experiential activities is strongly recommended to augment a single course in personnel techniques and procedures.

These reviews indicate that there are still critical questions to be asked about RAISE II, or any other simulation which focuses itself in this direction.

1. What about noncomputer-based simulations? Are they valuable?

    It appears that simulation and gaming in the business areas has taken a first step in a strong direction toward the quantitative and financially-based simulations which Bernard Keys refers to. At ABSEL in April , there was a strong argument between those who define simulation as necessarily computer-based and those who considered any experiential model to be a simulation.

    RAISE II is a simulation. Like many simulations constructed in this style, it was designed to be noncomputer-based, not because computer-based simulations have no value, but because the learning objectives of RAISE II could not be met a computer model. The process of preparing a want ad, conducting a job analysis, and interviewing job applicants is not something that can be effectively quantified for a computer.

    RAISE II was designed because of a perceived gap in simulations between the quantitative and the behavioral. Based on participant's reactions to the simulation so far, this goal has been achieved.

2. RAISE II contains material unrelated to personnel.

    If this criticism is true, and it does represent a valid criticism. then no simulation can be considered pure. There are elements of RAISE II which are not critical for its operation, nor are they found in any of the common books on personnel. Yet RAISE II offers the instructor using the model and the participants the opportunity to expand their activity beyond the basic requirements of a given course. Like the popular management concept of job enlargement and job enrichment, RAISE II gives the participant more responsibility

for the total effort, more ability to see the project through from start to finish.

While materials contained in RAISE II may not directly fit into a course in Personnel, the participants have been eager to work on these other areas. In different applications of the simulation, students have not had prior experience of writing an employee rejection letter, preparing a resume that will be professionally critiqued, or going through an interview with an interviewer and the interviewee. Even when they had a previous course in business writing or business communication, this represented their first opportunity to see a project through from start to finish in one relevant package.

3. Can RAISE II be developed in different settings?

    RAISE II was constructed in modular fashion to provide a maximum of flexibility for the user. After reading the participant's manual, the Instructor's Manual, and other materials provided to anyone adopting the book, there is little difficulty in constructing an application for a variety of programs.

    It has been used in a management and organization class where only four weeks were devoted to Personnel and participants completed only five of the twelve modules of RAISE II. It has also been used in courses in personnel where eleven of the twelve modules were directly used or strongly suggested as options.

    The simulation was also constructed so that individual users could adopt their own special interests to an application. In the Instructor's Manual, three optional modules were selected. In an application of RAISE II to be used at Marquette University in the Spring Semester, an Equal Opportunity Module is being constructed for a course which concentrates on the selection process in personnel. To the greatest extent possible, these different applications of RAISE II are monitored so that other users of the simulation can be notified of developments and improvements in the materials.

Conclusions

RAISE II is a simulation developed from the interests and suggestions of students who had experienced a simpler, less structured set of assignments. The evaluation of the simulation has, therefore, been based primarily on participants' reactions to the simulation.

While an attempt is being made to more objectively evaluate the simulation, this evaluation awaits time, input from other users of the simulation, and the willingness of individuals to offer constructive criticism concerning the materials. RAISE II was created from constructive criticism from students; it can be improved and developed the same way.