

Southport Realty: Planning for Self Reliance

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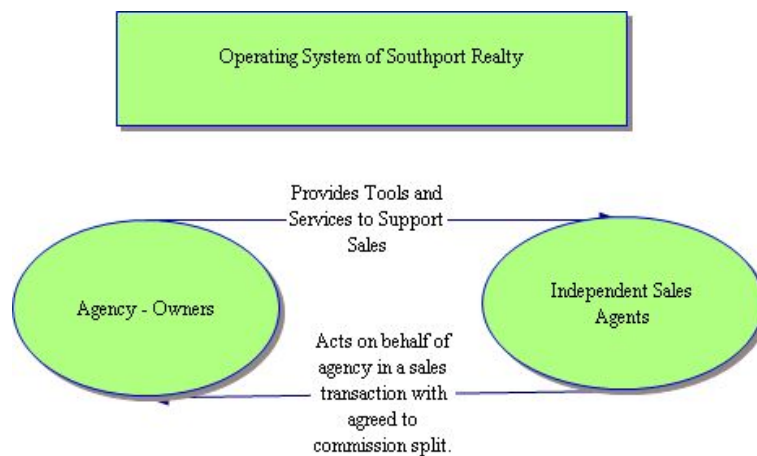
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Executive Summary

Southport Realty is medium sized real estate company, located in Southport, NC, which specializes in residential real estate and property management. There are three owners, twenty-three agents and three employees. Interviews with the owners indicate that they consider the agents to be their clients. Southport Realty provides their agents tools and support to attract clients and broker deals, in return the clients agree to a commission split with the company. As the necessary technology to be a successful real estate company has advanced so have the technical issues. Southport Realty currently devotes their entire technology budget to problems with existing technology therefore they have no money left in the budget for new technology.



Efficient and effective technologies are some of the most significant aspects of a successful real estate company. Companies that lack the tools and innovations often get left behind and therefore cannot perform as well as their competitors as a result profit suffers. Therefore staying on the forefront of technology trends is essential to the proper function of the system. Southport Realty needs to contribute a portion of their budget to new technology in order to stay on the cutting edge of the real estate business.

In order allocate funds for a new technology budget Southport Realty needs to reduce the amount of funds spent on problems with existing technology by fifty percent. The main cause of the performance problem was determined to be a lack of technical knowledge and skills in the employees and agents. This cause was used to develop ten possible solutions for the performance problem at Southport Realty. Out of these ten solutions a combination of three solutions are the recommended interventions. These solutions are, implementing a train-the-trainer professional development program, a community Wiki with job aids and revising the contract with the current technical support person. These solutions were selected by considering the objectives and resources of the system. Cost was considered the most significant variable in selecting a solution.

Problem Statement

Southport Realty is a for-profit company therefore the primary objective is to provide a high level of customer service in order to increase sales and profit. In order to stay on the forefront of technology and industry trends, Southport Realty expects all organization members (owners, employees and agents) in each unit to adopt / utilize technology tools. To support users in their utilization of technology tools Southport Realty was able to provided technical support to assist employees with their technology-related problems by hiring an expensive independent contractor. However, to save money the company would like to reduce such services to an *on-call basis*.

Data analysis indicated that 71% of employees, who responded to a survey, feel confident performing basic computer maintenance and troubleshooting minor problems. However, in order to eliminate the technical service, 100% of users should be able to perform such tasks without needing the current weekly technical assistance. Achieving this goal will contribute to the overall objective of spending less money on technical support. The owners currently spend \$1,000 a quarter as a flat rate for technical support. Optimally they would like to spend \$500 a quarter on technical support therefore there is a 50% discrepancy between the optimal and actual amount spent every quarter on technical support.

Proposed Solution & Rationale

A thorough front-end analysis was conducted of hardware, software, policies and procedures, human resources and facilities. Results of this data indicated a need for a technology plan and the funds to support it. Examination of the current technology budget showed nearly 100% of funds dedicated to technical support, generally maintenance practices. Surveys and interviews with all involved parties indicated a lack of training regarding general maintenance of technology, but indicated a strong degree of interest in learning. Final conclusion of this team, is the reduction of technical support is a good solution but carries with it some needed changes in current practices.

This organization should adopt a combination of strategies. As a front-end analysis indicated: very few individuals have had formal training on basic computer skills or specific software applications. This is a strong indication of lack of knowledge and skills. When combined with regular IT support, this perpetuated the lack of skills. Therefore the solution to the initial problem is the development of trainings focused on basic computer maintenance skills, rework of current IT support contract and replacement of key pieces of hardware.

Training - Introduction to Change

Four individuals will be selected/volunteer for a train-the-trainer program based on technical proficiency and their social roles within the organization. Individuals with a great degree of opinion and leadership are a vital part of successful implementation of this new method or innovation, individuals.

The train-the-trainer program will blend of formal training, job aids and a community wiki. The formal training, to be cost effective for the organization, should be done in one session, with follow-up support in the form of resources and as needed contact.

The session's curriculum should include:

1. Instruction on setting up a Windows OS (XP & 7), Norton Anti-Virus 2010, MS Office (2003, & 2007) and Internet Explorer 8 to automatically update.
2. Back-up methods for Windows OS (XP & 7) and Second Copy.
3. Tutorial on the newly created Community Wiki.
4. Resources for further learning and problem solving as well as basic maintenance tasks.
5. Training strategies

The hands-on training will be instructor lead, but participant driven. This is defined, as a predesigned curriculum that offers flexibility in pacing and is entirely dependent on the participants' abilities, knowledge and attitude.

Replacement of Vital Hardware

In order for the training to be successful a shared drive will need to purchased and put into play as a stable backup for

organization owned computers. The final piece of this solution is to rework the contract with the current IT support. Given that this is very big change for the organization and a certain level of learning and confidence needs to be reached, it would not be wise to quickly eliminate all regular support. Rather a gradual reduction should be in place.

Products

The following products will be completed for the workshop:

1. Instructor Package
2. Students Guide
3. Video Clips
4. Job Aids
5. SOP
6. Materials for Assessment
7. Awareness Materials
8. Evaluation Materials

Instructor Package

A. Organization of the Product

The instructor hosting the Southport Realty technology workshop will be presented with an instructor package prior to instruction. The instructor package will be organized into three sections consisting of the front-end materials, presentation guide and reference materials.

B. Front-End Material

1. Table of Contents
 - Includes page numbers & titles for each section & appendixes to help the instructor navigate the guide
2. "How to Use this Guide"
 - Located directly after table of contents
 - Suggests ways to use the guide effectively & efficiently
3. Content & Instructional Procedures
 - Order of topics & subtopics
 - Suggested amount of time to spend on each topic & subtopic
 - Teaching methods & how to properly perform them
 - Key points to emphasize
 - Situational questions / answers
 - Common mistakes
 - Discussion questions / answers
4. Logistics

The training sessions will take place in the conference room at Southport Realty's second office in Southport. The conference room has a large table with enough room to comfortably sit the four attendees and the instructor. The large T.V. in the conference room is connected to a computer and has a wireless mouse & keyboard for the PowerPoint presentations. Power is easily accessible. Given, the learners are extremely busy there will only be one, three hour, training session.
5. Resources
 - Instructor Guide
 - Student Guide
 - Student Laptops
 - Computer
 - T.V.
 - Wireless Mouse
 - PowerPoint Presentation
 - Job Aids
 - Video Clips
 - Lesson-by-Lesson Assessment Activities
6. Glossary
 - Optimally the instructor will be very familiar and comfortable with real estate and technology terms. Depending on how familiar the selected instructor is with technology there will be a glossary of technical terms that they will need to know in order to conduct the workshop

7. Bibliography

-A list of resources the instructor should review prior to conducting the workshop

C. Instructional / Training Methods

An instructor with real estate experience will conduct the course and technical knowledge therefore it is likely that the instructor will not have experience in teaching. The training methods section will provide tips on how to lecture and information on different teaching methods. This section will explain different methods of teaching and how / when to apply them.

D. Presentation Guide

1. The content will be divided into lessons and arranged chronologically. The lessons will be clustered into topics.

Example:

Topic: Computer Maintenance

Lesson 1: Clean & Remove Files

Assessment on Lesson 1

Lesson 2: Clean & Defrag Registry

Assessment on Lesson 2

Lesson 3: Scan for Adware, Spyware & Viruses

Assessment on Lesson 3

Lesson 4: Run Updates

Assessment on Lesson 4

Lesson 5: Where to find more information

Assessment on Lesson 5

2. Each lesson will include
 - Objectives
 - Necessary Equipment
 - Practices & procedures to properly present the lesson
 - Suggested answers to discussion questions
 - Estimated duration
 - Assessment Activities & Guiding Feedback

E. Reference Section

1. A copy of the student guide
2. Copies of student handouts
3. Copies of readings on content
4. Reference Materials

Student Package**A. Organization of the Product**

Prior to attending the technology workshop, participants will receive the student package. This will provide a framework for self directed learning. The student package will be organized into two sections; the front-end materials & the lesson materials.

B. Front-End Material

1. Table of Contents
 - Includes page numbers & titles for each section to help the student navigate the guide
 - Includes page numbers & titles of all appendixes
2. "How to Use this Guide"
 - Located directly after table of contents
 - Explains color-coding
 - Suggests ways to use the guide effectively & efficiently
3. Overview of the Guide
 - Describes what the course is about
 - How / when there will be assessments
 - How the assessments will be graded
4. Lesson-by-Lesson Student Assessment Activities
5. A Glossary of necessary technical terms

C. Lesson Guide

1. Objectives of each lesson

2. List of materials students will need to complete each lesson
3. Pacing of session & break schedule
4. Step-by-step instructions on completing the activities included in the lesson
5. Questions for students to reflect on during the lesson

Instructional Materials

A. Instructor Materials

The instructor will use the computer that is hooked up to the T.V. in the workroom. They will receive PowerPoint slides, web addresses for YouTube videos and hard copies of job aids.

B. Student Materials

All students will bring their laptop computers to the workshop. Any computers not equipped with the proper software will provide good hands on activity and relevant learning. The student guide will provide all hands-on activities and hard copies job aids as needed.

Video Clips

The SME & ID will develop a list of relevant video clips from YouTube to assist in the instruction and then the selected team members (Appendix 4: Staffing Plan) will formatively evaluate the list. The web addresses and required equipment for the video clips will be included in the Instructor Package and Student Package. Electronic versions of web addresses will be included in the community Wiki.

Job Aids

Since employees do not encounter computer issues everyday and dealing with the problems usually takes a number of steps job aids will be available for reference. The job aids are for on the spot reference. Job aids will be uploaded and made available on the community Wiki so all agents and employees can access them. They combine vision aids and narrative to provide employees step-by-step instructions. Only the four members of the “technology team” will have the privileges to alter the documents.

SOP

A standard operating procedure will be developed and formatively evaluated by team members, see Appendix 4: Staffing Plan for specific duties. Everyone in the company will have a hard copy of the SOP. It will be printed by a professional printer, hole punched and put into binders. An electronic copy will be stored on the community Wiki where everyone can access it. The office manager will be responsible for updating the SOP and distributing the pages to all employees and agents after the owners have approved the changes.

Materials for Assessment

At the conclusion of each lesson the students will perform the task demonstrated in the lesson with accompanying hard copies of the job aids as resources. The instructor package will include a guide on how to complete the assessment, provide the students feedback, common mistakes and situational questions. The assessments will focus on users ability to solve simple technical problems and perform basic maintenance activities. The owners recognize the impossibility of participants to solve all technical problems, given the original problem is to reduce the need for IT support, but not eliminate it completely. See Appendix 9: Sample Assessment for an example of an assessment.

Informal assessments at the end of each lesson will decrease test anxiety for the adult learners. These informal assessments will also provide formative evaluation of the training. The instructor will observe the learners reactions to the assessments and then adjust the pace of instruction to the learners needs.

Awareness Activities

Awareness activities will include incentives and a short blurb about the goals of the training. A vital part of the awareness activities will be the incentives to address the benefits of participating. Participants who volunteer would benefit from elements of motivation and reward. For example, additional courses paid for by organization (not to be limited to technology) or a particular technology (software, hardware or on-line resource). This matches the organization’s goal of high level of education. Refer to Appendix: 4 Staffing Plan for team members assigned to awareness activities.

Our front-end analysis indicated that the Southport Realty agents and staff are aware of the high degree of relevance and already seek solutions to the technical problems. Therefore awareness activities will mainly serve to dispel any

scuttlebutt. Front-end analysis also indicated that communication is a major problem at Southport Realty so, awareness materials will be distributed through multiple forms of communication, hard copies, e-mail and announcements at company meetings.

Evaluation

Evaluation will occur multiple times throughout the project. Evaluation will first occur before the workshop. Potential users will formatively evaluate the rough draft of the instructional materials. This process will occur in two steps, one-on-one and small group evaluation. The selected team members from Southport Realty's staff and agents will review the material one-on-one with the Instructional Designer in an attempt to fix any major issues and determine whether the information is clear. After the materials are revised a small group evaluation will be conducted to make sure the changes corrected the issues.

Formative Evaluation will also take place during the workshop. After each lesson the students will participate in an assessment, completing the task demonstrated by the instructor. The instructor will walk round and provide the students will feedback and answers questions. The instructor will also monitor their success and make the according adjustments to the workshop and their teaching style.

Evaluation methods will be adapted through the Kirkpatrick Model (Clarke, 2010). After the workshop the participants will receive a survey via email to evaluate level one & two of Kirkpatrick's model. This will consist of a basic survey that includes general questions with multiple-choice answers as well as a few open-ended questions. The purpose of the open-ended questions will be to prompt their thinking about the training and how they want to improve this when they begin to train others. The instructional designer should follow up these questions with interviews is more clarity be warranted.

Project Description

Essential phases, task and subtasks were established and a flow chart (Appendix 1) was used to determine the sequence of events. Once the flow chart was finalized they tasks were entered into MS Project and the resources were distributed. The Gantt chart from MS Project can be found in Appendix 2. The following descriptions of phases are chronological, step-by-step narratives of the three major phases of the project and their subtasks. These descriptions justify why the tasks are essential to the proper implementation of the workshop. After each narrative the reader is referred to a chart in the Appendices that defines which staff members will work on the different phases and subtasks, when they will occur and a description.

In the project planning stage team members were picked to staff the project. Team members were selected by their skills, specialties and social status within the office. Appendix 3: Staffing, gives descriptions of each the positions and Appendix 4: Staffing Plan, illustrates their contributions to each task.

Phase 1: Plan for Self Reliance

Start Date: May 16th

End Date: May 26th

Steps in Flow Chart: Plan Project, Plan Content, Plan Objectives and Develop Assessment Items

Staff Involved:

1. Project Manager
2. Instructional Designer
3. Technical Support SME
4. Instructional Designer Asst.

The initial phase affords time to think deeply about the results of the Front End Analysis. At the onset, the project manager and the instructional designer will review all data from the front-end analysis, paying careful attention to interview data. It is here that many clues to success will be found. Content will be planned, keeping in mind the varying versions of software and operating systems, as provided by software inventory. While this may present some difficulty, the level of knowledge is not expected to be high and therefore basic understanding is the goal.

It should also be considered that participants select particular areas or versions of expertise to focus on. Once content has been identified and outlined, the IT support individual should be consulted, revisions made by ID. Following content approval, objectives will be written. It is here that an assistant Instructional Designer should be brought in. For one, it will increase the productivity as well as provide a fresh perspective. After objectives are set, assessment items can be prepared. Creative methods of providing assessment to the participants should be used, very few adults enjoy being 'tested' and even less when they are 'volunteering' for this. Therefore, assessment items should be created as a means of review and to encourage resourcefulness in learning. Refer to Appendix 5: Phase 1.

Phase 2: Follow the Plan

State Date: May 27th

End Date: June 27th

Steps in Flow Chart: Development of First Draft of Student and Instructor Materials which includes: Formative Evaluation of this, Revisions and Final Printing; Development of Resources, Awareness Materials; Location Preparation.

Staff Involved:

1. Project Manager
2. Instructional Designer
3. Technical Support SME
4. Instructional Designer Asst.
5. Agent
6. Owner
7. Staff/Employee
8. Graphic Designer
9. Printer

The project manager and lead instructional designer will work closely on every step. A graphic designer will be brought in to provide expertise in designing visually appealing materials. This section is the meat of the designing and developing the instructional packages. These packages are fundamental to the workshop because they will provide the instructors and students with the heart of the content.

Once the instructional packages are completed the selected team members (see Appendix) will formatively evaluate the first drafts. The formative evaluation for the first draft package is an essential aspect of this phase. The packages need to be reviewed by the users to ensure that are clear and concise. Once this is completed and materials are revised, a final printing of materials will occur. Professional printing will add to the level professionalism and increase 'buy-in' by all within firm.

While the instructional documents are being developed, incentives for participation need to be prepared and approved by owners. The incentives will provide the agents and staff an answer "what's in it for me". Again, a review of front end analysis interviews will provide clues for what would appeal to agents (refer to awareness activities in the Products section).

Once incentives are nailed down, the graphic designer will prepare awareness materials. This should not be extravagant, as this is a small firm and developing awareness were server to dispel gossip. As with most organizations, much speculation will be made about what participation will entail, therefore getting the details of training, expectations and incentives nailed down prior to awareness activities will be essential to head-off the anticipated speculation. The location of the workshop will be in the second office, where there is a quiet meeting room. Currently, this is furnished with a large table and ample lighting.

As a final component of the development phase, Evaluation Surveys and tools will be developed to evaluate the workshop. Evaluating the workshop is vital to the overall program because it will inform the project manager and instructional designer how successful their workshop was in achieving the objectives and overall goals. The evaluation will not only take place at the conclusion but also during the workshop. This way time will not be wasted on inefficient methods. Refer to Appendix 6: Phase 2.

Phase 3: Be Self-Reliant

State Date: June 28th

End Date: November 16th

Steps in Flow Chart: Select Participants, Conduct Workshop, Evaluate Workshop, Summative Evaluation, Final Report

Staff Involved:

1. Project Manager
2. Instructional Designer
3. Instructional Designer Asst.
4. Owner

The selection of participants is the first step in Phase 3. The ID will work ask for volunteers, consult the front-end analysis and work with the owner to determine the best possible participants. The front-end analysis indicated employees and agents have a strong interest in gaining more knowledge on technical issues. Therefore a ‘strike when the iron is hot’ plan of action will be implemented to increase success. Refer to Appendix 7: Phase 3

The instructional designers, also skilled in basic maintenance and troubleshooting, will conduct the initial training workshop; this will reduce the expense of hiring a trainer. As the workshop will be conducted in a semi-formal manner with a small group, the instructional designers will be able to formatively evaluate the training and make the needed changes.

The summative evaluation will combine much of what was learned from the formative evaluation with a careful analysis if current practices within the firm. The summative evaluation will measure the degree to which the major outcomes were achieved in the workshop. The project manager and instructional designer will use observations and interviews to determine what the impact of the workshop has had on the firm as a whole.

Questions for Summative Evaluation

Are computers regularly updated? Backed-Up? Are employees, owners and agents using best practices regarding technology?
Are other agents & employees receiving the training as intended?
Are participants employing the trouble shooting strategies taught in training?
Do all agents, employees and owner complete the checklist before calling for expensive technical support?
What funds are available within the technology budget for new purchases?

Appendices

Appendix 1: Flow Chart

Appendix 2: Gantt Chart

Appendix 3: Staffing

Title	Description of Position
Project Manager	<ul style="list-style-type: none"> • Full Time Position • External Consultant with experience in Project Management and an understanding of Real Estate • Responsible for the organization of the overall project as well as planning & reviewing a large portion of tasks
Instructional Designer & An Assistant Instructional Designer (Graduate Student doing an Internship)	<ul style="list-style-type: none"> • Full Time Positions • External Consultants with experience in designing & developing Instructional Materials & Evaluations • Responsible for planning, doing & reviewing a number of tasks
Technical Support SME	<ul style="list-style-type: none"> • Part Time Position • External Consultant with experience in real estate technical support • Responsible mainly for planning & checking content related tasks
Southport Realty Owner	<ul style="list-style-type: none"> • Part Time • Internal Consultant • Responsible for final approval of incentives, awareness activities & selecting participants
Southport Realty Agent	<ul style="list-style-type: none"> • Part Time Position • Internal Consultant with experience in real estate brokerage • Responsible for checking several tasks
Southport Realty Office Staff	<ul style="list-style-type: none"> • Part Time Position • Internal Consultant with experience in real estate office management • Responsible for checking several tasks
Graphic Designer	<ul style="list-style-type: none"> • Short Term Contract • External Consultant with experience in graphic design related to SOPs, Job Aids & Instruction • Responsible for planning & doing first draft instructional materials
Printer	<ul style="list-style-type: none"> • Services Provider • External Consultant • Responsible for printing materials

	Do								X
	Check	X	X						X
Conduct Workshop	Plan	X	X						
	Do		X						
	Check		X	X					
Formative Evaluation	Plan	X	X						
	Do		X						
	Check	X	X						
Summative Evaluation • Evaluate Transfer of Skills • Evaluate Trainees Survey	Plan	X	X						
	Do	X	X						
	Check	X	X						
Write Report	Plan	X	X						
	Do	X	X						
	Check	X	X						

Appendix 5: Phase 1 Plan for Self Reliance 5/16 – 5/26

TASK	DATES	TEAM MEMBERS	DESCRIPTION
. Start Project	5/16– 5/16	<ul style="list-style-type: none"> • Project Manager • Instructional Designer 	<ul style="list-style-type: none"> • Front End Analysis
. Project Planning	5/17 – 5/18	<ul style="list-style-type: none"> • Project Manager • Instructional Designer 	<ul style="list-style-type: none"> • Determine project goals & missions • Select team members & divide responsibilities • Choose meeting dates & times • Specify budget & time constraints • Identify necessary resources
. Plan Content	5/19– 5/23	<ul style="list-style-type: none"> • Project Manager • Instructional Designer • SME (Technical Support) 	<ul style="list-style-type: none"> • Instructional designer will work with SME to determine appropriate content • Sequence of topics & subtopics • Required prerequisites
. Prepare Objectives	5/24 – 5/25	<ul style="list-style-type: none"> • Project Manager • Instructional Designer • SME (Technical Support) 	<ul style="list-style-type: none"> • Identify related clusters of subtopics • Develop objectives for each cluster of subtopics • Use the objectives to develop lessons
. Develop Assessment Activities	5/26 – 5/26	<ul style="list-style-type: none"> • Instructional Designer • SME (Technical Support) 	<ul style="list-style-type: none"> • Design assessments for each lesson

Appendix 6: Phase 2 Follow the Plan 5/27 – 6/27

TASK	DATES	TEAM MEMBERS	DESCRIPTION
5. Develop 1st Draft of Instructional Materials		<ul style="list-style-type: none"> Project Manager Instructional Designer SME Southport Realty Agent Southport Realty Staff Graphic Designer 	<p>Develop Instruction & Student Materials</p> <ul style="list-style-type: none"> Design & develop first draft of essential elements for each package Developing general formats for the lesson plans Graphic designer works with ID, SME and Southport Agents and staff to use the objectives to develop visual elements for packages Develop Documents Prepare Charts & Graphics Develop SOPs Prepare List of videos from internet resources Power Points for Instruction Outlines Develop Job Aids <p>Set Up Wiki</p> <ul style="list-style-type: none"> Design & develop wiki where employees & agents can trade ideas & solutions
7. Formative Evaluation	•	<ul style="list-style-type: none"> Project Manager Instructional Designer Southport Realty Staff Southport Realty Agent SME 	<ul style="list-style-type: none"> One on One Evaluation Small Group Evaluation Determine if... <ul style="list-style-type: none"> The Instructional Design works The components work The program fits the delivery system The delivery system uses the program correctly
3. Revise Materials & Complete	•	<ul style="list-style-type: none"> Project Manager Instructional Designer / Assistant Graphic Designer 	<ul style="list-style-type: none"> Make the revises from the formative evaluation Finalize materials
Print Materials	•	<ul style="list-style-type: none"> Project Manager Printer 	<ul style="list-style-type: none"> Instructional Designer & Project Manager check of the materials & send them to the printer
Complete List of Incentives	•	<ul style="list-style-type: none"> Project Manager Instructional Designer / Assistant Owners 	<ul style="list-style-type: none"> Prepare list of incentives Get approval from owners

Appendix 7: Phase 3 Be Self Reliant

TASK	DATES	TEAM MEMBERS	DESCRIPTION
Select Participates for Training		<ul style="list-style-type: none"> Owner Project Manager 	<ul style="list-style-type: none"> Select / Take volunteers for 4 positions are participates for training
Conduct Workshop		<ul style="list-style-type: none"> Instructional Designer 	<ul style="list-style-type: none">
Formative Evaluation of Workshop		<ul style="list-style-type: none"> Project Manager Instructional Designer 	<ul style="list-style-type: none"> Were the goals of the instruction achieved? Provide information to improve the workshop
Summative Evaluation		<ul style="list-style-type: none"> Project Manager Instructional Designer Owner 	<ul style="list-style-type: none"> Evaluate Transfer of skills Evaluate Trainee's survey Evaluate bills from technical support
Write Report		<ul style="list-style-type: none"> Project Manager Instructional Designer 	<ul style="list-style-type: none"> Use data to develop report

Appendix 8: Budget

Position	Hourly Wage	Recommended Hours	Total Pay
Project Manager	\$18.00	40	\$720
Instructional Designer & An Assistant Instructional Designer (Graduate Student doing an Internship)	ID – \$14.00 Assistant – Free!	60	\$850
Technical Support SME	\$65.00	7	\$455
Southport Realty Owner	n/a	4	n/a
Southport Realty Agent	\$12.00	6	\$74
Southport Realty Office Staff	\$12.00	6	\$74
Graphic Designer	\$20.00	4	\$80
Printer	\$10.00	4	\$40
TOTAL			\$2,300

Products

Product	Cost
Instructor Guide • In office printing	\$5
Student Guide • In office printing	\$5
Instructional Materials • In office printing	\$10
Job Aids • In office printing	\$20
SOP • Professional printing	\$400
Awareness • Incentives • In office printing of hard copies	\$200
Assessment	Included in Instructor / Student Guides
Evaluation	n/a
Total	\$640

TOTAL APPROX COSTS: \$3,000