

Student Team Projects: A Capability Statement of Student Work

My teaching philosophy and instructional approach has produced training and other performance improvement solutions with a broad reach in and beyond Boise State. A list depicting 30+ projects in the settings where IPT practitioners work (business, government, military, and nonprofit settings) appears below.

#	Semester	Client	Need	Solution	Class
1.	FA 2016	Northwest Lineman College	<p>Training Specialists to do is provide effective feedback during formal student evaluations that:</p> <ul style="list-style-type: none"> Assesses cumulative performance level. Completes assessment performance rubrics in a timely manner. Conducts the face-to-face formal evaluation, using the completed performance rubric effectively. 	<p>The ID team designed instructor-led training for training specialists to practice assessing unacceptable student behavior performance. The ID team also created a worksheet for training specialists to determine that:</p> <ul style="list-style-type: none"> Student files contained the necessary data. They could make decisions on student behavior based on the existing data. Hold consultation conversation to assess undesirable behaviors. 	OPWL 537 Instructional Design
2.	FA 2016	Northwest Lineman College	<p>Admissions consultants (ACs) need to create brief but descriptive subject lines that summarize their interactions with potential students. Each subject lines must include at least five essential elements that will record the actions that have occurred.</p>	<p>The ID team created a job aid and designed instructor-led training for ACs to practice typing descriptive subject lines that includes all five essential elements, comprised of 80 characters or less, in this prescribed order: the action taken, purpose of the action, how contact was attempted, result of the attempt, and any follow-up action.</p>	OPWL 537 Instructional Design
3.	FA 2016	Valin	<p>Customer service representatives (CSRs) need to resolve common eCommerce problems for customers in ways that:</p> <ul style="list-style-type: none"> Reduce call duration by 15% from current baseline, which is based on the previous four months (June, 2016-Sep, 2016) in the ticketing system. Increase accuracy from current baseline. Meet the quarterly goal 7.5% of automating sales order entries and invoices on eCommerce. 	<p>The ID team designed eLearning “quasi-training” that allowed CSRs to practice using job aids until they became comfortable performing the following tasks:</p> <ul style="list-style-type: none"> Specify customers’ problem(s) Register customers Help customers check out Inform customers of product lead time Initiate RMAs Find product quotes Reset passwords Unlock customers 	OPWL 537 Instructional Design

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4.	SP 2016	Special Olympics Northern California	Coaches need to create and follow an effective practice plan for each practice that includes five key components: <ul style="list-style-type: none"> • Warm ups • Previously taught skills • New skills • Competition experience • Cool-down and feedback 	The ID team designed self-paced training using a “lower tech” eLearning approach comprised of include: embedded YouTube videos, textboxes for learner replies, hyperlinks to certain sections of a print-based workbook, job aids, and sports-specific resources. Coaches used these resources to build a practice plan.	OPWL 537 Instructional Design
5.	SP 2016	U.S. Coast Guard	Watch standers in Sector San Juan need to handle pier mooring lines as cutters dock safely, in ways that avoid: <ul style="list-style-type: none"> • Mishandling the line. • Improper attachment of the line to the pier. • Miscommunications. 	The ID team designed a combination of self-paced training, structured on-the-job training, and instructor-led training for watch standers to practice: <ul style="list-style-type: none"> • Receive the line. • Handle the line. • Affix the line. 	OPWL 537 Instructional Design
6.	SP 2106	An Elementary School in Idaho’s Treasure Valley	Teachers need to develop differentiated reading instruction for on-level and above-level readers that is 95 percent correct and appropriate to the diagnostic results of the students.	The ID team designed instructor-led training for teachers to practice: <ul style="list-style-type: none"> • Planning Journeys Reading Curriculum engagements that correspond to the individual reading skill groups. • Planning Journeys Reading Curriculum support that corresponds to the individual reading skill groups. • Identifying individual student homework activities that corresponds to the student reading skill level as well as remain within the prescribed time limitations. 	OPWL 537 Instructional Design
7.	SP 2016	A Florida Beach Resort	Managers and executives need to have Supportive Performance Conversations (SPCs) with their direct reports that occur at least once during each quarter, and that contribute to an average score on the 2016 Associate Opinion Survey equal to a 4.0 or above on the item “I have discussed my progress with someone at this property in the last six months.”	The ID team designed instructor-led training that used role play activities for managers and executives to practice: <ul style="list-style-type: none"> • Build positive working relationship. • Provide motivational feedback. • Provide developmental feedback. • Commit to SPC follow-up. The team also created a job aid that managers and executives used to facilitate these conversations.	OPWL 537 Instructional Design

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8.	FA 2015	P.F. Chang's	Wok cooks need to cook Mongolian Beef that is: 1. Prepared according to the recipe. 2. Cooked correctly, using proper techniques. 3. Finished within 2 minutes 10 seconds ± 10 seconds. 4. Plated by mounding in center of a freestyle plate. 5. Cooked without injury to Team Members or damage to equipment.	The ID team designed structured on-the-job training where wok cooks practiced all of the steps to complete this dish: 1. Oil velvet 2. Rinse the wok 3. Necklace Wok Oil 4. Bao Syang (quickly stir fry the aromatics) 5. Build Sauce 6. Stir-Fry 7. Finish	OPWL 537 Instructional Design
9.	FA 2015	Institute of Nuclear Power Operations (INPO)	Administrative services staff need to schedule a variety of activities for internal customers in a manner that is timely, accurate, and free of conflicts.	The ID team designed instructor-led training that used role play exercises for staff to: <ul style="list-style-type: none"> Collect relevant information pertaining to INPO-sponsored meeting Determine if the meeting request requires additional resources The team also created a Scheduler Meeting Data Collection job aid that staff used to complete these tasks.	OPWL 537 Instructional Design
10.	FA 2015	Seton Healthcare Family	Emergency department nurses need to spend more time on direct patient care by minimizing the amount of time they otherwise spend looking for and retrieving needed items in a storage room.	The ID team designed instructor-led training where nurses practiced using a 5S job aid to: <ul style="list-style-type: none"> Select red-tagged items to keep. Store kept items in a visible and agreed-upon location. 	OPWL 537 Instructional Design
11.	SP 2015	U.S. Coast Guard	Coast Guard personnel at field units in Alaska holding meetings with representatives from a federally recognized tribes or Alaska Native organizations need to communicate what the CG is doing in the region, ask for the tribal perspective, and respond to tribal questions and concerns.	The ID team designed instructor-led training that used role-play exercises to let teams of CG personnel practice soliciting the tribal perspective, questions, and concerns. The team also created a job aid that CG and tribal representatives would use to facilitate their meetings.	OPWL 537 Instructional Design

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12.	SP 2015	A university research lab	The lab director needs researchers to develop their MATLAB software (code) following methodology using test-driven development, by designing the Application Programming Interface (API) and writing unit tests that exercise and test the API in line with a new code coverage standard.	The ID team designed instructor-led training where researchers practiced writing a custom API for a given research question and analytical tasks. The team also created an API job aid and a glossary of data types with definitions and examples.	OPWL 537 Instructional Design
13.	SP 2015	G & B Environmental	To improve customer satisfaction and revenue while reducing rework, service technicians need to perform complete service on scheduled equipment based on the packing slip and discuss the services provided along with additional service that the client might need.	The ID team designed instructor-led training that used role play exercises to emulate the discussions that techs had to review the job with the client and any problems the tech identified with the equipment. The training also employed ride-alongs with the sales manager and follow-up meetings to identify and remove potential barriers to skill transfer.	OPWL 537 Instructional Design
14.	SP 2015	Idaho Humane Society	Volunteers need to walk and handle level 3 shelter dogs in ways that are <ul style="list-style-type: none"> • Safe for the animals, volunteers, staff, and public; • Supportive in reducing kennel stress and improving the mental state of the Level 3 dogs to reduce the euthanasia rate and increase the adoption/retention rate 	The ID team designed instructor-led training to teach volunteers to convert a plastic slip leash into a harness and walk the dog. The training also provided opportunities for volunteers to practice <ul style="list-style-type: none"> • Determining whether a dog was exhibiting aggression, rambunctious behavior, becoming hard to control or pulls excessively on the leash. • Perceiving potential safety threats to the dog, volunteers, and the public 	OPWL 537 Instructional Design
15.	FA 2014	JM Key Bank	Regional Training Contacts must coordinate training implementation to ensure course attendance and the provision of the appropriate training resources. Meeting these responsibilities requires these Contacts to hold crucial conversations with potential learners and their managers.	The ID team designed flipped training that included: <ul style="list-style-type: none"> • A planning form model for influencing others. • A planning worksheet for influencing others. • Self-paced eLearning video demonstrations. • Virtual instructor-led training using authentic practice exercises and assessment. 	OPWL 537 Instructional Design

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16.	FA 2014	AirBorn	Members of the wire prep team must strip wire to meet customer specifications and then use a microscope to inspect the wire for defects.	The ID team designed instructor-led training that included: <ul style="list-style-type: none"> • Step-by-step instructions depicting how to strip wire. • A job aid for inspecting stripped wire for defects. • Authentic demonstrations, practice exercises, and assessment. 	OPWL 537 Instructional Design
17.	FA 2014	U.S. Coast Guard--Great Lakes and Northeast Regions	When freeing vessels beset by ice, officers on Deck (OOD) must collaborate with bridge personnel to evaluate the situation, incorporating Operational Risk Management procedures prior to approaching the beset vessel.	The ID team designed a flipped training approach that included: <ul style="list-style-type: none"> • A planning form model for influencing others. • A planning worksheet for influencing others. • Self-paced workbook containing demonstrations and initial practice exercises. • Structured on-the-job training using authentic practice exercises and assessment occurring on the bridge. 	OPWL 537 Instructional Design
18.	FA 2014	Boise State University Student Recreation Center	Front desk staff must answer patron questions about Rec Center services within two contacts or less by using effective customer service practices and standards. Performing this task requires asking any clarifying questions, rewording the patron's question, using available resources to answer routine questions, and escalating non-routine questions to someone who can answer them.	The ID team designed instructor-led training that included: <ul style="list-style-type: none"> • A CARE (clarify, acknowledge, resolve, ensure) process diagram. • A job aid for answering routine patron questions. • Authentic role-play demonstrations, practice exercises, and assessment. 	OPWL 537 Instructional Design
19.	FA 2014	Alfa Laval	Field Service Engineers (FSEs) must troubleshoot and repair decanter centrifuges. Meeting these responsibilities requires FSEs to communicate to customers to alert them to the resources they'll require to troubleshoot equipment problems onsite and then to facilitate an on-site planning meeting.	The ID team designed instructor-led training that included: <ul style="list-style-type: none"> • A Customer Call Checklist. • A Troubleshooting Information Sheet. • An On-site Discussion Checklist. • Authentic role-play demonstrations, practice exercises, and assessment. 	OPWL 537 Instructional Design

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20.	FA 2014	North Shore- LIJ Health System (NSLIJ) Center for Learning and Innovation	Help desk agents must write trouble tickets that contain accurate, complete, and relevant information about the problems that callers experience using the organization's learning management system. Callers are not always forthcoming with this information. Writing such tickets will decrease average call time and decrease the number of inappropriately escalated tickets.	The ID team designed eLearning that included: <ul style="list-style-type: none"> • An overview of the trouble ticket process. • An online form for recording caller problem information. • A troubleshooting job aid. • Authentic role-play demonstrations, practice exercises, and assessment. 	OPWL 537 Instructional Design
21.	FA 2014	Lexmark International, Inc., Global Organizational Change Management	Global Sub-process Owners and Global Process Analysts must independently correct the 4 identified common errors in the use of Business Process Mapping Notation (BPMN): <ul style="list-style-type: none"> • Incomplete Business Process Maps • Incorrect BPMN Symbol Choice • Incomplete Business Process Map Labeling • Incomplete Start/End Events 	The ID team designed instructor-led training that included: <ul style="list-style-type: none"> • BPMN Common Errors Job Aid • Worked examples with callouts • Authentic demonstrations, practice exercises, and assessment. 	OPWL 537 Instructional Design
22.	SP 2014	Joanna Briggs Institute	The Joanna Briggs Institute (JBI) is a growing, dynamic international collaboration involving nurses, medical and allied health researchers, clinicians, academics and quality managers across 100+ countries in every continent. Authors writing medical protocols for the JBI must meet referencing standards to pass editorial reviews.	The ID team designed instructor-led training that included: <ul style="list-style-type: none"> • A job aid for selecting protocol choices. • A job aid for referencing protocol sources. • A process checklist for protocol writing. • Authentic demonstrations, practice exercises, and assessment. 	OPWL 537 Instructional Design
23.	SP 2014	Tutor Doctor	Tutors working with grade 6-12 students seek to improve students' metacognitive skills using the X-Skills Academic Gameplan to review checklists, prioritized tasks, and daily check-in calls. Tutors must facilitate challenging conversations when students do not meet their learning responsibilities.	The ID team designed instructor-led training that included authentic role-play demonstrations, practice exercises, and assessment.	OPWL 537 Instructional Design

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24.	SP 2014	Unites States Army Intelligence Center of Excellence (USAICoE) Noncommissioned Officer Academy (NCOA)	Instructors must write and submit Academic Evaluation Reports (AERs) detailing the performance of their students during a course. In addition to meeting stated policies and guidelines, these reports need to: <ul style="list-style-type: none"> • Accurately reflect students' daily performance, accomplishments and deficiencies. • Objectively reflect students' suitability for promotion and retention within the military. 	The ID team designed instructor-led training that included: <ul style="list-style-type: none"> • An AER job aid, including the AER review and approval process. • A decision matrix for writing AERs. • Authentic demonstrations, practice exercises, and assessment. 	OPWL 537 Instructional Design
25.	SP 2014	Answered Prayers	This privately run daycare facility serves parents with children between 1 to 10 years' old. Staff must develop weekly lesson plans for their students that addressed appropriate cognitive and psychomotor skills—as well as customer expectations.	The ID team designed instructor-led training that included: <ul style="list-style-type: none"> • An annotated lesson plan. • A decision table for determining daily learning activities • A decision table for specifying individual student assessments. • Authentic demonstrations, practice exercises, and assessment. 	OPWL 537 Instructional Design
26.	FA 2013	Peak Vista	This nonprofit health center provides premier medical, dental, and behavioral health services to low-income, underinsured, and uninsured people of all ages. Peak needed to decrease the number of need-stick incidents it experienced each year.	The ID team designed instructor-led training that included: <ul style="list-style-type: none"> • Signage describing how to avoid needle stick incidents. • Signage describing how parents can safely restrain their children during injections. • Authentic demonstrations, practice exercises, and assessment. 	OPWL 537 Instructional Design

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27.	FA 2013	Idaho Humane Society	Dogs in the kennel must go for walks 3 times a day. These dogs could be playful, nervous, fearful, or aggressive. The volunteers who walk these dogs must read a dog's body language before the walk to determine they should walk a given dog at that time. Volunteers must also monitor the dog's body language during the walk.	The ID team designed instructor-led training that included: <ul style="list-style-type: none"> • A quick reference guide that specified mouth, ear, eyes, and tail positions associated with different emotions (calm, happiness, excitement, submission, fear and aggression). • A visual reference guide that provided photos of different mouth, ear, eye, and tail "read" and recommended decisions for do not walk at this time, proceed cautiously, or walk. This guide also provided escalation guidance. • Authentic demonstrations, practice exercises, and assessment. 	OPWL 537 Instructional Design
28.	FA 2013	MillerCoors	Process Leaders (PLs) must facilitate effective, open, and constructive team meetings in ways that enabled production teams to increase their operational efficiency.	The ID team designed blended training that included: <ul style="list-style-type: none"> • A job aid describing how to plan a meeting and create a meeting agenda. • A meeting agenda template. • A decision table for addressing common problems that arise during meetings. • A self-paced training workbook for planning meetings and creating agendas. • Structured on-the-job training for facilitating meetings, including authentic practice exercises and assessment. 	OPWL 537 Instructional Design
29.	FA 2013	Avista Utilities	Customer Service Representatives (CSRs) must resolve billing dispute conflicts, sometimes with irate and verbally abusive customers. Resolving these conflicts requires CSRs to use specified techniques to avoid escalating calls.	The ID team designed instructor-led training that included: <ul style="list-style-type: none"> • A job aid describing how to resolve customer conflicts. • Authentic demonstrations, practice exercises, and assessment. 	OPWL 537 Instructional Design

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30.	FA 2013	PPL Corporation	Health Physics Technicians at a nuclear power plant must control radioactive contamination within the established contamination boundaries. This involves monitoring and correcting worker actions that can spread radioactive contamination to uncontrolled areas.	The ID team designed instructor-led training that included authentic demonstrations, practice exercises, and assessment.	OPWL 537 Instructional Design
31.	FA 2013	St. Luke's Health System	Employees must work independently to create their own annual individual development plans (IDPs)—with limited assistance from human resources personnel.	The ID team designed instructor-led training that included: <ul style="list-style-type: none"> • A job aid describing how write action plans that were attainable, realistic, measurable, and specific (ARMS). • A job aid for preparing for a review of their IDP and its ARMS with their supervisor. • Authentic demonstrations, practice exercises, and assessment. 	OPWL 537 Instructional Design
32.	FA 2013	Idaho Humane Society	Volunteers must properly handle and care for rabbits in IHS care. Rabbits are prey animals, and volunteers need to handle them carefully to avoid scaring the rabbits or harming them—or the volunteers themselves.	The ID team designed instructor-led training that included: <ul style="list-style-type: none"> • Job aids illustrating how to <ul style="list-style-type: none"> ○ Approach and pet a rabbit. ○ Pick up, hold, and set down a rabbit. ○ Groom a rabbit. • Authentic demonstrations, practice exercises, and assessment. 	OPWL 537 Instructional Design
33.	FA 2013	Horizon Software International	Sales representatives serving K-12 schools must diagnose K-12 food service inventory management problems so that the prospect recognizes the costs and risks associated with the status quo.	The ID team designed instructor-led training that included authentic demonstrations, practice exercises, and assessment.	OPWL 537 Instructional Design

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34.	SP 2013	U.S. Coast Guard Force Readiness Command – Training (FORCECOM(t))	Training Managers (TMs) routinely counsel Program Managers (PMs) to help them complete Request for Analyses (RFA) of performance opportunities or problems. TMs routinely guide PMs through the creation of the RFA form and its approval process. FORCECOM(t) needed to reduce the rework rate associated with these forms.	The ID team designed instructor-led training that included: <ul style="list-style-type: none"> • A decision tool that TMs could use to identify key terms to align RFAs with appropriate analytic techniques. • Authentic demonstrations, practice exercises, and performance assessment. 	IPT 537 Instructional Design
35.	SP 2013	Ūsful Glassworks	Production operators producing glassware for this nonprofit organization must meet quality control standards at each stage of the production process. Ūsful needed to improve performance of the following tasks: <ul style="list-style-type: none"> • Inspect the quality of glassware entering the lapidary and lathing stations. • Grind the glassware to specifications. • Ensure the quality of glassware leaving the lapidary and lathing stations. 	The team created structured on-the-job training for the lapidary and lathing stations. The training included: <ul style="list-style-type: none"> • Signage specifying quality standards at each station. • A handbook for each station that <ul style="list-style-type: none"> ○ Provided a glossary of terms. ○ Illustrated common mistakes. ○ Provided step-step grinding instructions and illustrations. • Authentic demonstrations, practice exercises, and performance assessment. 	IPT 537 Instructional Design
36.	SP 2013	Idaho Humane Society	Volunteers must match the right cat to the right people in the right setting. Guiding potential cat adopters in their cat selection would produce better outcomes for adopters, the cats, and the shelter, increasing the placement of cats into their “forever homes.”	The team created instructor-led training that included: <ul style="list-style-type: none"> • A Cat Adoption Matching Form that patrons could use to enter information about their living space, lifestyle, and cat preferences. Volunteers used the information on the form to recommend several appropriate cats. • A Patron Interview Guide that volunteers used to talk with potential adopters and select cats best suited to them. • Authentic role-play demonstrations, practice exercises, and performance assessment. 	IPT 537 Instructional Design

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37.	SP 2013	Boise State University's eCampus Center	Peer reviewers evaluate the online courses that other Boise State instructors have created to determine the extent to which they complies with quality standards. While peer reviewers typically offer constructive feedback regarding most of the quality standards, they often omit feedback regarding universal accessibility, an ADA requirement.	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • A form for determining the extent to which a given course met accessibility standards, including hot tips for finding supporting evidence and guidance for writing subsequent feedback. • Questions for framing constructive feedback. • Authentic demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
38.	FA 2012	Electro Industries / GaugeTech	Meter technicians must: <ul style="list-style-type: none"> • Determine what data they need to log for their facilities and equipment. • Use custom software to set up trending logs that will record relevant data. • Download and review the logged data. 	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • Flowcharts depicting how to: <ul style="list-style-type: none"> ○ Set up scripts, devices, and commands. ○ Schedule data collection. ○ Locate the status of a current data collection script. • Step-by-step instructions depicting how to use the software. • Demonstrations, practice exercises, and self-evaluations. 	IPT 537 Instructional Design
39.	FA 2012	ProEdit	Account Specialists must qualify a sales lead during initial phone calls. Faulty qualification decreases sales efficiencies and increases costs without increasing revenues. Some Account Specialists require several phone calls to qualify a sales lead.	The ID team created instructor-led training that used the Budget, Authority, Need, Timeline (BANT) method to qualify potential leads. The training included: <ul style="list-style-type: none"> • Probing questions for BANT. • A form for collecting BANT information and determining lead qualification. • Role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design

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40.	FA 2012	U.S. Coast Guard Force Readiness Command – Training (FORCECOM(t))	Training Managers must use a software system to determine whether there are adequate funds in a Program Manager’s budget to pay for the training they request. Program Managers typically outrank Training Managers.	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • A job aid for determining the experience level and needs of the Program Manager. • A job aid for offsetting training requests. • Tips for reporting bad news to Program Managers. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
41.	FA 2012	St. Alphonsus Healthcare System	Registered Nurse Health Coaches (RNHCs) help save healthcare costs by keeping high-risk patients with chronic conditions from needing more costly care in a hospital or emergency room. RNHCs must apply a coaching model so that the diabetes patients in their care would create a personal action plan with at least one self-management goal.	The ID team created instructor-led training based on the 5 A’s model: assess, advise, assist, and arrange. The training included: <ul style="list-style-type: none"> • A job aid for writing SMART goals. • A coaching tool for providing self-management support (SMS). • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
42.	FA 2012	Medtronic Cardiac Disease Management Technical Services	Technical Consultants must provide accurate pacemaker implant information to nurses and physicians who call a hot line from operating rooms. These consultants must manage the call while troubleshooting the source of the problem.	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • Tip cards for managing calls. • Flowcharts depicting pacemaker troubleshooting procedures and fixes. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
43.	FA 2012	Easter Seals-Goodwill, Northern Rocky Mountain Inc.	Managers must write performance-centered job descriptions for their subordinates that contain: <ul style="list-style-type: none"> • Specific descriptions of job expectations. • Objective measurements. 	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • Instructions for specifying job duties. • A job description template. • A Job Description Quality Checklist. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design

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44.	FA 2012	Mad Wreckin' Dolls	This nonprofit organization provides an opportunity for women of all sizes, shapes, and skill levels, age 18 and up to learn and play flat-track roller derby. To reduce or avoid injury, skaters must safely execute full-body blocks.	The ID team created flipped training that included: <ul style="list-style-type: none"> • Signage depicting blocking goals. • A self-paced workbook containing demonstrations and practice exercises for determining when to block. • Instructor-led training containing authentic demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
45.	SP 2012	Pepin Distributing Company	Explosive growth in the company's beer portfolio requires Account Managers (AMs) to be organized, efficient, and prepared to discuss diverse offerings with their retailers. Given the expanding nature of these offerings, AMs must access accurate and succinct information about their craft beers to recommend appropriate craft beer products in conversations with retailers.	The ID team created the Beer Portfolio Management Tools, which resided on AMs' laptops. AMs used the presentation to explore relevant craft beer options with their retailers. Using this tool, they could make recommendations based on: <ul style="list-style-type: none"> • Establishment type. • Retailer craft beer preferences. • Beer types and subtypes. 	IPT 547 Advanced Instructional Design
46.	SP 2012	Buffalo Wild Wings	Unchanged fryer filters increase costs by lengthening usage time, thereby requiring more repair and maintenance. Accidents involving fry filter burns had increased worker compensation claims. Fry cooks must change fryer filters safely, efficiently, and per the specified maintenance schedule.	The ID team created workplace signage appearing on each fryer describing how to "Change the Filter...Like a Pro!" The laminated sign: <ul style="list-style-type: none"> • Specified when to clean the fryer filter. • Specified protective equipment and tools. • Provided step-by-step instructions with corresponding illustrations. • Called out safety cautions and hot tips for improving task performance. 	IPT 547 Advanced Instructional Design
47.	SP 2012	Victoria Seniors for Health (VSH)	Yoga can help Seniors increase and maintain physical mobility (flexibility, strength, and balance). Seniors in yoga classes should also practice their poses at home. While seniors could remember the general form of the poses, the absence of live instructor coaching made it difficult to remember and apply the correct alignment for each pose. Incorrect alignment decreases the benefits of home practice and can increase the risk of injury.	The ID team created: <ul style="list-style-type: none"> • A series of cards depicting various poses and their health benefits. • Audio files providing instructions for completing each pose, along with callouts for correct alignment. 	IPT 547 Advanced Instructional Design

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48.	SP 2012	Pima Community College	Student advisors for the Pharmacy Technology and Veterinary Technology Programs must provide information to potential and current students about all aspects of registering for classes, including course prerequisites. Providing complete and accurate advising information reduces student attrition.	The ID team created detailed instructions that advisors can use in student conferences to: <ul style="list-style-type: none"> • Review job roles, relevant personal characteristics, opportunities, and state-required certifications. • Explore alternative pathways to program completion. • Discuss course scheduling. • Review the application process. 	IPT 547 Advanced Instructional Design
49.	SP 2012	Canadian Forces Grievance Authority (CFGGA)	CFGGA wants commanding officers prevent and resolve personal grievances at their level without otherwise unnecessary and costly escalations. Managing and resolving these disputes would decrease the overall number of grievances and improve operational efficiency.	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • A process for resolving conflict. • A worksheet to determine the nature of the grievance. • A checklist to facilitate conflict resolution among the disputing parties. • Role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
50.	SP 2012	Canadian Forces Directorate of Cadets and Junior Canadian Rangers	Coaches who teach marksmanship courses must provide target analysis coaching, so cadets and junior rangers can improve their competitive target-shooting scores. Analysis of shot patterns on a target can indicate how to correct shooting errors in ways that will improve marksmanship scores.	The ID team created a self-paced training that included: <ul style="list-style-type: none"> • A job aid for diagnosing various dispersions in shot patterns, identifying errors in shooting technique, and providing corrective coaching. • Authentic demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
51.	SP 2012	Zayed University	Effective talent management depends on performance and development objectives. As meeting this goal requires line managers who write performance reviews of their subordinates to write goals that are specific, measurable, achievable, relevant, and time-bound (SMART).	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • Instructions for writing SMART goals. • Authentic demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design

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52.	SP 2012	Okland Construction	Project managers must identify and track financial risk using a newly developed Exposure Log spreadsheet. Risks that project managers must track through project completion include construction costs not originally included in the project estimate, material overruns, unforeseen construction conditions, damage to work in place, and subcontractor failure.	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • A risk process management overview. • A detailed risk identification and project management flowchart. • A decision checklist. • Authentic demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
53.	SP 2012	Cancer Connection	To reach fundraising goals, members of the executive board and volunteers must ask friends, colleagues, and other contacts for donations. "Doing the ask" involves: <ul style="list-style-type: none"> • Sharing stories about how and why they got involved with the organization. • Inventorying the potential donor's talents/contributions. • Sharing the organization's successes and future goals. • Offering potential donors the opportunity to build the organization through monetary or other contributions. 	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • A brainstorming worksheet for identifying potential donors setting up meetings with them. • Meeting agendas. • A donation request flowchart. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
54.	SP 2011	St. Alphonsus Regional Medical Center	The training group wanted to explore approaches for instructor and participant guides that would train employees how to use software write SMART goals and job competencies.	Two ID teams created: <ul style="list-style-type: none"> • A job aid describing how to write SMART goals. • A job aid describing how to write job competencies. • Prototypes for instructor-led training depicting alternative design concepts. 	IPT 547 Advanced Instructional Design
55.	SP 2011	College of Western Idaho, eLearning & Multimedia	The information technology group wanted to provide instructions describing how to use two different instructor consoles used in different CWI locations.	The ID team created a laminated instruction sheet describing how to use the console features to use different types of media (slides, video, etc.) that instructors could use during classroom lectures.	IPT 547 Advanced Instructional Design

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56.	FA 2010	Idaho Humane Society	Dog adoption assistants must help shelter visitors select the right dog for their lifestyle and setting from an appropriate dog breed group.	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • A questionnaire for matching setting, lifestyle, and expectations to appropriate dog breed groups. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
57.	FA 2010	Idaho AARP	Medicare benefits counselors must help clients select their plans from a range of those suitable to their needs.	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • Decision tables specifying how to select 3-6 client-appropriate plans from a larger list generated by the Medicare PlanFinder software. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
58.	FA 2010	Sustainable Futures	Employees must eat healthy on a minimum-wage budget. This involves planning meals, creating a weekly meal plan, and shopping for items on the meal plan.	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • A worksheet for determining a food budget. • A wallet-sized set of shopping tips. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
59.	SP 2010	North Texas Basset Hound Rescue (NTBHR)	Volunteers must make medical decisions about treating foster dogs. These decisions involve: <ul style="list-style-type: none"> • Obtaining medical information. • Creating a treatment plan with a veterinarian's office. • Scheduling follow-up appointments. 	The ID team created a self-paced training workbook that included: <ul style="list-style-type: none"> • A medical treatment guide providing instructions and specifying decisions to be made. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design

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60.	SP 2010	Pierce RV	Sales and service reps must help clients select trailer and fifth wheel hitches based on customer need and vehicle type. Reps must also discuss good/better/best options for the selected type of hitch with the customer.	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • A form for collecting relevant hitch information. • Flowchart signage helping customers and sales reps select the right type of hitch. • A brochure describing good/better/best options for each type of hitch configuration. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
61.	SP 2010	U.S. Coast Guard Health Services Technician "A" School	Junior medical technicians must translate common parlance terms that patients use to describe their conditions into appropriate medical terminology suitable for a patient's formal record.	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • A glossary translating the terms patients commonly used into USCG-approved medical terminology suitable for computer entry and patient records. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
62.	SP 2010	RTI	Customer support reps must troubleshoot hardware and software issues about two different backup systems while communicating with callers.	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • Detailed instructions for troubleshooting common problems with each system. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design

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63.	FA 2009	National Interagency Fire Agency (NIFC)	Wildland firefighters must set up and operate a cantankerous 2-cycle pump used to put water from rivers and lakes on forest fires.	<p>The ID team created instructor-led training that included:</p> <ul style="list-style-type: none"> • Audio files demonstrating what a properly functioning pump should sound like. • Detailed laminated instructions for inclusion with the pump kits. • Authentic role-play demonstrations, practice exercises, and assessment. <p>This work was featured in: http://news.boisestate.edu/update/2009/12/24/building-skills-while-solving-real-world-performance-problems</p>	IPT 537 Instructional Design
64.	FA 2009	Boise State University-- Service Learning	Service learning ambassadors must recruit students in on-campus courses to participate in service learning projects. These service-learning components may be optional or required.	<p>The ID team created instructor-led training that included:</p> <ul style="list-style-type: none"> • Instructions describing how to prepare to recruit students in courses. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
65.	FA 2009	College of Western Idaho-- Electrical Technician's Program	Electronics technicians must conduct OSHA-compliant lockdown and tagout procedures on potentially hazardous electrical equipment.	<p>The ID team created instructor-led training that included:</p> <ul style="list-style-type: none"> • Wallet cards depicting the lockdown/tagout process • Detailed instructions specifying how to apply the OSHA procedure to a brake press • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design

#	Semester	Client	Need	Solution	Class
66.	FA 2009	Idaho Humane Society	Volunteers must walk shelter dogs in ways that meet IHS standards and regulations.	<p>The ID team created instructor-led training that included:</p> <ul style="list-style-type: none"> • Signage informing volunteers of dog-walking processes and standards. • Authentic role-play demonstrations, practice exercises, and assessment. <p>This work was featured in: http://news.boisestate.edu/update/2009/12/24/building-skills-while-solving-real-world-performance-problems/</p>	IPT 537 Instructional Design
67.	SP 2009	Raymond Corporation	Technicians must respond to error codes and alarms that fleet vehicles generate during their regular operation.	<p>The ID team created:</p> <ul style="list-style-type: none"> • Simplified instructions that reduced pages of technical information to 2 laminated pages. • A proof-of-concept prototype depicting components of an automated alarm system. 	IPT 563 Job Aids & Performance Support
68.	SP 2009	BSU COEN IPT	Document the exemplar performance of the IPT's management assistant on mission-critical tasks so that others can perform them if needed.	<p>The ID team created:</p> <ul style="list-style-type: none"> • A binder of collected job aids describing how to perform 3 key tasks. • A proof-of-concept prototype depicting components of a software system that would automate portions of these tasks. 	IPT 563 Job Aids & Performance Support
69.	SP 2009	Idaho Secretary of State	Provide guidance for polling booth volunteers on election days who set up the AutoMark—a hardware/software system that the differently abled used to mark their ballots.	<p>The ID team created:</p> <ul style="list-style-type: none"> • Step-by-step instructions describing how to set up the AutoMark. • Proof-of-concept prototypes depicting: <ul style="list-style-type: none"> ○ Laminated instructions for the outside of the AutoMark packing box. ○ Components of a more user-friendly software interface. 	IPT 563 Job Aids & Performance Support
70.	FA 2008	Boise State University—Construction Management Department	Construction management students must calculate material estimates for bids. The instructor wants a way to avoid teaching such remedial concepts in in the classroom.	<p>The ID team created a self-paced instructional workbook that included:</p> <ul style="list-style-type: none"> • Job aids for calculating material estimates. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design

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71.	FA 2008	Boise State University— Instructional and Performance Technology Department	Students must specify, collect, and analyze research data. The instructor wants to minimize classroom time otherwise spent on this topic.	The ID team created a self-paced instructional workbook that included: <ul style="list-style-type: none"> • Job aids collecting and analyzing data. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
72.	FA 2008	Idaho Secretary of State	Chief judges who supervise polling stations on election day must layout the station and schedule volunteers to fill key positions in ways that meet State and Federal election requirements.	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • A job aid describing how to configure a polling station. • A staffing job aid. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
73.	FA 2008	Idaho Region IV Adult and Children’s Behavioral Health	Designated Examiners must determine whether clients in jail are gravely disabled. They must make and document concise, accurate, and defensible determinations about clients who may be remanded to the State’s health care system or remain within the criminal justice system.	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • A job aid for determining whether a client is gravely disabled. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
74.	SP 2008	US Coast Guard	Cadets at the Coast Guard Academy must write goals for their individual development plans that are specific, measurable, actionable, realistic, and timely (SMART).	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • A job aid describing how to write SMART goals. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
75.	SP 2008	Fredericksburg Family Support Group for Autism	Parents of autistic children must write specific, measurable, actionable, realistic, and timely (SMART) goals for their children’s individualized education plans (IEPs).	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • A job aid for writing SMART goals. • An IEP template. • Instructions for writing an IEP. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design

#	Semester	Client	Need	Solution	Class
76.	SP 2008	Boise State University— Instructional and Performance Technology Department	Document how the IPT department’s system administrator performs mission-critical software tasks using Lotus Notes so that others can perform them if needed.	A binder of collected job aids describing how to perform 3 key tasks. A proof-of-concept prototype depicting components of a software system that would automate portions of these tasks.	IPT 563 Job Aids & Performance Support
77.	SP 2008	Boise State University— Instructional and Performance Technology Department	Document how the IPT department’s management assistant performs mission-critical tasks so that others can perform them if needed.	A binder of collected job aids describing how to perform 4 key tasks. A proof-of-concept prototype depicting components of a software system that would automate portions of these tasks.	IPT 563 Job Aids & Performance Support
78.	FA 2007	Lorman Education Services	Department leaders must identify gaps between actual and desired performance that are worth closing. Troubleshoot the root causes of each gap worth closing.	The ID created instructor-led training that included: <ul style="list-style-type: none"> • Worksheet for specifying performance gaps and whether they are worth closing. • Worksheet for troubleshooting root causes of a performance gap. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
79.	FA 2007	Boise State University— International Programs Office	International learners must prepare job resumes and prepare for interviews.	The ID created instructor-led training that included: <ul style="list-style-type: none"> • Sample resumes and cover letters. • Resume checklist. • An appearance/behavior plan. • Interview checklist • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
80.	FA 2007	Boise State University— Faculty/Staff Blackboard Training	Faculty using Blackboard must post syllabi, announcements, staff profiles.	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • Step-by-step instructions for entering information. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design

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81.	FA 2007	Boise State University— College of Business and Economics	Strategic Peer Advising Workshop for Graduate Assistants.	The ID created instructor-led training that included: <ul style="list-style-type: none"> • Advising tips • Instructions for entering advising information into a proprietary database. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
82.	FA 2007	Boise State University— Financial Aid and Scholarship Office	Financial aid personnel must use NOLIJ software to manage students' electronic documents.	The ID created instructor-led training that included: <ul style="list-style-type: none"> • A system diagrams • Instructions describing how to: <ul style="list-style-type: none"> ○ Retrieve student electronic folders. ○ Route student electronic documents. ○ Rename student electronic documents. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
83.	FA 2007	Ronnie Scott	Senior patrons must complete strength training for the prevention of osteoporosis.	The ID created instructor-led training that included: <ul style="list-style-type: none"> • Guides for exercising the upper body, abdominals, and lower body. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
84.	FA 2007	Boise State University— Seland College of Applied Technology	Electronics technicians must troubleshoot resistive series-parallel circuits.	The ID created instructor-led training that included: <ul style="list-style-type: none"> • Schematics. • Instructions for diagramming circuits using Multisim software. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design
85.	FA 2007	Wells Fargo Financial	Sales associates interacting with customers must increase mortgage sales during their customer calls.	The ID team created instructor-led training that included: <ul style="list-style-type: none"> • Instructions for determining a suitable mortgage loan. • Instructions for completing a mortgage loan application. • Authentic role-play demonstrations, practice exercises, and assessment. 	IPT 537 Instructional Design