

## **ATTACHMENT 1**

### **The Drawbridge Activity**

#### **Learning Objectives**

- Participants will be able to think critically about the role of individuals in situations where responsibility must be given
- Participants will be able to share and compare their opinions with those of their classmates

#### **Procedures**

- Distribute and explain handout.
- Have each student read handout and individually rank the characters.
- Divide students into small groups.
- As a group, have students rank the participants in the story.
- Have each group present and justify their ranking.

#### **Timeline**

- Distributing and explaining handout: 5 minutes
- Reading handout: 5 minutes
- Small group discussion: 20 minutes
- Presentations:
  - For class of 10 people: 10 minutes
  - For class of 20 people: 15 minutes

#### **Materials**

- “Drawbridge” handout
- Pens/pencils

#### **Instructions**

- Entire class for instruction
- Individual for reading
- Small group for discussion
- Entire class for presentations

\*\*Groups may be unable to reach a consensus. It is up to you as the instructor to decide if they must arrive at a consensus for this exercise.

\*\*The benefits of this discussion include *critical thinking skills, presentation skills, and interpersonal communication skills.*

### The Drawbridge

As Pat left for a visit to the outlying districts, the jealous Pat warned Chris: "Do not leave the castle while I am gone, or I will punish you severely when I return." But as the hours passed, the young Chris grew lonely, and despite the partner's warning Chris decided to visit a lover, who lived in the countryside nearby. The castle was situated on an island in a wide, fast-flowing river. A drawbridge linked the island to the mainland at the narrowest point in the river.

"Surely Pat will not return before dawn," Chris thought, and ordered the servants to lower the drawbridge and leave it down until Chris returned. After spending several pleasant hours with this lover, Chris returned to the drawbridge, only to find it blocked by a gatekeeper wildly waving a long, cruel knife. "Do not attempt to cross this bridge, Chris, or I will have to kill you," the gatekeeper cried. "Pat ordered me to do so." Afraid of being killed, Chris returned to this lover and asked for help. "Our relationship is only a romantic one," the lover said. "I will not help."

Chris then sought out a captain on the river, explained the plight to the captain, and asked for transportation across the river in the boat. "I will do it, but only if you can pay my fee of five marks." "But I have no money with me!" Chris protested. "That is too bad. No money, no ride," the captain said flatly. The fear was growing as Chris ran to the home of a friend and, after explaining this desperate situation, begged for enough money to pay the captain's fee.

"If you had not disobeyed your partner, this would not have happened," the friend said. "I will give you no money." With dawn approaching and Chris' last resource exhausted, Chris returned to the bridge in desperation, attempted to cross to the castle, and was slain by the gatekeeper.

Rank from 1 (most responsible for the death) to 6 (least responsible for the death):

Pat	___
Chris	___
Gatekeeper	___
Captain	___
Friend	___
Lover	___

As a group, rank from 1 (most responsible) to 6 (least responsible):

Pat	___
Chris	___
Gatekeeper	___
Captain	___
Friend	___
Lover	___

## ATTACHMENT 2 Bloom's Taxonomy\*

Benjamin Bloom created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies.

<b>Competence</b>	<b>Question Cues to Measure Competency</b>
<b>Knowledge</b>	List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
<b>Comprehension</b>	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
<b>Application</b>	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
<b>Analysis</b>	analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
<b>Synthesis</b>	combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
<b>Evaluation</b>	assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

\* Adapted from: Bloom, B.S. (Ed.) (1956) *Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain*. New York; Toronto: Longmans, Green.

*University of Victoria, British Columbia Learning Skills Center –  
<http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>*

## **ATTACHMENT 3**

### **Case Scenarios 1-10**

#### **1- Barking Again!**

Jose and Maria have just moved into their first home and have been waiting for this moment for quite a long time. After getting to know a few of the neighbors, Maria noticed a few of the people talking to her next-door neighbor Dan. Thinking nothing of it she went back to enjoying the block welcoming party.

For the next few nights, Jose and Maria discovered why the neighbors were talking to Dan. With two large barking dogs in his yard, Dan was disrupting all the other neighbors around him including Jose and Maria. After a few restless night's sleep, Jose looks over the fence to see exactly how many dogs were barking. Jose discovered the dogs were in horrible condition and not being cared for properly. Maria was approached by several neighbors who lived behind and around Dan's house to see if she would join them in approaching Dan about the dogs.

After listening to his neighbors' complaints, Dan still did nothing and the dogs were barking louder and tearing up the fence on Jose and Maria's yard. What should they do?

#### **2- You're Fired!**

Azalia had worked for the same company for almost ten years and was happy working there until the last 3. Transferring from one department to the next, she was disappointed with how she was being supervised by her manager. Still looking forward to a vacation, Azalia remained optimistic. Before leaving she was called into her new manager's office.

She couldn't believe they'd gone this far. Yeah they had disagreements on how to handle projects, but a written warning!?! Azalia's manager had told her over the last few weeks that she was satisfied with her performance through emails since she couldn't meet with her. How did this happen?

As Azalia read through the performance report, she found comments on her not being adequate and failing to meet deadlines. She couldn't believe her eyes. Thinking back on the last project, Azalia remembers updating her manager on not being able to complete the project because the company did not have the needed software. While waiting on answers to her questions, she assisted others in completing various aspects of the project. How did this happen and what can she do now?

#### **3- I'll lose everything!**

Mark got the kids ready for school and was late to work again. After his wife left him, he now had to take care of everything. Granted he was late every once in a while, but his performance never went down. He would always be a good worker.

Jan was staring at the clock when she noticed that Mark hadn't come in yet. At Dearborne, punctuality was imperative. Employees were expected to account for all of their time down to the minute everyday. Dearborne prided itself on the productivity of their workers regardless of circumstance, which was sometimes met with high turnover of employees.

This would be the third time Jan has talked with Mark about coming in late. She knew he had problems but since he never spoke of them to her, she figured it wasn't a problem. Jan's phone rang and it was her boss. She was getting orders to fire Mark. He was a good employee and she would hate to let him go, but rules are rules. It was either lose her job or fire him. As much as she hated to do it, she didn't feel like she had any other choice.

#### **4-Tough Call**

Chris brought donuts for everyone in the office and coffee for Sam his officemate. Sam was always hard at work, even when he didn't have to. Both were up for promotion, but since the economy was so good it looked like only one of them would get it this year.

All the supervisors rate their employees on performance, team- work, community service and professional development. Chris and Sam were equal in almost each of the categories, but did more

work with the other people on his team to help support them. Sam always got project completed early and was a hard worker. He helped others where he could but not at the risk of getting his own work done.

Always the social butterfly, Chris can be seen chatting with almost everyone on the team, but still accomplishes a great deal. Sam socializes with the team during community service projects. The company you work for prizes team-players, but is in desperate need of increasing productivity as well as profits. This position Sam and Chris are up for could have big impacts on that. As their supervisor, who gets promoted? How do you choose which person to promote?

### **5-On the Road Again!**

Emily is enjoying all the new responsibilities she learning for her manager position at the consulting company. She's hit some bumps in the road while supervising people but overall everyone has said it's been a good experience working for her. The next challenge has been delivered to her Inbox.

NYC Consulting is branching out into markets overseas and need more of their consultants to transfer to different countries to help accommodate the workload. As part of her new position, Emily may have to go. This will mean learning a new language, leaving friends and family as well as learning about all the customs of the new culture so as not to offend any clients.

After reading the message, Emily is shocked. Just got back from her honeymoon to find that she has to live in a foreign country. Will her husband go with her? What about their friends and elderly parents? Who will take care of them?

Emily and her husband must decide what to do now. Should they move?

### **6-Something Stinks!**

Linda has several interviews yet to finish before someone can be hired. However, there is one candidate that stands out from the rest. She's very excited about introducing this candidate to the rest of the team and other supervisors.

Once hired and settled into Linda's team, Guila has exceeded everyone's expectations. Linda's supervisors are quite pleased with her selection. Linda has noticed that some of the team is acting a little different since Guila arrived. Moving from another country can be rough, but Guila seemed to be doing fine.

After finishing a touch project, Linda takes her team out to lunch to celebrate. While everyone is eating conversation is light-hearted and fun. Guila excuses herself from the table and goes to the restroom. While she is gone, Linda hears some grumbings from her team about Guila. Finally, she pulls Pat off to the side and ask what's the problem. Pat tells Linda that they are offended by Guila because she smells. Pat also says that many of them can't work with her because of it leaving the remainder to carry their load that pertains to Guila. What should Linda do?

### **7-Caught!**

As a shift worker in a call center, you spend a great deal of time on the phone with customers. At times it is difficult to always be pleasant to everyone, considering most people call the center if they are having difficulty.

The company you work for praises those who have high statistics for number of calls taken, tickets (problems) resolved, errors made and customer service provided. Raises and promotions are given based on high scores in each of those areas. Recently, you've noticed that there are two or three people usually at the top.

After asking them how they are able to do it, so that you may improve your performance, you notice there's a woman logging one of the top people into their phone while she is not at her desk. As a rule of the company, whenever you take a break or leave your desk you always log out of your phone so calls are not sent to you. Mistakes like that will lower your stats and can get you fired. You've also

observed this same woman doing it multiple times. Do you do something about it? If so, what? If not, why?

### **8-And Still No One??**

You've accepted a position with a community organization run by the state of Texas. As head of this community organization, it is your responsibility to develop programs that meet the needs of the community. You have a wealth of experience in developing programs and performing needs assessments.

So far the programs that have been in place have been working fine, but attendance has been low. You decide to perform another needs assessment to find out what else can be done and why the community is not showing up. Your boss has been pressuring you about bringing more people to the programs or he will be forced to cut funding.

It's obvious that the community needs programming and you are providing the subjects that they request, but still little improvement in attendance. How can you get your audience to start showing up? What do you tell your boss?

### **9-Another Bites the Dust!**

Two companies have just merged. With any merger you are faced with some difficult decisions of who will stay and who will be laid off. As a part of this new company there is a need to establish a new image of a united company.

As the Director of Human Resources, your role is to assist the managers, president, and vice presidents as to who should be laid off. You have access to all HR files on employees, performance records, compensation information, and overall company performance. In addition, you've been told that you have to fire at least 10-15 percent of each department. How do you decide who gets laid off? What is the most appropriate way to inform them?

In addition to this task you've also been charged with helping to motivate the workers that are remaining with the company. Expect that morale will be low as these employees have been with the company for quite some time and no one has ever seen a lay-off like this. Not to mention that the workload everyone has will be increasing since there are not as many workers. What would you do to help motivate these workers?

### **10-Say what?**

Teachers have the biggest responsibility of educating our nation's young people. More and more everyday, they are expected to reach past teaching and help students adjust to changes at home, socialize, change bad behavior and a myriad of other things that affect what happens in the classroom.

As someone who has taught for at least 5 years, you find yourself teaching again and still questioning why you're doing it. How do you stay motivated when many of your fellow colleagues are beginning to leave due to the pressure the school district has placed on the teachers? Among the changes that are happening within your school district, you are also noticing a change in your classroom.

There are a number of students in your classroom that are not responding to homework assignments, lessons taught or extra assistance that provided to them to help them understand the material. The other teachers are finding the same thing. You suspect there may be a language deficiency but you are not sure and the money is not available to have them tested. What do you do?