

# The FLSA and You

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# Performance Based Objectives

- ❖ By the end of the lesson employees will be able to demonstrate proper time punching procedures with 100% accuracy when clocking in or out of work (Brown & Green, 2011).
- ❖ By the end of the lesson employees will be able to explain the proper steps for reporting time punch errors with 100% accuracy by completing a multiple choice assessment (Brown & Green, 2011).
- ❖ By the end of this course every employee will be able to explain their role in accurate time keeping to their supervisor with 100% accuracy (Brown & Green, 2011).
- ❖ By the end of the course every employee will be able to access the company's time keeping policies and know where to find contact information for the Human Resources Department (Brown & Green, 2011).

# Content

After watching a brief video the learner will then read material about the company's policies and the Fair Labor Standards Act that resolves the dilemma in the video. The learner will then answer one to two multiple choice questions on how to resolve the employee's dilemma with feedback for both correct and incorrect answers given. The lesson will be composed of five video/reading lessons of this nature before a final assessment that the learner must score 100% on is administered. The learner will be permitted to retake the assessment as often as necessary (Wlodkowski & Ginsberg, 2010).

# Instructional Strategies

Learners will complete the module online at their own pace. The module will start with a video depicting a scenario of a time punching issue that employees may face in their daily activities. All videos will have closed captioning available for learners who learn from reading. After the video the module will present key bullet points about the company's policy in a Power Point format that can also be listened to. Each scenario will be followed with multiple choice questions to test the learners understanding of how to handle the presented situations. Feedback will be provided for both correct and incorrect answers to coach the learner on the material. The module will consist of four video scenarios and fifth segment that will provide the learner with a demonstration on how to access the company's on line policies(Wlodkowski & Ginsberg, 2010).

# Formative Assessment

- ❖ Video scripts and review questions will be submitted to the Human Resource's subject matter expert before recording begins to verify accuracy of company policies (Brown & Green, 2011).
- ❖ After completion of the module Human Resource and training subject matter experts will review for accuracy and transferability of primary objectives (Brown & Green, 2011).
- ❖ A pilot of the module will be run with first level management to test for ease of navigation and understanding (Brown & Green, 2011).
- ❖ All learners will submit a survey based on a Likert scale with an option for comments at the end of the module for continued evaluation of relevance and ease of understanding (Brown & Green, 2011).

# References

- ❖ Brown, A., & Green, T. G. (2011). *The Essentials of Instructional Design* (2nd ed.). Boston, MA: Pearson.
- ❖ Wlodkowski, R. J., & Ginsberg, M. B. (2010). *Teaching intensive and accelerated courses* . San Francisco, CA: Jossey-Bass.