CENTRAL TEXAS COLLEGE
SYLLABUS FOR RELE 2488/2489
REAL ESTATE INTERNSHIPS I AND II

Semester Hours Credit: 4

INSTRUCTOR:
OFFICE HOURS:

I. COURSE DESCRIPTION

A. An experience external to the college for an advanced student in a specialized field involving a written agreement between the educational institution and a business or industry. Mentored and supervised by a workplace employee, the student achieves objectives that are developed and documented by the college and that are directly related to specific occupational outcomes. This may be a paid or unpaid experience. This course may be repeated if topics and learning outcomes vary.

B. The Real Estate Internship Program is an integral part of the real estate certificate program and is based upon your on-the-job training. These internship courses go beyond the ordinary classroom setting in that the majority of your training is given on location with your sponsoring organization. The seminar portion of each internship may feature guest speakers, case studies, discussions, and mini-lectures concerning current topics and problems in the industry. The textbook utilized will provide the student with information and activities needed to develop the basic skills of listing; selling and prospecting requiring to be successful in the field.

C. RELE 2488 and 2489, Real Estate Internships I and II, are both considered to be real estate related courses by the Texas Real Estate Commission because of the on-the-job nature of the courses. The courses are occupationally related and serve as preparation for a career as a licensed Real Estate professional.

D. Prerequisites: RELE 1406, RELE 1311, RELE 2301 plus permission of Dept. Chair. Note: RELE 2489 requires taking RELE 2488 first.

E. RELE 2488 fulfills the CAPSTONE Experience requirement for the real estate certificate program. RELE 2489 fulfills the CAPSTONE requirement for Business Management and Marketing and Sales Management degrees and Certificate programs, except entrepreneurship.

F. Alphanumeric coding used throughout this syllabus denotes integration of the Secretary=s Commission on Achieving Necessary Skills (SCANS) occupational competencies (CA, B, C1, 2, etc.) and foundation skills (FA, B, C1, 2, etc.) for this
course. The instructor will ensure the designated SCANS competencies and skills are addressed in the course. A detailed description of each competency/skill is contained in A SCANS Report for America 2000, Executive Summary, furnished separately.

II. LEARNING OUTCOMES

Upon successful completion of these courses, Real Estate Internships I and/or II, the student will be able to complete the following:

A. As outlined in the learning plan, the student will master the theory, concepts, and skills involving the tools, materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, and legal systems associated with the particular occupation and the business/industry;

B. Demonstrate ethical behavior, safety practices, interpersonal and teamwork skills, communicating in the applicable language of the occupation and the business or industry.

C. The instructor will ensure the following Secretary’s Commission on Achieving Necessary Skills (SCANS) foundation skills and competencies are addressed in the course: (NOTE: Parts of the syllabus applicable to a specific SCANS area are coded as shown below.) A detailed description of each skill/competency is contained in "A SCANS report for America 2000, Executive Summary", furnished separately.

1. Foundation Skills

   a. Basic Skills
      (1) Reading (FA1)
      (2) Writing (FA2)
      (3) Arithmetic/Mathematics (FA3)
      (4) Listening (FA4)
      (5) Speaking (FA5)

   b. Thinking Skills
      (1) Creative Thinking (FB1)
      (2) Decision Making (FB2)
      (3) Problem Solving (FB3)
      (4) Mind=s Eye Seeing (FB4)
      (5) How to Learn (FB5)
      (6) Reasoning (FB6)

   c. Personal Qualities
      (1) Responsibility (FC1)
      (2) Self-esteem (FC2)
(3) Sociability (FC3)
(4) Self-management (FC4)
(5) Integrity/honesty (FC5)

2. Competencies
   a. Resources
      (1) Time (CA1)
      (2) Money (Budget) (CA2)
      (3) Materials/Facilities (CA3)
      (4) Human Resources (CA4)
   b. Interpersonal Skills
      (1) Team work (CB1)
      (2) Teaches others (CB2)
      (3) Serves Customers (CB3)
      (4) Leadership (CB4)
      (5) Negotiates (CB5)
   c. Information
      (1) Acquires/uses (CC1)
      (2) Organizes/maintains (CC2)
      (3) Interprets/communicates (CC3)
      (4) Uses computers (CC4)
   d. Systems
      (1) Understand (CD1)
      (2) Monitors/Corrects (CD2)
      (3) Improves/Designs (CD3)
   e. Technology
      (1) Select Tools/Equipment (CE1)
      (2) Applies Technology (CE2)
      (3) Maintains/Troubleshoots (CE3)

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. Reading Assignment: Read text assignments prior to class and be prepared to discuss the text material, answering instructor questions orally with well-organized thoughts and ideas. (FA1 & 5, CC3)

B. Lab Requirements: Each student must be working in an approved training station@ an average of: (FB5)

1. Twenty hours per week during the 16-week semester.
2. Twenty-six hours per week during the 12-week semester.

Students will include training in:

1. Automated computer skills on systems typically used in their training station environment. (CC4)
2. Working with customers and clients within framework of real estate laws, rules and regulations. (FB6, CB3, CB5)
3. Function within the office environment based in company policy procedures. (CA3)
4. Understanding market conditions, trends, and predictions utilizing statistics from various sources. (CD1, CD2)
5. Marketing techniques with an eye towards developing new or alternative marketing avenues and evaluating current marketing efforts with input to modify or enhance current systems. (CD3, CB4)

If this requirement is not met, the student will not be permitted to continue in the course. Should it become necessary to change training stations, or should you be terminated during the semester from your place of business, the instructor should be notified immediately. (FC1, FC3, FC4, FA1)

C. Learning Objectives Work Sheet: This work sheet is the basic planning document for the course. As such, its value is 20% of the total grade. The work sheet lists and explains the training objectives determined by the student and represent training objectives established for the semester. These objectives are desirable and applicable for the student=s progress in his/her profession. (CA1, CA2)

The student should take the list of proposed training objectives to his/her training supervisor. (The training supervisor is the broker, sales manager, owner, or whomever has agreed to supervise the training.) The supervisor should then edit the objectives for applicability, pertinency, and conformity with the company training parameters. (FB1)

Once the student and the supervisor are in agreement, the work sheet is submitted to the instructor-coordinator for validation and scoring. After the work sheet is validated, the training for the semester is considered to be in effect.

The training supervisor will make assignments, periodically review assignment progress and evaluate performance with the student, and discuss suggestions for improvement with the student. (CA4)

The Learning Objectives Work Sheet, typed in final form, should be
reproduced and distributed as follows:

1. One copy to the instructor-coordinator at the second class meeting/seminar.
2. One copy included in the Project Report that is due at the end of the semester.
3. One copy to the training supervisor.
4. One copy for the student=s records.

D. Seminars: Sixteen hours of classroom/seminar time will be scheduled during the semester--attendance is mandatory. Seminar topics will include student presentations of training plans and interim/final project reports; as well as other learning activities of interest to the class (such as case studies, topic discussions, and guest speakers). (FA4, FB2, CB2)

Students will be assigned to seminar teams to select topics, speakers, and presentation methods. (FB1, FC3, CB1)

The meeting schedule will be distributed on the first class day.

E. Project Report: Each student is required to submit a typewritten Project Report that contains the following information: (NOTE: FAILURE TO SUBMIT REQUIRED PAPERWORK WILL RESULT IN A GRADE REDUCTION OR FORCED WITHDRAWAL FROM THE COURSE.) (FC1, FC2, FA1, CC3, FA2)

1. Title page with name of student and sponsoring organization.
2. A copy of the typed learning objectives work sheet.
3. A documented report describing how each training objective was achieved. (FB3, CC2)
4. A summary of lessons learned, including an explanation of difficulties and problems encountered and how they were handled. (CC1 & 3)
5. Supervisor=s appraisal report.
6. Students are encouraged to include automated word processing and/or graphics applications as an integral part of their report. (CC4, CE1 & 2, FB4)
7. Each student will give two oral progress reports to the class. (FA5)

NOTE: Project reports will NOT be returned. The student should make
E. **Textbook Assignment:** Each student will be given reading assignments and activities to be accomplished utilizing the course textbook.

F. **Class Attendance:** (Refer to CTC Catalog, Page 54 for detailed policy). You are expected to attend each class period, be on time and stay the full class period or be counted absent. You are responsible for all course material missed due to absence. The instructor does not provide class notes for classes missed. You are required to respect the rights of other students in the class and observe the rules of classroom etiquette no disruptive talking or interrupting the instructor or other students. *(FC1 & 3, FC4)*

V. **EXAMINATIONS (CC1, CC2, FC2)**

There will be one comprehensive final exam administered at the end of the semester. The exam schedule and material covered on each exam will be provided by the instructor. The type of exam questions (essay, multiple choice, mathematics) will be specified by the instructor during pre-exam reviews.

VI. **SEMESTER GRADE COMPUTATIONS**

- Learning Objectives Work Sheet: 100 points
- Textbook Assignments: 100 points
- Seminar:
  - First Oral *(FA5)*: 100 points
  - Second Oral *(FA5)*: 100 points
- Project Report and Performance Evaluation: 500 points
- Final Comprehensive Exam:
  - a) Multiple choice - 80 points
  - b) Mathematics - 20 points *(FA3)*

**Total:** 1000 points

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<th>Point-to-Grade Ratio</th>
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<tr>
<td>900 - 1000 = A</td>
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<td>800 - 899 = B</td>
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<td>700 - 799 = C</td>
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<tr>
<td>600 - 699 = D</td>
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<td>0 - 599 = F</td>
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VII. **NOTES AND ADDITIONAL INSTRUCTIONS FROM INSTRUCTOR**

A. **Course Withdrawal:** It is the student's responsibility to officially withdraw from a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.
CTC Form 59 will be accepted at any time prior to Friday, the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

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<th>Session Length</th>
<th>Deadline</th>
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<td>10-week session</td>
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<td>8-week session</td>
<td>Friday of the 6th week</td>
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<td>5-week session</td>
<td>Friday of the 4th week</td>
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The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. Incomplete Grade: The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.

D. Cellular Phones and Beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. American’s With Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

G. Civility: (FC3) Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. Honesty and Integrity: (FC5) All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The following will be considered examples of scholastic dishonesty:

1. Plagiarism: The taking of passages from writing of others without giving proper credit to the sources.
2. Collusion: Using another’s work as one’s own; or working together with another person in the preparation of work, unless joint preparation is specifically approved in advance by the instructor.
3. Cheating: Giving or receiving information on examinations.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of AF® and will be subject to disciplinary action.

VIII. COURSE OUTLINE

A. Because of the nature of the individual projects undertaken by students at the direction of their supervisor, there is no standard breakdown for predetermining units of instruction.

B. In lieu of predetermined topics, each student will follow guidelines established in conference with his/her supervisor and instructor-coordinator.

C. Seminar topics will vary with each semester and will be announced by the instructor at the beginning of each semester.
# RELE 2488/2489

REAL ESTATE INTERNSHIPS I AND II

## COURSE OUTLINE

**INSTRUCTOR:**

**PHONE (WORK):**

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<th>CLASS PERIOD</th>
<th>ACTIVITY/ASSIGNMENT</th>
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</table>
APPLICATION FOR ADMISSION TO INTERNSHIP TRAINING

Semester _______________ Year ______ Internship Course

I. NAME _____________________________ SSN: __________________
   (Last) (First) (MI)

PLACE OF EMPLOYMENT

BUSINESS ADDRESS

HOME ADDRESS

BUSINESS PHONE ___________________________ HOME PHONE

YOUR POSITION TITLE ___________________________ DEPARTMENT

SUPERVISOR=S NAME ___________________________ SUPERVISOR=S PHONE

SUPERVISOR=S TITLE ___________________________ BUSINESS ADDRESS

II. The following questions are based upon rules and regulations of Texas Educational Agencies which require the development of a Training Plan for the Internship portion of the program. The training plan lists objectives which you expect to attain at your work station during the semester.

   YESNO

A. Will you be working at least twenty hours per week at your training station?

B. Will your supervisor help develop and sign your training plan?

C. Will your supervisor allow your instructor/coordinator to visit the training station two or three times during the semester?

D. Will your supervisor contribute toward the development of your training goals?

E. Will your supervisor agree to participate in the rating of your performance and an evaluation as a portion of your semester grade?

F. Check here if you are self-employed or you have no supervisor.

NOTE: The guidelines require that an applicant for internship training declare himself/herself a Business Management, Finance and Banking, Real Estate, or Hospitality major if he/she is to be eligible for internship training. If you are accepted into the program, you may consider this your declaration of intent.

STUDENT=S SIGNATURE: ___________________________ DATE:

INSTRUCTOR=S SIGNATURE: ___________________________ DATE:

III. Using the space below, please write a brief description of your job duties..

RELE 2488/2489 10
IV. On the back of this page, please draw a strip map which indicates the location of your place of employment.
RELEASE AND ACKNOWLEDGMENT OF ASSUMPTION OF RISK FOR OFF CAMPUS ACTIVITIES
CENTRAL TEXAS COLLEGE  
Business Administration Department

WORK STATION MEMORANDUM  
COOPERATIVE EDUCATION (INTERNSHIP) PROGRAMS

(Name of Student) is enrolled in a Cooperative Education (Internship) Program at Central Texas College (CTC). The college credits to be awarded to the student at the end of the semester are based upon:

1. Participation in sixteen classroom hours of real estate seminar, AND
2. A minimum of twenty hours of supervised work experience per week on the job site.

There are three persons who are involved with this cooperative education (internship) program: (1) the student, (2) the job-site supervisor, and (3) the CTC faculty coordinator.

(1) The STUDENT will be primarily responsible for managing the work objectives established at the beginning of the semester, coordinating with the job-site supervisor and the faculty coordinator.

(2) The JOB-SITE SUPERVISOR provides guidance and information input to the student-employee as he/she works toward achievement of the work objectives. The Job-Site Supervisor will also rate the performance of the student-employee at the end of the semester.

(3) The FACULTY-COORDINATOR coordinates the program by ensuring all documentation is present in the student=s file and provides occupational/vocational counseling. The Faculty Coordinator will manage all classroom requirements and administer a final grade for the student=s overall participation in the program.

Semester training objectives are listed on the back of this sheet and represent the learning experiences and job tasks that the student agrees to accomplish prior to the end of the semester. This is not a contract, and is therefore not intended to commit the employer to any course of action or agreement beyond the scope of proposing on-the-job training objectives for the student-employee.

LEARNING OBJECTIVES FOR THE PRESENT SEMESTER
You should meet with your instructor-coordinator to identify possible learning objectives and then secure the understanding and approval of your job supervisor. Your supervisor’s input in the formulation of these training objectives is vital.

OBJECTIVE #1:
A. What will you accomplish?
B. How will you accomplish it?
C. How will your achievement be measured?

OBJECTIVE #2
A. What will you accomplish?
B. How will you accomplish it?
C. How will your achievement be measured?

OBJECTIVE #3
A. What will you accomplish?
B. How will you accomplish it?
C. How will your achievement be measured?

__________________________________________
Supervisor’s Signature                                    Date
INSTRUCTIONS FOR TRAINING LOG

PART 1: A SUMMARY OF INTERN TRAINING EXPERIENCES

1. Lessons Learned:
   (A short paragraph summarizing lessons learned on-the-job during the pursuit of your training objectives this semester.)

2. Description of Training Received:
   (A short paragraph explaining the method your supervisor used in the conduct of the training objectives this semester.)

3. Problem Areas Encountered:
   (A short paragraph describing any problems encountered that made attainment of your training objectives difficult. This paragraph should also include any significant real estate problem areas that you encountered that may be of benefit to you in the years to come.)

PART 2: TRAINING RECOMMENDATIONS

   (This paragraph should include at least two or three recommendations that you would make to ensure the quality and comprehensiveness of a valid training program within your particular organization.)
TRAINING LOG

PART 1: A SUMMARY OF INTERN TRAINING EXPERIENCES

1. Lessons Learned:

2. Description of Training Received:

3. Problem Areas Encountered:

PART 2. TRAINING RECOMMENDATIONS
CENTRAL TEXAS COLLEGE

STUDENT INTERN APPRAISAL FORM

Student=s Name:

Supervisor=s Name:

<table>
<thead>
<tr>
<th>R</th>
<th>G</th>
<th>1. Does not rank very well with others I have known.</th>
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<tbody>
<tr>
<td>A</td>
<td>U</td>
<td>2. Ranks just below the average of others I have known.</td>
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<td>T</td>
<td>I</td>
<td>3. Ranks about average with others I have known.</td>
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<td>I</td>
<td>D</td>
<td>4. Ranks better than the average I have known.</td>
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<td>N</td>
<td>E</td>
<td>5. Ranks among the very best I have known.</td>
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</tbody>
</table>

I. PART I

A. Does the student exhibit Amanager@ qualities, characteristics, and potential?

    1  2  3  4  5

B. Does the student exhibit initiative in his/her work?

    1  2  3  4  5

C. Does the student perform well in his/her job?

    1  2  3  4  5

D. Is the student Acareer motivated@ in his/her profession?

    1  2  3  4  5

E. Does the student work diligently toward his/her training plan, goals, and objectives?

    1  2  3  4  5

F. Does the student have the knowledge about his/her work that you think he/she should?

    1  2  3  4  5

G. Is the student reliable and dependable?

    1  2  3  4  5

H. Does the student get along well with others in the performance of his/her work?

    1  2  3  4  5
I. Does the student have the necessary communicative skills to perform well at your place of business?

1  2  3  4  5

J. Does the student=s professional behavior reflect organizational standards?

1  2  3  4  5

II. PART II (NO POINT VALUE)

K. This semester, approximately how many hours per week did the student spend at work?

a    b      c      d     e
(0-5)  (6-10)  (11-15) (16-20) (21+)

L. Approximately how many times were discussions held concerning the semester training objectives?

a   b   c   d    e
(0)  (1)  (2)  (3)  (4+)

M. Do you have any training recommendations for the student?

__________________________  _________________________
Supervisor=s Signature    Student=s Signature

COOPERATIVE EDUCATION
Achievement By Objectives

Cooperative Education recognizes the value of learning which can take place on real jobs, solve problems, and see the results of your work. It is also important for you to move onward and upward in the job.

One of the requirements of the cooperative program is that you must follow a planned work experience which includes new and added responsibilities or learning opportunities beyond those already done. Being able to gain work experience is recognized, and the demand for new learning is given special attention.

It is expected that your evaluations by supervisors should improve because they are based on objectives decided upon in advance. Also, you can determine whether or not you are on the right path in your work.

Your instructor-coordinator will help you set and reach on-the-job objectives. Your supervisor must help by meeting with you and your instructor-coordinator to agree on the objectives, guide you in your work, and evaluate your achievements.

A statement of objectives is designed to describe what you plan to learn on your job during the semester. It should say what you plan to learn, how you will learn it, and how you will measure what you have learned.

By setting obtainable objectives, you, the instructor-coordinator, and supervisor can expect changes in your feelings, thoughts, and actions. You should pay attention to these questions:

a. What is your present level of development?
b. What are your present areas of interest?
c. What will you be expected to do?
d. What problems will you have?
e. What will you learn about yourself which will help you in the future?
Key: Instructor/Coordinator will instruct and advise you in dev.......
### Categorized Shopping List of Action Verbs Which May Be Helpful in Developing Valid Learning Objectives

<table>
<thead>
<tr>
<th>Simple Tasks</th>
<th>Study Skills</th>
<th>Social Skills</th>
<th>Analytical Skills</th>
<th>Synthesis Skills</th>
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**RELE 2488/2489 21**
1. Define each objective in terms of a single result.
2. Select .............................................
MORE GUIDANCE
LEARNING OBJECTIVES FROM THE PRESENT SEMESTER

REALTOR/SALES ASSOCIATE FOR: __________________________ REALTY

Objective #1:

A. What will you accomplish? By August 13, I will develop a real estate information marketing plan to help promote the business connections in a medium-sized real estate brokerage firm.

B. How? I will research and compile the needed information for the marketing plan.

C. Measurement? By publication of this marketing plan and briefing it to my broker and fellow sales associates.

Objective #2:

A. What will you accomplish? I will organize and conduct a marketing trip to Fort Polk, LA from June 15 through June 19 to promote our brokerage and real estate in the Killeen area.

B. How? By actually coordinating the trip via phone calls, travel arrangements, and actually having the marketing plan completely finished.

C. Measurement? My achievement will be measured by how much business the brokerage firm receives via 1-800 phone calls, mail after my return. I will then conduct a special meeting within the firm to discuss/analyze and evaluate the marketing plan and its final outcome. I will prepare a written report outlining the details of organizing and conducting the trip and summarizing the results.

Objective #3:

A. What will you accomplish? By the end of August, I hope to be the top lister/producer/seller of the real estate firm!

B. How? By using the tools and skills my supervisor has been teaching me.

C. Measurement? By getting out and pounding the pavement for houses to list and then by receiving the top lister/producer/sales recognition from my broker (via advertisement in the Killeen Daily Herald!!)
LEARNING OBJECTIVES FOR RELE 2488

Objective #1:
A. What will you accomplish? The goal of this objective is to develop a personal marketing plan.
B. How? By implementing various advertising media (10-15% of my monthly budget), Who-Do=s, and my personal introduction to buy or sell real estate.
C. Measurement? Through generated telephone calls, walk-ins, and by the amount of busy work. I will maintain and turn in a record of results and an outline of my marketing plan.

Objective #2:
A. What will you accomplish? I will obtain potential buyers.
B. How? By developing a prospect plan which shall consist of direct mail, telephone calls, and creative advertising ventures.
C. Measurement? By the return telephone calls received and the resulting replies. Secondly, contracts made. I will maintain and turn in a record of results including an outline of my prospect plan.

Objective #3:
A. What will you accomplish? I will obtain listings (sellers).
B. How? Extensive farming of assigned areas, cold calls, direct marketing including personal contact (i.e., knocking on doors).
C. Measurement? By the amount of telephone calls generated and the number of FOR SALE signs placed in yards. Also, by the number of listings obtained.
LEARNING OBJECTIVES FOR RELE 2489

Objective #1:
A. What will you accomplish? By the end of the semester, I will design a checklist for getting ready for an open house.
B. How? I will review reference materials and also discuss with the experts and see how they prepare.
C. Measurement? I will have my own checklist for getting ready for an open house.

Objective #2:
A. What will you accomplish? By the end of the semester, I will design a Reasons My House Did Not Sell sheet.
B. How? I will contact several expired listings and ask them.
C. Measurement? I will have a finished form that I will be able to send out to future listings.

Objective #3:
A. What will you accomplish? I will research why a FSBO is a FSBO.
B. How? I will ask FSBOs questions and compile a sheet that I will be able to send to FSBOs maybe converting them to a listing.
C. Measurement? I will have a form letter that I will be able to send to FSBOs.
LEARNING OBJECTIVES FOR RELE 2489

Objective #1:
A. What will you accomplish? Learn the use of the MLS tools in order to provide a better estimate of value to homes in our area.
B. How? I will accomplish this by studying the information on the MLS computer and utilizing it with listing presentations.
C. Measurement? By comparing the estimates to the appraised value.

Objective #2:
A. What will you accomplish? I will learn what the requirements are for qualifying for a home loan under the FHA Program 203.
B. How? I will research information from the local banks/mortgage companies.
C. Measurement? I will attempt to write at least one sales contract with FHA financing required.

Objective #3:
A. What will you accomplish? I will learn everything possible about the VA Compromise Program.
B. How? I will contact the Veterans Administration and request the information.
C. Measurement? I will provide assistance to a client or a coworker with the knowledge that I obtained and successfully made into a complete information packet.