OPWL Portfolio/Defense

Guidelines for Students

Department of Organizational Performance and Workplace Learning
Boise State University

Effective for Defenses During Summer 2020

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Introduction

The purpose of this document is to help you assemble your OPWL portfolio. Sections 1 through 4 describe the portfolio as a culminating activity for the OPWL master's degree program. Sections 5 through 7 provide practical guidelines for assembling your portfolio and preparing for your portfolio defense. To get started, consider these three tips:

Tip #1 Start early – with your first OPWL course. Begin every course with the idea of writing a case study for your portfolio based on the work you do in that course. Use every learning experience as an opportunity to build your OPWL-related skills and to document those skills with a case study.

Tip #2 Make notes as you go through each OPWL course. These notes might take the form of a short outline or an "executive summary" of a course project. The advantage of this is that, when it comes time to assemble your portfolio, you'll have a collection of projects and can choose the best.

Tip #3 Contact your advisor anytime you have questions while you're assembling your portfolio.

Section 1 – Eligibility

Before you can submit and defend your portfolio, you must:

(1) Complete or be enrolled in your 33rd OPWL credit including all required OPWL courses.

(2) Submit an Application for Admission to Candidacy (AAC) form, signed by your academic advisor.

(3) Enroll in OPWL592 (Portfolio) during the semester in which you submit and defend your portfolio. This 1-credit course counts toward your degree credits.

(4) During the first week of OPWL 592 (Portfolio) you will schedule your defense date. Portfolio defenses are scheduled for the last five to six weeks of the semester. Information can be found on the OPWL website at https://www.boisestate.edu/opwl/current-students/culminating-activity-portfolio/.

(5) Complete the requirements for any courses in which you have received an"I" (Incomplete) grade.

(6) Actively participate in OPWL 592 (Portfolio) – this course will use the project management platform of Trello to allow you to successfully navigate your preparation.

Section 2 – Purpose of the Portfolio

A portfolio is "a substantial collection of selected work that demonstrates the student's efforts, progress, and accomplishments in one or more areas of the curriculum" submitted to "demonstrate the grasp of key information and/or exhibit the development of crucial skills" (Boise State University 2019/2020 Graduate Catalog, p. 46). To put this another way, your portfolio is a collection of real work that provides evidence of the **breadth** and **depth** of your OPWL-related knowledge and skills.

Breadth means that the portfolio is comprehensive. It should demonstrate your knowledge and skills related to:

OPWL Learning Goals	A set of professional competencies that you should possess when you graduate from the OPWL program. https://www.boisestate.edu/opwl/about-opwl/learning-goals/
OPWL Tools	A set of "tools" (concepts, principles, theories, and strategies) applied to the 5 phases of the HPT model that you learned in your OPWL courses. https://boisestate.on.worldcat.org/oclc/811570310

Depth means that the portfolio should demonstrate your OPWL knowledge at the higher levels of Bloom's taxonomy. Your portfolio should demonstrate your ability to:

Apply	Select and use OPWL "tools" to improve learning and performance
Analyze	Explain how the tools you've selected relate to one another and to the HPT model
Synthesize	Combine multiple tools to create a coherent approach to a unique problem
Evaluate	Explain the benefits and limitations of an OPWL tool in a given situation

Section 3 – Parts of the Portfolio

The portfolio is made up of two parts:

(1) A pair of written case studies
(2) An oral portfolio defense conducted either in person or via telephone or Zoom

(1) Written case studies

You will submit two (2) case studies at least two weeks prior to the scheduled date for your portfolio defense to the OPWL Operations Manager. You can base your case studies on work you did for one or more OPWL courses. But you aren't limited to OPWL courses. You can also base your case studies on work you did outside of your OPWL courses for an OPWL-related internship, your employer, or a volunteer organization. ***However, the case studies must describe work that you completed during your time in the OPWL program***. Your portfolio must include the following information in the following order:

One time for the entire portfolio	
Cover page	Include: • Your name • Email address • Daytime telephone number • Scheduled portfolio defense date • Case titles

For each case study	
OPWL Goals Worksheet (Appendix A)	• Mark the OPWL goals demonstrated in each case study
OPWL Tools / Phases Worksheet (Appendix B)	• Mark the OPWL tool(s) that you used in this case study • Mark the phases of the HPT model each tool was used in
Case narrative	Describe the case study in approximately 1500 words. The narrative should include: • Problem/opportunity – Describe the problem or opportunity you worked on • Rationale – Explain the reason(s) for selecting the tool(s) that you applied to this performance problem/opportunity • Application – Explain what you did to apply the listed tool(s) to this particular performance problem/opportunity • Results – Explain the outcomes that were achieved from your application of the listed tool(s) to this particular performance problem/opportunity • References – in-text citations, and references at the end.

(2) Portfolio defense

All defenses will be scheduled for 90 minutes; your portfolio defense will last approximately 60 to 90 minutes. Two members of the OPWL faculty will evaluate your defense. The evaluators will ask you to make a 15 minute presentation (using whatever media you think appropriate), followed by a 45 to 75 minute question and answer session. There are no set questions for the defense. However, evaluators will ask questions intended to assess the breadth and depth of your knowledge. This is likely to include questions about:

- Rationale
  - Why did you choose a particular OPWL tool?
  - What were the situational factors that led you to select that tool?
- Alternatives
  - What other tools did you consider?
  - Why did you eliminate these alternatives?
  - What were the tradeoffs in using the selected tool rather than the others?
- Process
  - What did you do to organize your efforts in order to complete the work?
  - What did you do to ensure effective collaboration among the individuals working on the project?
  - What snags or obstacles came up during the project and what did you do to work around those snags?
- Adjusting the process
  - What adjustments did you make to complete the work?
  - What do you wish you had done differently?
  - What might you have done differently if the scope, schedule, and/or budget for the project were different?
- Standards and Ethics
  - What professional and/or ethical standards did you draw on to complete your work?
- Evidence base / Data
  - Why was the methodology you used to collect your data appropriate?
  - What other methods might you have used? Why?
  - What other data and/or sources of data might have been useful
  - Were your data both valid and reliable? (Hint: If you don't know the difference between these two, you might want to look it up)
  - What is triangulation important and why is it important? (Hint: look this up of you don't know what this is)
- Results
  - In what ways were the results of your work important to the organization?
  - What "lessons learned" did you take away from this project?

In addition, evaluators will often use follow-up questions to ask for clarification and/or elaboration, examine the extent to which you have synthesized what you've learned, and assess your ability to think on your feet.

Section 4 – Evaluating the Portfolio

At the end of the portfolio defense, the evaluators will use the Portfolio Evaluation Worksheet (Appendix C) to evaluate your portfolio, including your written case studies and oral defense.

If you pass your portfolio defense	You will receive a grade of "P" (pass) in OPWL 592 and will be eligible for graduation if you successfully complete any remaining OPWL courses and submit required graduation paperwork.
If you do not pass your portfolio defense	You will receive a grade of "IP" (In Progress) for OPWL 592. This grade will be changed to "P" when you successfully complete the requirements set by the faculty evaluators. These requirements will include one or both of the following: • Submit a revised written portfolio. To do this, send your revised portfolio as an email attachment to Kelly Weak at (kweak@boisestate.edu) • Retake the oral defense of your portfolio. To do this, send a written (email) request for rescheduling to Kelly Weak at (kweak@boisestate.edu) within 5 working days after your first portfolio defense. The next available defense date may be in the subsequent semester. These requirements must be completed within 12 months after your first portfolio defense. **
If you do not complete your portfolio requirements within 12 months ** OR If you do not pass your second portfolio defense	You will receive an "F" grade in OPWL 592 and be dismissed from the OPWL program by the BSU Graduate College.

** Extensions of this 12 month time limit must be approved by the OPWL Department Chair and the BSU Graduate College.

Reference

The "Failure of a Final Oral Examination" section in the "Regulations for Master's Programs" chapter" of the Graduate Catalog.

Section 5 – Creating Your Portfolio in Four Steps

Step 1 ⇨ Select Projects	**Step 2** ⇨ Write the Case Narratives	**Step 3** ⇨ Complete Worksheets A and B	**Step 4** Assemble your Portfolio

Step 1 – Select Projects

If you wrote notes for each OPWL course (tip #2, Introduction), you have a collection of projects that could be turned into case studies. Your task now is to select two of these projects. Remember that the purpose of your portfolio is to provide evidence of the breadth and depth of your OPWL-related knowledge and skills (Section 2). Section 7 will provide more information about depth. The key word in this section is **breadth**. This means that your portfolio should be comprehensive, including knowledge and skills related to:

OPWL Learning Goals	A set of professional competencies that you should possess when you graduate from the OPWL program (listed in Appendix A).
OPWL Tools	A set of "tools" (concepts, principles, theories, and strategies) applied to the 5 phases of the HPT model that you learned in your OPWL courses (listed in Appendix B).

With this description of breadth in mind, here are four guidelines for selecting portfolio projects.

(1) Select projects that represent different phases of the ISPI HPT model (Appendix B)

A project might represent one HPT phase or more than one phase. For example, you might select a performance analysis project, an instructional design project, and an evaluation project. As an alternative, a single project might represent both performance analysis and cause analysis, or intervention development and evaluation. The point is to avoid selecting two projects from the same phase.

(2) Select projects that demonstrate the selection and accurate use of OPWL tools that are appropriate to that situation (Appendix B)

Notice that there is no reference to the number of tools that must be included. For example, an evaluation project might use one or several evaluation tools. The point is to select projects that demonstrate the thoughtful selection of tools to fit the particular situation and the accurate use of those tools in that situation.

(3) Select projects that provide tangible evidence of at least nine of the learning goals (Appendix A)

This number isn't entirely arbitrary. These learning goals form the foundation for professional work in the OPWL field. For example, whether you're conducting a performance analysis, designing a training program, developing performance support, or evaluating an organizational intervention, your work should be systematic (OPWL learning goal #1) and lead to valued results (OPWL learning goal

#6). Therefore, regardless of the project, your work should demonstrate the competencies described in these learning goals. There is one possible exception. It's possible that your projects won't represent learning goal #10 because, for various reasons, you haven't had an opportunity to share your work with the OPWL community of practice. However, taken together, your case studies should provide tangible evidence of learning goals 1 – 9.

(4) Select projects that showcase your learning and can easily explain and defend

There are three reasons for this.

- One is that, as part of the culminating activity for the OPWL master's degree, the projects should highlight your OPWL knowledge and skills.
- A second is the projects will be the starting point for a question and answer session during your portfolio defense. This question and answer session will be easier and more meaningful if it starts with projects that you can explain easily (see Section 7).
- A third is that these projects will be the start of (or additions to) a professional portfolio that you can show to prospective employers to demonstrate your accomplishments. The projects should include your best work.

Step 2 – Write the Case Narratives

Once you've selected the projects, you'll write a case narrative for each project. Appendix D contains a sample portfolio and includes the OPWL Learning Goals Worksheet, Tools/Phases Worksheet, and case narratives. Note that all of the case narratives are about performance and cause analysis.

Use this sample as a resource rather than a requirement. Your case narratives might not look exactly like these case narratives. But, like the sample, your case narratives should conform to the following four guidelines.

(1) Use the specified headings to organize the case narrative

These headings help ensure that each case narrative includes the information faculty evaluators want. Make sure you include each of the following 5 sections, using these headings:

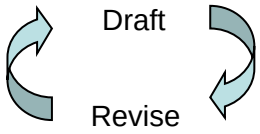
Problem/opportunity	This section should describe the problem or opportunity you worked on
Rationale	This section should explain the reason(s) for selecting the tool(s) that you applied to this performance problem/opportunity
Application	This section should explain what you did to apply the listed tool(s) to this particular performance problem/opportunity
Results	This section should explain the outcomes that were achieved from your application of the listed tool(s) to this particular performance problem/opportunity
References	This section lists the references you have cited in your case. You remembered to cite models, quotations, and other sources in the text of the case, didn't you? Thought so. So remember to put the full references for those sources in the references section of each case.

(2) Stay within the length limits

Each case narrative should be approximately 1500 words. Writing a summary of a situation is often more difficult than writing a detailed description, so this might be the most difficult part of writing the case narratives. Do not try to include everything you know about the situation. Instead, think of the case narrative as a synopsis or executive summary of the situation – limited to approximately 1500 words and including specific information about the situation (problem/opportunity, rationale, application, and results).

(3) Revise, revise, revise

Every writing task is a repeating process of



Writing case narratives is no exception. So continually review and revise your case narratives for:

Clarity	This means that the case narrative makes as much sense to the individuals reading it as it does to you. In addition to using the specified headings, eliminate or explain any organization-specific jargon and acronyms.
Coherence	This means that the case narrative progresses logically, from one section to the next. It also means that the case narrative is consistent with other parts of your portfolio. For example, avoid including information in a case narrative that is contradicted by information in Worksheet A or B.
Correctness	This means that the case narrative includes accurate descriptions of the OPWL tools and their application.

One principle you can use to guide your writing is "reader-centered writing," which refers to looking at your case narratives from the perspective of the individuals who will be reading them. The following information might help you prepare your case narratives:

The TRIAC framework http://greenwriting.wikidot.com/writing-research-paragraphs Reader-centered writing http://owl.english.purdue.edu/owl/resource/624/01/

HATS as elements of document design http://owl.english.purdue.edu/owl/resource/632/1/

(4) Proofread carefully

Check the punctuation, spelling, word choice, and syntax of your case studies. And it would be a good idea to go beyond computer spell checking. Unfortunately, spell checkers aren't yet smart enough to know that you may have used a correctly spelled incorrect word. For example, there are several correctly spelled incorrect words in this paragraph. This might seem trivial. But if there are enough of these kinds of errors, they begin to interfere with the ideas you're trying to communicate, which compromises the effectiveness of your case studies.

Proofreading might seem trivial. It's not. This is the first impression that the reviewers will have of your work and it can make a lasting impression. If that first impression is poor then you'll have put yourself at a disadvantage before you have

Step 3 – Complete Worksheets A and B

Each worksheet is designed to provide specific summary information about your portfolio.

(1) Appendix A (OPWL Learning Goals Worksheet) lists ten competencies that you should build as a graduate student in the OPWL master's degree program. Fill out a separate worksheet for each case study to indicate which learning goals are demonstrated by each case study. For each learning goal, place an X in one or more of the "case" columns to indicate whether that learning goal is demonstrated in that case study.

Pay attention to the key words in each learning goal. You should be able to explain what each key word or phrase means and how it shows up in your case narratives. As a couple of examples:

- You should be able to explain what "systematic" (OPWL learning goal #1) means and how it shows up in your case narratives.
- You should be to explain what "evidence-based practice" (OPWL learning goal #9) means and how it shows up in your case narratives.

(2) Appendix B (OPWL Tools/Phases Worksheet) lists 35 tools (concepts, principles, theories, models, or strategies) plus and "other" category; that you learned about in your OPWL courses. Fill out a separate worksheet for each case study. There are two steps to this: First, place an X in the far left column next to each tool used in that case study. Second, for every tool marked in step #1, place an X in one or more of the "HPT Phase" columns to indicate the phase(s) in which that tool was used.

Each of these tools should be familiar to you. If not, this is a good time to brush up by reviewing the materials from your OPWL courses, particularly the core courses.

Step 4 – Assemble Your Portfolio

The final step is to assemble all of the materials from steps one through three into a single MS Word document that you can send electronically to the OPWL department. Assemble the materials in the following order:

Cover Page

Name
Email address
Daytime telephone number
Scheduled portfolio defense date/time
Case titles

Case #1: Title

OPWL Learning Goals Worksheet (Appendix A)
OPWL Tools/Phases Worksheet (Appendix B)
Case Narrative

Case #2: Title

OPWL Learning Goals Worksheet (Appendix A)
OPWL Tools/Phases Worksheet (Appendix B)
Case Narrative

Section 6 – Preparing Your Oral Presentation

Important Note: *The presentation is important because it sets the stage for your question and answer session. However, if you're spending more than an hour or two on* ***slides****, you're focusing on the wrong component of this event. Don't let yourself get sidetracked. Instead, spend your time learning the ins and outs of your cases, and becoming fluent talking about them.*

Once you've assembled your portfolio, you can prepare your oral presentation. The key here is that this is an opportunity to demonstrate your ability to communicate effectively (OPWL learning goal #8). With this in mind, here are 4 guidelines for preparing your presentation. These guidelines are very general, by necessity. They are meant to give you things to think about as you prepare your presentation, rather than "rules" that you must follow.

(1) Use the available time wisely

Remember that your presentation is limited to 15 minutes. This is **not** a long time. So don't even try to describe everything you know about your case studies. You simply won't have time. At the same time, it isn't necessary to repeat information that is already in your case narratives. Instead, look for some way to synthesize your case studies and describe them as 3 parts of a whole. The way to do this is to specify one or more themes that are common to the case studies and develop each theme by explaining how it shows up in each case study and ties the two case studies together. As a couple of examples:

- You might specify two or three OPWL learning goals (from Appendix A) that you think are particularly important aspects of your work and explain how they show up in each of your case studies and tie the two case studies together.
- You might specify two or three "lessons learned" that you think are particularly important and explain how they show up in each of your case studies and tie the two case studies together.

(2) Create a clear organization for the presentation

This might be as simple as an organizing scheme in which you:

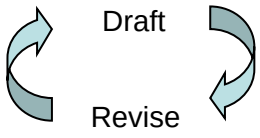
Tell 'em what you're going to tell 'em (provide a brief outline of the presentation)

Tell 'em (present the information)

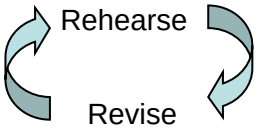
Tell 'em what you told 'em (provide a brief summary of the information)

(3) Rehearse, rehearse, rehearse

The section on writing case narratives makes the point that every writing task is a repeating process of



Similarly, every presentation is a repeating process of



So rehearse your presentation – several times. This is partly a matter of your own comfort. In general, the more you rehearse your presentation, the more comfortable you will be when you give the presentation and the better the presentation will be. Record your rehearsals. Then listen to the recordings and critique your presentation. Ask someone else to listen to your presentation and critique it (**note that OPWL faculty aren't allowed to help you with this – sorry**). The primary question that should guide your rehearsals is: What can I do to make my presentation better than it is? During each rehearsal, look for:

- Clarity of the information – Did you present the information in a way that was clear and easily understood?
- Logical flow – Did you organize the presentation in a way that was clear and coherent? Did you move logically from one section of the presentation to the next?
- Pacing – Did you seem to rush through all or parts of the presentation? Alternatively, did you seem to have trouble filling the time? How much time did it take you to complete the presentation? What adjustments might you make to the pacing of the presentation?
- Distracting mannerisms – Did you frequently say "um" or "uh?" Did you shuffle your notes or do anything else that diverted attention away from the information you were presenting?
- Strong points – What stood out as aspects of the presentation that were particularly effective? What can you do to build on these strengths?
- Weak points – What stood out as aspects of the presentation that were particularly ineffective? What can you do to strengthen these weak points?

(4) Create a set of notes to use during your presentation

Think of this as a "job aid" for your presentation – something that will help you feel comfortable during the presentation and increase the likelihood that you'll do a good job. This job aid might take the form of a set of note cards or an outline. Or, you might create a set of PowerPoint slides or some other visual media materials in way that they serve as your presentation notes. Regardless of the form, the purposes of your presentation notes are to:

- Help you stay on track and manage the time
- Remind you of the information that you want to present at each point in the presentation

One important consideration is the level of detail in your presentation notes. You won't be asked to hand in your notes, so the level of detail is entirely up to you. However, both too much detail and not enough detail carry noticeable risk:

If your notes are:	Then you might:

Too detailed	• Be tempted to read your presentation
Not detailed enough	• Forget what you want to say

Both of these will cause problems during your presentation and should be avoided.

Section 7 – Getting Ready for the Question and Answer Session

The question and answer session will be based on your written case studies and your oral presentation. However, it's important to remember that there is no set agenda. The faculty evaluators will ask you to clarify and expand on the information in your case studies and oral presentation. In addition, their questions will be designed to assess:

- The depth of your knowledge, including your ability to:

Apply	Select and use OPWL "tools" to improve learning and performance
Analyze	Explain how the tools you've selected relate to one another and to the HPT model
Synthesize	Combine multiple tools to create a coherent approach to a unique problem
Evaluate	Explain the benefits and limitations of an OPWL tool in a given situation

- Your ability to "think on your feet"

With this in mind, here are four guidelines to help you prepare for the question and answer session.

(1) Read your own case studies, including the case narratives and worksheets

Each case study describes a project that you worked on and you should be thoroughly familiar with that work. In response to questions, you should be able to explain any aspect of your case narrative in a way that adds to (and does not contradict) the information in the written case narrative. This is a good time to go back to the original project and refresh your memory about the details of the problem, the work you did to solve that problem, and the results of your work.

(2) Study the OPWL tools used in your case studies

Each case study describes the application of a tool (or tools) that you selected for that situation and you should be thoroughly familiar with those tools. In response to questions, you should be able to accurately describe each selected tool in a way that adds to (and does not contradict) the information in the written case narrative. This is a good time to go back to your course materials and refresh your memory about the tools described in your case narratives.

(3) Anticipate follow-up questions

There is no set agenda for the question and answer session, so this will be difficult to do. However, it will be important to keep one basic principle in mind as you prepare:

Anything you refer to is fair game for a follow-up question.

This will start with your case narrative. For example, the "Request for Refresher Training" case in Appendix D refers to Gilbert's leisurely theorems. This might lead to follow-up questions such as:

- What are Gilbert's leisurely theorems?
- Which theorem (or theorems) did you use in this situation?
- The narrative says that this tool "provides the structure needed to identify performance gaps …" What is that structure?

This will continue during the question and answer session, which is likely to take the form of a dialog between you and the faculty evaluators. As an example for the "Request for Refresher Training" case, a dialog might look like this:

Faculty evaluator:	You decided to use Gilbert's leisurely theorems in case #1. What was the most important factor in that decision?
Response:	…
Faculty evaluator:	What did Gilbert's leisurely theorems do for you in that situation that the Rummler and Brache performance matrix didn't do?
Response:	…
Faculty evaluator:	What were the limitations to using Gilbert's leisurely theorems in this situation?
Response:	…
Faculty evaluator:	What did you do to compensate for those limitations?
Response:	…
Faculty evaluator:	Can you generalize this information? In what kinds of situations would you use Gilbert's leisurely theorems? And in what kinds of situations would you use the Rummler and Brache performance matrix?
Your response:	…

Naturally, this dialog will be different for every question and answer session. The point is that the faculty evaluators will use follow-up questions to explore different aspects of a case study and assess the depth of your OPWL knowledge. As much as possible, you should anticipate follow-up questions during your preparation. You might also want to practice answering these kinds of questions during your rehearsals.

(4) Rehearse your answers

This is natural extension of the previous guideline – once you anticipate questions, rehearse your answers. Rehearse in whatever way will help you feel most prepared and most comfortable. This might take two basic forms:

- Write out your answers. Revise your written answers until you're satisfied with them. You might even create outlines of your answers and add these outlines to your presentation notes, so you have them during the question and answer session in case you need them.
- Practice speaking your answers. A previous guideline (Section 6) suggested that you rehearse your oral presentation. That suggestion is relevant here. The point is to rehearse your answers until you feel confident that you can give those answers during the question and answer session.

Appendix A – OPWL Learning Goals Worksheet for Each Case
Case #: Title

Directions for students: For each program learning goal, place an X in the center column indicating whether this case demonstrates that learning goal. Then, explain how the case demonstrates the selected learning goal. Make your explanations clear and to the point. And provide enough information to help the evaluators understand exactly how this learning goal shows up in the narrative for this case. Continue this worksheet on additional pages, if necessary.

Be prepared to discuss and defend each selected learning goal. Note that there is no expectation for each case to demonstrate all ten learning goals. But you should be able to demonstrate at least 9 of the learning goals with the combination of your 2 case studies, your presentation, and your responses to the evaluators' questions.

Master's degree program learning goals	Demonstrated in this case?	Explanation
1. Conduct the HPT process in a way that is systematic.		
2. Conduct the HPT process in a way that is systemic.		
3. Conduct the HPT process in a way that is consistent with established professional ethics.		
4. Conduct the HPT process in a way that is consistent with established professional standards.		
5. Align performance improvement solutions with strategic organizational goals.		
6. Make recommendations that are designed to produce valued results.		
7. Collaborate effectively with others, in person and virtually.		
8. Communicate effectively in written, verbal, and visual forms.		
9. Use evidence-based practices.		
10. Contribute to the professional community of practice.		

Appendix B – OPWL Tools/Phases Worksheet

Case#: Title:

Directions for students: Place an X in the left-hand column next to each tool that is used in this case study. Then for each marked tool, place an X in the columns indicating the phase(s) of the HPT model that tool was applied to. Be prepared to discuss and defend each tool you select.

	Section 2 – HPT Phase Section 1 – OPWL Tool	Performance analysis	Cause analysis	Intervention Selection, Des.& Dev.	Intervention Implem. & Change	Evaluation
	1. Gilbert's first, second and third leisurely theorems					
	2. Rummler's and Brache's performance matrix					
	3. Langdon's language of work (LOW)					
	4. Mager's and Pipe's performance analysis flowchart					
	5. Kaufman's organizational elements model (OEM)					
	6. Marker's synchronized analysis model (SAM)					
	7. Kellogg's program logic model					
	8. Brinkerhoff's success case method (or only training impact model)					
	9. Chyung's 10-step evaluation procedure					
	10. Kirkpatrick's 4-level model of evaluation					
	11. American Evaluation Association (AEA)'s guiding principles for evaluators					
	12. ISPI's code of ethics					
	13. ISPI's standards for performance improvement					
	14. Thorndike's Law of Identical Elements					
	15. Principles of Reinforcement from radical behaviorism					
	16. Cognitive Information Processing Model (computer analogy)					
	17. Knowles' Core Adult Learning Principles					
	18. Bloom's taxonomy of educational objectives					
	19. Mager's 3-part method for writing instructional objectives					
	20. Keller's ARCS model for motivational design of instruction					
	21. Harless' 13 "smart" questions					
	22. Procedural analysis, learning hierarchy analysis or other established task analysis method					
	23. Bronco ID model or another established ID model					
	24. Merrill's first principles					

	25. Gagne's 9 events of instruction					
	26. Authentic learning assessment					
	27. Broad & Newstrom's strategies to promote transfer of learning					
	28. Business Logic Model of Silber and Kearny					
	29. Marker's Six-P Framework for Evaluation					
	30. Five Stage Change/Implementation model (Based on Rogers and Kotter)					
	31. SWOT Analysis					
	32. Force-Field Analysis					
	33. Double-Loop Feedback					
	34. Cognitive load theory (CLT)					
	35. Cognitive theory of multimedia learning principles					
	36. Other – Describe an established tool that is not listed in this matrix:					

Appendix C – Portfolio Evaluation Worksheet

Student Name:

Student ID:

Defense Date:

Evaluator (Chair):

Evaluator:

Notes:

Pass defense?

_____ Yes _____ Cond _____ No

If not Yes, student must redo:

_____ Written portfolio

_____ Oral defense

Recommended as an outstanding portfolio?

_____ Yes _____ No

OPWL Learning Goals	Portfolio Performance (1 = demonstrated, 0 = not demonstrated)
1. Conduct the performance improvement process in a way that is systematic.	
2. Conduct the performance improvement process in a way that is systemic.	
3. Conduct the performance improvement process in a way that is consistent with established professional ethics.	
4. Conduct the performance improvement process in a way that is consistent with established professional standards.	
5. Align performance improvement solutions with strategic organizational goals.	
6. Make recommendations that are designed to produce valued results.	
7. Collaborate effectively with others, in person and virtually.	
8. Communicate effectively in written, verbal, and visual forms.	
9. Use evidence-based practices.	
10. Contribute to the professional community of practice.	
Total Number of Demonstrated Learning Goals	

Type	Level / Focus	5 Exceeded expectations	4 Met expectations	3 Barely met expectations	2 Fell short of expectations	1 Fell far below expectations	Score	Comments
OPWL learning goals	**10 learning goals**	Demonstrated 9-10 goals	Demonstrated 7-8 goals	Demonstrated 5-6 goals	Demonstrated 3-4 goals	Demonstrated 0-2 goals	x 2 =	
Written	**Content** (e.g., flow, readability, appropriateness, comprehensiveness, etc.)	Needed no improvement	Needed only a couple of minor improvements	Needed some minor improvements	Needed some minor and major improvements	Needed many minor and major improvements		
Written	**Presentation/ writing** (e.g., syntax, grammar, punctuation, formatting, etc.)	Made no errors	Made only a couple of minor errors	Made some minor errors	Made some minor and major errors	Made many minor and major errors		
Oral	**Content** (e.g., levels of knowledge, comprehension, application, analysis, synthesis, and evaluation)	All parts were correctly and sufficiently presented	Almost all parts were correctly and sufficiently presented; a couple of minor errors were self-corrected without guidance	Many parts were correctly and sufficiently presented, but some parts were not; needed some guidance	Many parts were incorrectly or insufficiently presented; needed a lot of guidance	A lot of parts were incorrectly or insufficiently presented; needed a lot of guidance throughout the presentation		
Oral	**Presentation/ fluency**	All parts were fluently presented	Almost all parts were fluently presented;	Many parts were fluently presented, but some parts	A lot of parts were not fluently presented;	Little fluency was shown throughout the presentation		

	(e.g., being prompt, confident, professional, etc.)		little guidance was needed	were not; needed some guidance	needed a lot of guidance			
						Total Score		

Overall fluency during the oral portfolio defense

Fluency in OPWL means using efficient and accurate methods for solving organizational problems. Individuals exhibit OPWL fluency when they demonstrate **flexibility** in the models and methods they choose, can **explain** these models and methods, and **efficiently** use these models and methods to produce defensible solutions. The models and methods an individual uses should be based on ideas the individual understands well, including the structure of the performance improvement process, organizations as systems, and the use of evidence-based practice.

Focusing on **efficiency** means the ability to use strategic thinking in the use or models and methods without being hindered by many unnecessary or confusing steps. **Accuracy** extends beyond just getting the correct answer. It involves considering the meaning of an operation, recording work carefully, and asking oneself whether the solution is reasonable.

Dimensions of fluency

Dimensions	Fluency	Non-fluency
Lifelines	• Does not require "lifelines" (cues, prompts, hints, etc.)	• Frequently requires lifelines
Level of information	• Synthesizes information across courses, projects, models, etc. • Cross references across courses, projects, models, etc.	• Siloed – information is separate, unconnected
On target responses	• Gets to the point, responds to questions in a way that is on-target Provides appropriate detail in response	• Answers questions others than those the examiners ask • Provides extraneous detail in responses
Responsive	• Thinks well on the fly • Aligns responses with questions and direction from examiners	• Cannot respond to examiner's change in direction
Confident	• Confident in responses to questions	• Hesitant, tentative in response to questions • Takes too long to answer • Guesses in response to questions
Professional conversations	• Conversational tone • Responds in complete sentences	• Defensive when questioned • Responds in incomplete sentences
Self-reflective	• Engages in critical reflection about own work • Re-evaluates own work	• Doesn't engage in critical self-reflection or evaluation even with evaluator cues.
Versatile knowledge	• Sufficient evidence of generalization or adaptation beyond a particular situation • Sufficient evidence of generalization or adaptation of a model; systemically sequences and/or combines models	• Case bound - little evidence of generalization or adaptation beyond a particular situation • Model bound – little evidence of generalization or adaption of a model; treats a model as an unalterable recipe; can't systemically sequence or combine models
Accurate knowledge	• Accurate understanding and application of concepts, principles, etc. • Appropriate use of jargon	• Inaccurate understanding and application of concepts, principles, etc. • Inappropriate use of jargon • Persistently defends statements, conclusions, etc. with little evidence and/or faulty reasoning

Overall quality of the written portfolio

Clear	• Easily understood by the reader
Coherent	• Logical flow of information from 1 idea to the next, 1 section to the next • No internal contradictions
Substantive	• Provides relevant evidence to support claims
Professional in appearance	• No errors in spelling, grammar, punctuation, syntax, word choice, etc. • Consistent formatting – fonts, margins, line spacing, headings, etc.
Citations and references	• Provided when appropriate • Proper use of APA format

Appendix D – Sample Portfolio

This appendix contains a sample portfolio, including (outline from page 12):

Cover Page
- Name
- Email address
- Daytime telephone number
- Scheduled portfolio defense date/time
- Case titles

Case #1: Title
- OPWL Learning Goals Worksheet For Each Case (Appendix A)
- OPWL Tools/Phases Worksheet (Appendix B)
- Case Narrative

Case #2: Title
- OPWL Learning Goals Worksheet For Each Case (Appendix A)
- OPWL Tools/Phases Worksheet (Appendix B)
- Case Narrative

NOTE

This appendix includes 2 case studies written during earlier semesters, using then-current versions of the 3 worksheets. Portfolios submitted during the current semester should include current versions of the worksheets, which are included on pages XX-XX of these guidelines.

Cover Page

Name: Sue Smith

Email: susmith8a@abcdefg.net

Daytime Telephone Number: (555) 123-4567

Scheduled Portfolio Date/Time: March xxth 2011, 1:30 pm (MST)

Case Titles

Case #1: Needs Assessment for AdKing's Consumer & Online (C&O) Readiness Department

Case #2: Troubleshooting Training for Blossom's Support Technicians

Extra Example provided – You are only required to submit 2 cases.

Case #3: Formative Evaluation of the Assortment Planning Training Program at Discount Mart

OPWL Learning Goals Worksheet

Case #1: Needs Assessment for AdKing's Consumer & Online (C&O) Readiness Department

Directions for students: For each program learning goal, place an X in the center column indicating whether this case demonstrates that learning goal. Then, explain how the case demonstrates the selected learning goal. Make your explanations clear and to the point. And provide enough information to help the evaluators understand exactly how this learning goal shows up in the narrative for this case. Continue this worksheet on additional pages, if necessary.

Master's degree program learning goals	Demonstrated in this case?	Explanation
1. Conduct the HPT process in a way that is systematic.	X	My project team used established models (i.e. Sleezer et. al's Knowledge and Skills Assessment and Gilbert's BEM) to methodically gather and analyze data to arrive at our recommendations.
2. Conduct the HPT process in a way that is systemic.	X	Based on the results of early data collection, my project team expanded the scope of the project in order to build toward systemic solutions for the client.
3. Conduct the HPT process in a way that is consistent with established professional ethics.	X	My project team practiced ethical standards consistent with ISPI's Code of Ethics throughout the project (e.g. add value for clients; continually improving our proficiency in the field of performance technology).
4. Conduct the HPT process in a way that is consistent with established professional standards.	X	My project team followed ISPI's performance improvement standards throughout the project (e.g. look at situations systemically; being systematic in all aspects of the process).
5. Align performance improvement solutions with strategic organizational goals.	X	This project supported the organizational initiative to maximize efficiencies, which could in turn help AdKing better compete in the online advertising space.
6. Make recommendations that are designed to produce valued results.	X	My project team provided recommendations that also addressed environmental factors, so that the resulting solution system could lead to sustainable results for the client.
7. Collaborate effectively with others, in person and virtually.	X	This case is based on a class project that I completed with two peers for OPWL529 Needs Assessment in Fall 2009.
8. Communicate effectively in written, verbal, and visual forms.	X	My project team summarized our research findings and recommendations in a class report that received good grades from the Instructor.
9. Use evidence-based practices.	X	We based our conclusions and recommendations on triangulated data we obtained and proven instructional models.

10. Contribute to the professional community of practice.		

OPWL Tools/Phases Worksheet

Case#1: Needs Assessment for AdKing's Consumer & Online (C&O) Readiness Department

Directions for students: Place an X in the left-hand column next to each tool that is used in this case study. Then for each marked tool, place an X in the columns indicating the phase(s) of the HPT model that tool was applied to. Be prepared to discuss and defend each tool you select.

	Section 2 – HPT Phase / Section 1 – OPWL Tool	Performance analysis	Cause analysis	Intervention Selection, Des.& Dev.	Intervention Implem. & Change	Evaluation
X	1. Gilbert's first, second and third leisurely theorems	X	X			
	2. Rummler's and Brache's performance matrix					
	3. Langdon's language of work (LOW)					
	4. Mager's and Pipe's performance analysis flowchart					
	5. Kaufman's organizational elements model (OEM)					
	6. Marker's synchronized analysis model (SAM)					
	7. Scott's organizational systems types					
	8. A logic model for evaluation based on Kellogg's guidelines					
	9. Evaluation conducted with the Key Evaluation Checklist (KEC)					
	10. Brinkerhoff's success case method					
	11. Kirkpatrick's 4-level model of evaluation					
	12. Thorndike's Law of Identical Elements					
	13. Principles of Reinforcement from radical behaviorism					
	14. Cognitive Information Processing Model (computer analogy)					
	15. Knowles' Core Adult Learning Principles					
	16. Mezirow's Three Phases of Transformational Learning					
	17. Bloom's taxonomy of educational objectives					
	18. Mager's 3-part method for writing instructional objectives					
	19. Keller's ARCS model for motivational design of instruction					
	20. Harless' 13 "smart" questions					
	21. Procedural analysis, learning hierarchy analysis or other established task analysis method					
	22. Bronco ID model or another established ID model					
	23. Merrill's first principles					
	24. Gagne's 9 events of instruction					
	25. Authentic learning assessment					
	26. Broad & Newstrom's strategies to promote transfer of learning					
	27. Business Logic Model of Silber and Kearny					
	28. Marker's Six-P Framework for Evaluation					
	29. Five Stage Change/Implementation model (Based on Rogers and Kotter)					
	30. SWOT Analysis					
	31. Force-Field Analysis					
	32. Double-Loop Feedback					

X	33. Other – Describe an established tool that is not listed in this matrix: Sleezer et. al.'s Knowledge and Skills Assessment	X	X			

Case #1 - Case Narrative

Title: Needs Assessment for AdKing's Consumer & Online (C&O) Readiness Department

Problem/ Opportunity

The Organization. AdKing (pseudonym) is a division within a large, multinational software company. It sells online advertising space to help marketers build a powerful presence in the digital marketplace.

Background. As part of an organizational initiative to maximize efficiencies, AdKing recently integrated its Consumer & Online (C&O) Readiness Department into the larger Sales, Marketing & Services Group (SMSG). To support this integration, C&O leadership issued a mandate for the department's Learning Consultants (LCs) to reduce the percentage of instructor-led training (ILT) courses in their overall curriculum portfolio (from 85% to 65%) and use the tools available within SMSG to develop more online courses, while maintaining the same course satisfaction scores and learning effectiveness indicators. In other words, the leadership wanted the LCs to use more online learning modalities while ensuring that the quality and cost of their training programs did not suffer.

Opportunity. The manager of C&O (client) was concerned because she perceived a knowledge and skills gap among the LCs with this new approach of delivering instruction, specifically in the LC's ability to:

- Use the variety of non-ILT tools available in SMSG
- Calculate the cost impact of different modality options when selecting modality
- Select the most appropriate delivery modality taking into account cost and instructional goals
- Explain how course evaluation metrics were calculated, reported and used

The client asked my project team's liaison to assist in facilitating this transition for the LCs by developing training programs to bridge these perceived gaps.

Rationale

To help us determine if the client's perception was accurate and if training was indeed the appropriate solution, we used **Gupta, Sleezer and Russ-Eft's Knowledge and Skills Assessment (KSA)** (Sleezer, Russ-Eft, and Gupta, 2014) to identify the knowledge and skills that the LCs would need and any gaps that existed.

The initial data we collected from exploratory interviews and document reviews revealed dynamics other than knowledge and skills gaps which could impact the LCs' ability to perform effectively in their new role. For example, there seemed to be a lack of clarity and understanding even among the key stakeholders themselves on how metrics measuring the effectiveness of the LCs' modality decisions were calculated and reported. We therefore decided to expand the scope of the project and investigate potential issues in the environment

as well. To help us systematically and systemically plan this expanded gap analysis and organize the data we obtained from it, we used **Gilbert's Behavior Engineering Model (BEM).** (Gilbert, 1996)

Application

Sleezer et. al's KSA provided a systematic framework that we used to plan our data gathering and project phases:

Key Phases in Gupta et. al's KSA	Our Data Gathering Process
Phase 1: Gather preliminary data	1. Conduct **exploratory interviews** with the client and an exemplary LC identified by the client to explore key domains relevant to the selection of delivery modality. 2. **Review documents** to triangulate information obtained from the exploratory interviews and assess trends of key performance metrics and variables in C&O.
Phase 2: Plan	3. To derive the set of factors and variables that we should investigate further in subsequent data collection efforts, we used the categories in **Gilbert's BEM** as a coding scheme to help us categorize our preliminary data. We then designed a series of **semi-structured interviews** with the LCs using these factors and variables. The six categories helped us plan interview questions that considered all potential environment and individual factors that contributed to the performance gap.
Phase 3: Perform training requirements analysis 1. Develop tools 2. Collect data	4. The responses from the semi-structured interviews further clarified factors and variables related to the adoption and selection of delivery modality within C&O, which we used to create a close-ended **knowledge and skills survey**. We pilot-tested this survey with selected members from C&O, incorporated their feedback, and then administered the survey to all LCs.
Phase 4: Analyze data	5. We used the reporting feature in our online survey tool to help compile and present the results from the survey. As we analyzed the results, we continued to triangulate it with the information we gathered in earlier data collection steps.
Phase 5: Prepare and present a report	6. We presented the information we gathered, along with our recommendations, in a formal needs assessment report. My team's client liaison also presented highlights of this report to the client.

Results

By expanding the scope of the project, we were able to identify gaps in the environment, in addition to the LCs' knowledge and skills. For example, there was a lack of clarity and consistency regarding how certain metrics and targets were calculated, monitored and reported in C&O. We discovered that the CSAT score (which was an average of all ratings from satisfaction questions in C&O's Level 1 surveys) could refer to several different metrics and was often interchanged with another similar course evaluation score (the NSAT, which measured only results from one question in the Level 1 surveys). Since the client used the CSAT as a key indicator of course effectiveness, we recommended that the client provide the LCs with more guidance and regular communication on how this measurement tool works.

In addition to a lack of knowledge and skills in using many of the non-ILT tools, we also confirmed the client's perception that many LCs did not know how to calculate the relative cost of the different modalities. To bridge this gap, we recommended that the client provide job aids such as a modality selection tool and cost model to guide the LCs in making selections that are instructionally sound and cost effective. We provided drafts of these job aids in our final report. Having such performance support resources to supplement training could help the client reduce unnecessary training time.

Although out of scope for this needs assessment project, we also recommended that the client take a comprehensive look at its performance evaluation and reward systems to ensure that it provided incentives for achieving the performance targets identified as most critical to the business.

In summary, by using the results of our needs assessment, my project team was able to recommend a solution system that also addressed factors likely to have the broadest effects – those in the environment. In this way, we attempted to lay a foundation upon which the client could build. I corresponded with the client liaison shortly after the project concluded, and learned that the client had started a series of lunch-and-learn sessions to educate the LCs on the different non-ILT tools within the organization. The client also assigned the client liaison to further develop and customize the draft modality selection tool we provided in our report.

References

Gilbert, T. F. (1996). *Human Competence: Engineering Worthy Performance* (Tribute ed.). Amherst, MA: HRD Press/ISPI.

Sleezer, C., Russ-Eft, D., & Gupta, K. (2014). *A Practical Guide to Needs Assessment* (3rd ed.). San Francisco, CA: Pfieffer.

OPWL Learning Goals Worksheet

Case#2: Troubleshooting Training for Blossom's Support Technicians

Directions for students: For each program learning goal, place an X in the center column indicating whether this case demonstrates that learning goal. Then, explain how the case demonstrates the selected learning goal. Make your explanations clear and to the point. And provide enough information to help the evaluators understand exactly how this learning goal shows up in the narrative for this case. Continue this worksheet on additional pages, if necessary.

Master's degree program learning goals	Demonstrated in this case?	Explanation
1. Conduct the HPT process in a way that is systematic.	X	My project team used the Bronco ID Model to align each phase of the ADDIE process and ensure that the output from one step served as input for subsequent steps.
2. Conduct the HPT process in a way that is systemic.	X	During the Performance & Cause Analysis step, we reviewed other inter-related, environmental factors that could have had an impact on the technicians' job performance.
3. Conduct the HPT process in a way that is consistent with established professional ethics.	X	My project team practiced ethical standards consistent with ISPI's Code of Ethics throughout the project (e.g. working collaboratively with the subject matter experts; make use of validated practices in PT).
4. Conduct the HPT process in a way that is consistent with established professional standards.	X	My project team followed ISPI's performance improvement standards throughout the project (e.g. add value; utilize partnerships and collaborate with client and subject matter experts).
5. Align performance improvement solutions with strategic organizational goals.	X	The course we designed and developed involved a top call generator for the support team. By handling these calls effectively, the team could better support Blossom's goal of providing superior customer service.
6. Make recommendations that are designed to produce valued results.	X	The course design was based on a task analysis that represented exemplary technician performance. As such, the course teaches best practices proven to effectively troubleshoot hardware problems.
7. Collaborate effectively with others, in person and virtually.	X	This case is based on a class project that I completed with two peers for OPWL537 Instructional Design in Spring 2010.
8. Communicate effectively in written, verbal, and visual forms.	X	My project team produced reports on each phase of the project, which received good feedback from the Instructor and client. We also produced and delivered instructional materials that were well-received by the support technicians.
9. Use evidence-based practices.	X	My team used true-and-tested ID models in the course design and development. All steps were aligned and based on the data we obtained from the Analysis phase.
10. Contribute to the professional community of practice.		

OPWL Tools/Phases Worksheet

Case#2: Troubleshooting Training for Blossom's Support Technicians

Directions for students: Place an X in the left-hand column next to each tool that is used in this case study. Then for each marked tool, place an X in the columns indicating the phase(s) of the HPT model that tool was applied to. Be prepared to discuss and defend each tool you select.

	Section 2 – HPT Phase / Section 1 – OPWL Tool	Performance analysis	Cause analysis	Intervention Selection, Des.& Dev.	Intervention Implem. & Change	Evaluation
	1. Gilbert's first, second and third leisurely theorems					
	2. Rummler's and Brache's performance matrix					
	3. Langdon's language of work (LOW)					
	4. Mager's and Pipe's performance analysis flowchart					
	5. Kaufman's organizational elements model (OEM)					
	6. Marker's synchronized analysis model (SAM)					
	7. Scott's organizational systems types					
	8. A logic model for evaluation based on Kellogg's guidelines					
	9. Evaluation conducted with the Key Evaluation Checklist (KEC)					
	10. Brinkerhoff's success case method					
	11. Kirkpatrick's 4-level model of evaluation					
	12. Thorndike's Law of Identical Elements					
	13. Principles of Reinforcement from radical behaviorism					
	14. Cognitive Information Processing Model (computer analogy)					
	15. Knowles' Core Adult Learning Principles					
	16. Mezirow's Three Phases of Transformational Learning					
	17. Bloom's taxonomy of educational objectives					
X	18. Mager's 3-part method for writing instructional objectives			X		
	19. Keller's ARCS model for motivational design of instruction					
	20. Harless' 13 "smart" questions					
X	21. Procedural analysis, learning hierarchy analysis or other established task analysis method			X		
X	22. Bronco ID model or another established ID model			X		
X	23. Merrill's first principles			X		
	24. Gagne's 9 events of instruction					
	25. Authentic learning assessment					
	26. Broad & Newstrom's strategies to promote transfer of learning					
	27. Business Logic Model of Silber and Kearny					
	28. Marker's Six-P Framework for Evaluation					
	29. Five Stage Change/Implementation model (Based on Rogers and Kotter)					
	30. SWOT Analysis					
	31. Force-Field Analysis					
	32. Double-Loop Feedback					
	33. Other – Describe an established tool that is not listed in this matrix:					

Case #2 - Case Narrative

Title: Troubleshooting Training for Blossom's Support Technicians

Problem/ Opportunity

The Organization. Blossom (pseudonym) is a flower wire service that offers flower arrangements and gifts through its network of over 40,000 member and affiliated florists worldwide. It has a team of 12 support technicians that provides troubleshooting support for its Point-of-Sale (POS) solutions, including the proprietary RTI® Total Management Systems, to its network member customers.

Background. One of Blossom's key business goals is to provide superior customer service to its network of florist shop operators, and the support technicians play a critical role in supporting this goal. The support technicians are responsible for troubleshooting callers' issues by providing clear and concise instructions that the callers can implement to resolve these issues. Surveys conducted previously with network member customers showed that the quality of the support team had an impact on their decision to either keep or cancel their maintenance contract with Blossom. For example, some past customers had decided to cancel their contracts because they were uneasy with conflicting troubleshooting solutions they received from different support technicians. A number of current customers also expressed frustration at receiving inconsistent solution messages.

Opportunity. In an initial analysis, many support technicians commented that they were not as comfortable with the functionalities of the RTI system as they needed to be in order to troubleshoot system issues effectively. 57% of the technicians felt that the new hire training they initially completed was ineffective in preparing them to troubleshoot top issues, and 58% had received no further formal troubleshooting classes or training beyond the initial orientation.

Blossom had a set of best practice solutions that were shared as "tribal knowledge" among the exemplary performers and not documented in an accessible format for all support technicians. The existing knowledge database was out-dated and not user-friendly. Without a standard troubleshooting procedure, the less experienced technicians sometimes resorted to using solutions that created unintended side effects, such as accidentally deleting or altering programming code, which then required more time and resources to fix, and further impacted customer confidence. The supervisor of the support team (client) wanted my project team to develop a training course to help the technicians improve their troubleshooting skills.

While a more long-term solution may include redesigning the current new hire training, my project team saw an opportunity to help Blossom close a critical knowledge and skill gap now by developing a 2-3 hour course covering basic troubleshooting skills for backup issues, which was the Number 2 top call generator. The course would include teaching the support technicians to use a troubleshooting job aid on the job. We would work with the exemplary performers to capture their troubleshooting best practices, and help Blossom begin its effort to update the knowledge base that technicians could use to support their job performance. In this way, our solution system would help to close performance gaps in the BEM categories of *Data*, *Instruments* and *Knowledge*.

Rationale

My project team used the **Bronco ID Model** as a framework to help us plan the Analysis, Design, Development, Implementation and Evaluation of our instructional strategy. Following such a framework helped us ensure alignment between each step of the process.

To systematically capture what Blossom's exemplary technicians do when troubleshooting backup issues, we used a **procedural task analysis with simple decision tables**. While the troubleshooting element to the technicians' task requires some problem solving and decision making, the overall tasks to be completed are procedural in nature. We therefore believed that the procedural task analysis with simple decision tables best fit the needs of the project as it allowed for the troubleshooting/ decision making elements of the task to be incorporated into the procedural steps.

We followed **Mager's 3-part method** (Mager, 1997) when writing the instructional objectives for the backup troubleshooting course. Mager's method kept my project team focused on what the technicians should be doing *on the job* as we developed the instructional plan and curriculum.

Finally, in the Development phase, we used **Merrill's first principles** (Merrill, 2013) to guide us in creating lessons that were aligned with the instructional objectives we established in the instructional plan. Merrill's approach kept us focused on developing instruction that addressed "real-world" problems and facilitated effective transfer to the job.

Application

My project team followed the **Bronco ID Model** to systematically analyze the performance gap, and design and develop a learning intervention to bridge the gap. We also used the steps in the model to map out our project plan, so we could manage the client's expectations and provide him with an estimate of the subject matter experts' time commitment.

During the Task Analysis step, we first reviewed existing though out-dated user manuals and troubleshooting documentation previously created by the support team to get some familiarity with troubleshooting backup issues, and also determine available materials that we could simply update and re-purpose as job aids for the instruction. Next, we interviewed two exemplary performers identified by the client as subject matter experts. Using the **procedural task analysis with simple decision tables**, we mapped out the steps involved in troubleshooting backup issues and took note of best practices, cautionary things to take note of when troubleshooting and any other additional information about a task. Three support technicians further reviewed the output of the task analysis and provided additional guidelines on when to escalate the calls to Level 2 support.

Using the results of the task analysis, we applied **Mager's 3-part method** to write instructional objectives for the critical tasks that the support technicians need to do in troubleshooting, and where there was an existing knowledge and skill gap. Each objective specified:

- The necessary behavior that the technicians must exhibit on the job

- Circumstances under which the technicians are expected to perform on the job
- How well the technicians need to perform the task on the job

Next, we created performance assessments so we could assess the technicians' mastery of the objectives. Both the instructional objectives and performance assessment helped to focus our effort during the development of the instructional plan and materials, so that we could include only "need-to-know" instruction and avoid "nice-to-know" training.

Finally, we used **Merrill's first principles** (Merrill, 2013) to create an instructor-led lesson that addressed the established instructional objectives. We included Merrill's phases of instruction (Activation, Demonstration, Application [both practice and assessment], and Integration) to ensure that the technicians mastered the steps required to effectively troubleshoot backup issues.

Results

We conducted a pilot of the troubleshooting training program and a formative evaluation involving a Level 1 survey and the technicians' performance assessment results (Level 2). Feedback on the Level 1 survey indicated that in general, the technicians perceived the instruction as useful, relevant and efficient. The Level 2 evaluation showed that all participants scored 100% on the assessment.

When my project team's client liaison checked in with the client the day after the pilot training, the client told her that he had already observed the technicians applying what they learned in class, for example, using the troubleshooting job aid while working through a backup issue with a caller.

References

Mager, R. (1997). *Preparing Instructional Objectives* (3rd ed.). Atlanta, GA: CEP Press.

Merrill, D. (2013). *First Principles of Instruction: Identifying and Designing Effective, Efficient, and Engaging Instruction*. San Francisco, CA: Pfeiffer.

OPWL Learning Goals Worksheet

Case #3: Formative Evaluation of the Assortment Planning Training Program

Directions for students: For each program learning goal, place an X in the center column indicating whether this case demonstrates that learning goal. Then, explain how the case demonstrates the selected learning goal. Make your explanations clear and to the point. And provide enough information to help the evaluators understand exactly how this learning goal shows up in the narrative for this case. Continue this worksheet on additional pages, if necessary.

Master's degree program learning goals	Demonstrated in this case?	Explanation
1. Conduct the HPT process in a way that is systematic.	X	My project team followed Scriven's KEC model to ensure that each step in the evaluation process was conducted systematically to support the subsequent step(s).
2. Conduct the HPT process in a way that is systemic.	X	My project team used multiple dimensions, covering both process and outcomes, to provide a systemic evaluation of the evaluand.
3. Conduct the HPT process in a way that is consistent with established professional ethics.	X	My project team practiced ethical standards consistent with ISPI's Code of Ethics throughout the project (e.g. working collaboratively with clients; continually improving our proficiency in the field of PT).
4. Conduct the HPT process in a way that is consistent with established professional standards.	X	My project team followed ISPI's performance improvement standards throughout the project (e.g. look at situations systemically; being systematic in all aspects of the process).
5. Align performance improvement solutions with strategic organizational goals.	X	The purpose of this project was to formatively evaluate Phase 2 of a program that supports a new strategic business tool. The results of the evaluation would inform any enhancements to Phase 3 of the program rollout.
6. Make recommendations that are designed to produce valued results.	X	My project team recommended a solution system that included enhancements in both individual and environment (e.g. suggestions on how the client can remove environmental barriers to an effective implementation).
7. Collaborate effectively with others, in person and virtually.	X	This case is based on a class project that I completed with two peers for OPWL530 Evaluation Methodology in Spring 2010.
8. Communicate effectively in written, verbal, and visual forms.	X	My project team summarized our evaluation results in a class report that received good feedback from the Instructor in her meta-evaluation.
9. Use evidence-based practices.	X	Using guidelines from a well-established evaluation framework, my project team triangulated multiple sources of data such as surveys, interviews and a review of work product in order to draw credible conclusions.

10. Contribute to the professional community of practice.		

OPWL Tools/Phases Worksheet

Case#3: Formative Evaluation of the Assortment Planning Training Program

Directions for students: Place an X in the left-hand column next to each tool that is used in this case study. Then for each marked tool, place an X in the columns indicating the phase(s) of the HPT model that tool was applied to. Be prepared to discuss and defend each tool you select.

	Section 2 – HPT Phase / Section 1 – OPWL Tool	Performance analysis	Cause analysis	Intervention Selection, Des.& Dev.	Intervention Implem. & Change	Evaluation
	1. Gilbert's first, second and third leisurely theorems					
	2. Rummler's and Brache's performance matrix					
	3. Langdon's language of work (LOW)					
	4. Mager's and Pipe's performance analysis flowchart					
	5. Kaufman's organizational elements model (OEM)					
	6. Marker's synchronized analysis model (SAM)					
	7. Scott's organizational systems types					
X	8. A logic model for evaluation based on Kellogg's guidelines					X
X	9. Evaluation conducted with the Key Evaluation Checklist (KEC)					X
X	10. Brinkerhoff's success case method					X
X	11. Kirkpatrick's 4-level model of evaluation					X
	12. Thorndike's Law of Identical Elements					
	13. Principles of Reinforcement from radical behaviorism					
	14. Cognitive Information Processing Model (computer analogy)					
	15. Knowles' Core Adult Learning Principles					
	16. Mezirow's Three Phases of Transformational Learning					
	17. Bloom's taxonomy of educational objectives					
	18. Mager's 3-part method for writing instructional objectives					
	19. Keller's ARCS model for motivational design of instruction					
	20. Harless' 13 "smart" questions					
	21. Procedural analysis, learning hierarchy analysis or other established task analysis method					
	22. Bronco ID model or another established ID model					
	23. Merrill's first principles					
	24. Gagne's 9 events of instruction					
	25. Authentic learning assessment					
	26. Broad & Newstrom's strategies to promote transfer of learning					
	27. Business Logic Model of Silber and Kearny					
	28. Marker's Six-P Framework for Evaluation					
	29. Five Stage Change/Implementation model (Based on Rogers and Kotter)					
	30. SWOT Analysis					
	31. Force-Field Analysis					
	32. Double-Loop Feedback					
	33. Other – Describe an established tool that is not listed in this matrix:					

Case #3 - Case Narrative

NOTE: A third case is only included for purposes of further illustration, only two cases are required for the portfolio.

Title: A Formative Evaluation of the Assortment Planning Training Program at Discount Mart

Problem/ Opportunity

The Organization. Discount Mart (pseudonym) is a Fortune 500 chain-store retailer with 6,700 locations throughout the country and over $6 billion in annual sales revenue.

Background. Two years ago, Discount Mart implemented a complex Assortment Planning (AP) tool and new business process to help its buyers build and execute item-level assortment plans at a local or "cluster" level. The rollout included a 3-Phase AP training program. The results from Phase 1 showed that while the buyers who attended the pilot training were able to navigate reasonably well and enter data accurately in the AP tool, they were not proficient in making effective, business-based assortment planning decisions using the tool, which was one of the desired outcomes of the program. As a result, Phase 2 was redesigned to incorporate certain activities and instructional design methods that Discount Mart's training department identified as lacking in the Phase 1 rollout.

Opportunity. The Senior Vice President of Merchandising (client) had requested for my project client liaison to evaluate the value of these Phase 2 changes and determine if any further enhancements should be made to Phase 3 implementation. We therefore focused this evaluation project on answering the following key questions:

- How well can the buyers use the AP tool and process to make item-level assortment planning decisions tailored to meet local needs?
- What improvements, if any, need to be made to Phase 3 training?

The results of my team's analysis could help Discount Mart increase the adoption and success of the AP tool by identifying environmental drivers/ barriers that could facilitate or hinder the buyers' performance on the job.

Rationale

We used **Scriven's Key Evaluation Checklist (KEC)** (Davidson, 2005) as our overall evaluation framework for the project. The KEC provided valuable guidance in our data collection, methodology and reporting by reminding us of the factors we should investigate, assess and report on in an evaluation. In other words, it helped ensure that we include all the important ingredients that would allow us to draw valid evaluative conclusions in our analysis.

Discount Mart management had identified certain job-related behaviors, activities and outcomes they wanted to see from the implementation of the AP tool and business process. To help us clearly define these expectations and ensure all parties agree on how the tool and

process relate to business impact, we used a **Logic Model** based on Kellogg's guidelines (Davidson, 2005) to provide a visual roadmap. We have found that using a visual picture often helps to facilitate discussions with stakeholders. We further detailed *Effective AP training*, which was a key resource in the logic model and the evaluand in this project, by using the Training Impact Model from **Brinkerhoff's Success Case Method**. (Brinkerhoff, 2006)

We also used **Kirkpatrick's Levels 1-3 evaluation** (Kirkpatrick, 1994) to assess participants' reaction to the Phase 2 training curriculum, how much they learned about the integration of business strategy with the AP tool, and their ability to apply the lessons on the job.

Application

My project team used a **Logic Model** to visually illustrate the overall impact of the new AP tool and process to the organization. We further mapped out the following using the Training Impact Model from **Brinkerhoff's Success Case Method** (Brinkerhoff, 2006):

- The knowledge and skills that the buyers were intended to master in Phase 2.
- Ways in which these learning outcomes were to be applied in the buyers' on-the-job behaviors.
- The results that these on-the-job behaviors were intended to produce.
- The business goals (in terms of higher sales and improved market share) to which this training program was meant to contribute.

Using these two models as a foundation, we worked with the client and selected key stakeholders to develop a set of evaluative criteria (process and outcomes dimensions) and the importance weighting of these individual dimensions. The dimensions/importance weighting table is shown in Table 1 below.

Table 1: Weighting of Dimensions of Merit

Category	Dimension of Merit	Description	*Poor*	*Good*	*Excellent*	Weighting
Process	Content & Training Design	Provides sufficient level of skill in technical ability and application of business theory				Critical
	Environmental Support and Elimination of Barriers	Sufficient on-the-job support which includes identification and removal of barriers to performance				Important
Outcomes	Job Impact: Timeliness	Assortment plans that can be output to Supply Chain and Visual Merchandising in a timely manner for execution at store level				Critical
	Job Impact: Clustering	Assortment plans that result in products tailored to local needs (clustered assortments)				Important
	Job Impact: Financial Goals	Assortment plans that result in better product placement decisions, and improved inventory and turnover decisions that align with the organization's financial plans				Critical

For each dimension, we used multiple sources of data (e.g. surveys, interviews and review of work products) in order to draw more credible conclusions. For example, in evaluating the *Content & Training Design* dimension, we created a survey to assess the participants' perception of the clarity of content, flow of presentation, and if sufficient time was devoted to each training module (**Level 1**). This survey also included questions to test the participants' knowledge regarding the integration of business strategy with the navigation of the AP tool (**Level 2**). In addition, we conducted follow-up interviews with the participants and their managers to determine the participants' ability to apply what they learned on the job, and the level of behavior change brought about by the Phase 2 program (**Level 3**). To further triangulate the data gathered, we reviewed a sample of actual assortment plans created by participants after they attended the training with management to determine if they met the criteria for program success as outlined in the program objectives.

Since my project team used **Scriven's KEC** (Scriven, 2003) as our overall framework, our final report was written following the KEC checkpoints. Our course instructor also used the KEC checkpoints table to conduct the meta-evaluation in order to assess the validity of our evaluation.

Results

Based on our analysis, we gave the Phase 2 AP tool and process program an overall rating of ***Good***. In addition, we concluded that few changes needed to be made to the actual training materials. However, there could be tweaks to the in-class activities. For example, the current case study should be eliminated and the time spent on delivering more in-depth instruction on clustering. This additional time, with management on hand to answer strategic questions in the class, would help the buyers better understand the application of data analysis to the task of building their assortment plans.

Such management support would need to continue beyond the classroom. In particular, several buyers that we interviewed highlighted the increased workload they experienced with the implementation of the AP tool. We therefore recommended that the buyers' managers consider doing a time study to see if current timeframes should be revised, or if additional resources should be added to allow the buyers to complete their assortment plans in a timely manner.

Copies of our project report were provided to the client and other key stakeholders of the project, such as the Vice President of Learning and Development. Other members of the Project Planning organization were also provided executive summaries of the report for a high-level overview of the findings of the evaluation study.

I corresponded with my team's client liaison recently to get an update on the project. I learned that because we provided data-driven recommendations, the client decided to implement our suggested modifications to Phase 3 curriculum and the overall rollout of the AP tool. The client also improved management support to the buyers as they continue to build their proficiency on the job, for example, by encouraging the buyers' managers to be available to answer questions on how to apply business strategy in building assortment plans. As of December 2010, adoption of the new AP tool was very high and implementation was running smoothly.

References

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