

PART 1 – Analyzing Needs

Analyzing Needs Template- Assignment #1, PDAL 0110, Program Design, Jan 26 2020

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1. Restate the request:

- a. The head of the Human Resources Department of ABC College has recently conducted an engagement survey of staff and find that scores are very low for some areas of leadership soft skills, resulting in disengaged staff with low morale. HR has asked that a leadership training program be developed that can increase job satisfaction and employee engagement.

2. Identify the business need:

- a. **This project will provide the following benefit to the client (contain expenses)**
 - i. Low engagement and job satisfaction leads to high turnover resulting in higher human resources costs for hiring, training, and benefits costs.
 - ii. This program will ultimately improve these statistics in the long term, but in the short term, improve engagement scores and job satisfaction in the next rounds of the survey.
- b. **How will this training program provide this benefit to the client?**
 - i. Improving employee engagement, improve job satisfaction
 - ii. Reduce turnover and disability claims over time
 - iii. By training managers to:
 1. Identify employees strengths
 2. Help employees to align their jobs with their strengths
 3. Take steps to create a department culture that supports strengths

3. Describe desired performance as a scenario: (desired performance)

- a. **Start with the performance indicator:** Individual leaders will improve department metrics that measure employee engagement and job satisfaction in their teams on average a 1 point improvement. (Unless they are currently at an 7/10, then a .5 improvement will be used for each metric). The scale is a 10-point scale that is currently used throughout the company.
- b. **Describe in detail a scenario of performance:** Using their knowledge and skills of strengths, leaders will cultivate an environment that focuses on the strengths of individuals as well as the teams they lead, thereby improving employee engagement, job satisfaction, and eventually reducing turnover. Leaders will be able to identify employee top strengths when asked and incorporate strengths language in team meetings and projects. Leaders will work to help employees align their job tasks with their top strengths while still meeting the organizations goals (job crafting). Teams will incorporate a variety of ways to recognize individual member strengths as part of daily department functioning.

4. Describe current performance:

a. Start with the performance indicator:

- i. Current Individual leaders have their department scores for each of the metrics in job satisfaction and employee engagement. Departments requiring specific improvement will have a current score of 5 or lower on a 10-point scale.

b. Describe in detail a scenario of the performance:

- i. When talking to managers, they often discuss what's wrong with the employees and have a blame mentality. Scapegoating is common, and trust is low in this environment. Employees and managers spend a lot of time in negative communication situations. Employees are less likely to speak out in meeting environments. Communication is poor and a me versus we culture exists in many areas.

5. Describe the performance gap:

a. End result:

- i. Managers do not know how to recognize the strengths of themselves and their team members. Thus they have expectations of behaviour that do not align with the individual team members strengths. They instead focus on what they expect to see.
- ii. Individuals can recognize their own strengths, and that of team members and the team as a whole.
- iii. Job tasks are aligned with strengths for each employee so employees need to identify their main job tasks, their top strengths, and ways to align strengths to each job task.
- iv. A culture of strengths language is the norm for teams.

b. Foundational concepts:

- i. Understand what the 24 character strengths are.
- ii. Understand how character strengths benefit the individual and organization.
- iii. Understand what signature strengths are.

c. Basic processes:

- i. Take a character strengths survey for each team member.
- ii. Learn how to identify character strengths in oneself and others (strengths spotting).
- iii. Go through the signature strengths identification process and identify your signature strengths.
- iv. Learn how to coach employees to be able to align their job tasks with their signature strengths.

d. Alternate processes:

- i. Job crafting (changing one's job can involve a redesign of employee functions and goes beyond that of task and signature strengths alignment).
 - e. **Common issues:**
 - i. It is easier to recognize someone else's strengths than your own.
 - ii. Talking about strengths can be uncomfortable at first for some people.
 - iii. Some job tasks may be difficult to align with some signature strengths.
 - iv. Developing soft skills are hard to measure.
 - v. New soft skills habits can take a while to incorporate.
- 6. **Describe possible instructional and non-instructional needs:**
 - a. **Environment:**
 - i. Top level support for using the language of strengths in the organization.
 - ii. A psychology-safe culture and environment that supports the development of soft skills.
 - b. **Knowledge:**
 - i. Understanding what character strengths are.
 - ii. A knowledge of high level research behind character strengths usage in the workplace.
 - iii. Understanding how to play to signature strengths in the workplace.
 - c. **Skills:**
 - i. Communication skills development.
 - ii. Coaching skills.
 - iii. Job task analysis skills.
 - d. **Motivation:**
 - i. To improve the engagement and job satisfaction of employees.
 - ii. To learn about one's strengths and those of others different from your own.
- 7. **Identify delivery mode options:**
 - a. Online learning introduction.
 - b. Assessment tools.
 - c. Classroom face-to-face training for initial strengths skills and knowledge.
 - d. Group coaching with other managers to sharpen skills.
 - e. Individual coaching.
 - f. Role playing.
 - g. Job aid tools such as desk strengths refreshers, meeting managing templates.
 - h. Workbook tools.

PART 2 – Performance and Learning Objectives

Analyzing Needs Template- Assignment #2, PDAL 0110, Program Design, Feb 2, 2020

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1. **Performance Objective:** Leaders can **identify** signature strengths use in their employees.
 - a. Learning Objectives:
 - i. Leaders can identify all 24 character strengths in a test.
 - ii. Leaders can give examples of all 24 character strengths use in a workplace setting.
 - iii. Leaders can identify a minimum of three character strengths in each of their employees.

2. **Performance Objective:** Leaders can **communicate** signature strengths use (strengths spotting) in their employees.
 - a. Learning Objectives:
 - i. Leaders can write out statements of strength spotting for each of the 24 character strengths in a workplace scenario.
 - ii. Leaders can verbally speak to strengths spotting for a minimum of three character strengths in each of their employees.

3. **Evaluation Plan:**
 - a. Reaction: Questions (not necessarily in this order)
 - i. In one word, how would you describe this training program? _____
 - ii. In one word, how would you describe this instructor? _____
 - iii. The knowledge I gained about character strengths usage at work is valuable.
 1. Strongly Agree to Strongly Disagree scale.
 - iv. How likely will you be able to apply what you've learning about character strengths usage at work, with your team?
 1. Very likely to Not at All Likely scale.
 - v. How many of the 24 character strengths do you feel confident that you can identify in others at your place of work?
 1. 0 – 24 scale
 - vi. I would recommend this training to other leaders in our organization.
 1. Strongly Agree to Strongly Disagree scale.
 - vii. The most valuable thing I learned at this training was.
 1. _____
 - viii. The instructor provided content in a logical format.

1. Strongly Agree to Strongly Disagree scale.

ix. One thing I would do to improve this program would be _____.

b. **Performance:**

- i. Leaders can identify all 24 character strengths on a test.
- ii. Leaders can write out workplace scenarios for each of the 24 strengths.
- iii. Leaders can identify at least one character strengths for each of their employees.
- iv. Leaders have created a communication plan to communicate their strengths within their teams.

c. **Transfer:** Leaders incorporate strengths spotting in their day to day interactions with their employees. In doing this they journal daily about examples where they've identified and commented on the strengths usage of employees. Which strength, the situation, how they communicated to the employee. They are to cover every employee a minimum of once a week*. These journal sheets are submitted for review after 1 week, 1 month an 3 months, 6 months after training for review and discussion with a training coach. *depending on how many employees they have on their team.

PART 3 – Program Design Template

Program Design Template- Assignment #3, PDAL 0110, Program Design, Feb 9, 2020

Susan Kuz

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1. Choose formats for the training program.
 - a. **Self-study – delivered through a platform that contains online videos, fillable PDFs, text-based segments, online quizzes.**
 - i. Type of materials – Learners would log into an online learning system to proceed through the background study information. Initially learners would become familiar with the background of character strengths (CS) by watching an introduction video that covers the background of character strengths classification system development. They'd then take an online assessment to discover their own character strengths. They'd learn about the research behind using character strengths in the workplace. They'd learn about the different types of CS.
 - ii. Structure of information
 1. Preview of the program, agenda
 2. CS background and introduces CS - video from VIA site
 3. Personal assessment – online survey and downloadable report
 4. What are Signature Strengths (SS) and why are they important?
 5. Identifying SS in myself
 6. Identify CS usage in others (Strengths Spotting)
 7. Practicing SS
 - iii. Communication style
 1. Videos
 2. Fillable PDFs
 3. Downloadable PDFs for assignments
 4. Online power point presentations with talking head
 5. Online quizzes
 - iv. Other expectations
 1. Instructor would email students as progress is being made and be available for questions
 2. Instructor would monitor progress through the course using back end of platform
 - b. **Live – delivered online through live meetings (ZOOM).**

- i. Type of materials – After self-study modules are done, learners would meet every two weeks to deepen their learning of the concepts and learn to apply them at work in their teams.
 - ii. Structure of information
 - 1. Preview of the program, agenda – Power Point (PP)
 - 2. Review of the CS concepts
 - 3. Review of SS and why they are important -
 - 4. Review of SS CS in others at work
 - 5. Chat room practice and discussions
 - iii. Communication style
 - 1. Online ZOOM with shared screen with PP slides where applicable
 - 2. Examples of usage discussed in ZOOM group setting to answer questions and get concepts across
 - 3. ZOOM chatrooms to discuss questions and practice concepts
 - 4. Online power point presentations with talking head
 - 5. Online quizzes and reviews with Kahoot participation
 - 6. Downloadable workbook sheets and notes to guide practice of concepts between ZOOM calls
 - iv. Other expectations
 - 1. Workbooks and quizzes can also be delivered through same online platform as self-study
 - 2. Instructor available for one-on-one chats or emails
 - 3. Recording of ZOOM calls for those who couldn't make live calls
- 2. Choose a communication method for the program. Identify the advantages and disadvantages for each.
 - a. Self-study
 - i. Video presentation
 - 1. Advantage – good for a personal touch, human visuals for communicating, adds interest, low cost once set up, learners can view on their own time
 - 2. Disadvantage – if too long can come across as a lecture, learners can tune out or do other things or fast-forward, difficult to change quickly, longer to create and more costly, learners may need hardware to view
 - ii. Printed format for download PDFs etc.
 - 1. Advantage – standardized, somewhat easily updated, cost effective, learners can view on their own time
 - 2. Disadvantage – may be hard to get message across clearly, difficult if learner has questions, learners may need off hour equipment to access or download

- iii. Email or phone for question
 - 1. Advantage – very flexible for handling individual questions, cost effective to implement
 - 2. Disadvantage – scheduling can be difficult, more costly from a time perspective, one learner at time
 - iv. Discussion forum
 - 1. Advantage – good way to update all learners
 - 2. Disadvantage – requires learners to continue to connect to forum, and instructors to continue to update
 - b. Live training portion
 - i. ZOOM conference call platform
 - 1. Advantage – can connect to many learners at once, offers various ways to present material, can be recorded, can use break-out rooms
 - 2. Disadvantage – requires instructor skills and learner skills in using, requires technical equipment and internet to participate, may be difficult to schedule between various time-zones
- 3. Identify the stakeholders and roles:
 - a. Learners – managers
 - b. Executive – funding approval
 - c. Project sponsor – HR team member
- 4. Identify the program scope:
 - a. What does the learning program cover?
 - i. Background of character strengths (CS)
 - ii. Benefits and research on CS
 - iii. Understanding character strengths and the different types
 - iv. Signature strengths (SS)
 - 1. Why they are important to use in a work setting
 - 2. How to determine one’s SS
 - v. How to spot character strengths usage in employees
 - 1. Label
 - 2. Explain
 - 3. Appreciate
 - vi. Practice strengths spotting at work
 - b. What doesn’t the learning program cover?
 - i. Team CS matrixes
 - ii. Teaching employees about CS, SS
 - iii. Other types of CS engagement, and job satisfaction interventions
 - iv. Aligning job tasks with SS, that is covered in a future program

PART 4 – Developing Instructional Materials

Program Design Template- Assignment #4, PDAL 0110, Program Design, Feb 16, 2020

Susan Kuz

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1. Choose formats for the training program.
 - a. **Self-study – delivered through a platform that contains online videos, fillable PDFs, text-based segments, online quizzes.**
 - i. Type of materials – Learners would log into an online learning system to proceed through the background study information. Initially learners would become familiar with the background of character strengths (CS) by watching an introduction video that covers the background of character strengths classification system development. They'd then take an online assessment to discover their own character strengths. They'd learn about the research behind using character strengths in the workplace. They'd learn about the different types of CS.
 - ii. Structure of information
 1. Preview of the program, agenda
 2. CS background and introduces CS - video from VIA site
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 4. What are Signature Strengths (SS) and why are they important?
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 1. Videos
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 1. Instructor would email students as progress is being made and be available for questions
 2. Instructor would monitor progress through the course using back end of platform
 - b. **Live – delivered online through live meetings (ZOOM).**

- i. Type of materials – After self-study modules are done, learners would meet every two weeks to deepen their learning of the concepts and learn to apply them at work in their teams.
 - ii. Structure of information
 - 1. Preview of the program, agenda – Power Point (PP)
 - 2. Review of the CS concepts
 - 3. Review of SS and why they are important -
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 - 5. Chat room practice and discussions
 - iii. Communication style
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 - b. What doesn't the learning program cover?
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 - iii. Other types of CS engagement, and job satisfaction interventions
 - iv. Aligning job tasks with SS, that is covered in a future program

PART 5 – Evaluation and Maintenance Plan

**Formative Evaluation and Maintenance Plan Template – Assignment #5, PDAL 0110, Program Design, Feb 20, 2020-02-20 Susan Kuz
Student #5718128**

1. Describe the formative evaluation plan:

a. Self-Study portion

- i. Technical review: Jenny, review as a learner for clarity and performance; Susan review for accuracy.
- ii. Editorial review: Jenny to review content.
- iii. Pilot test: Jenny and Irene to run through the course to ensure the platform works as expected: videos work, PDF can be downloaded, quizzes work, etc.

b. Live portion ZOOM

- i. Technical review: Jenny, review as a learner for clarity and performance; Susan review for accuracy. Be sure to test enrollment, performance of ZOOM on different laptops, chat rooms, online meeting set up.
- ii. Editorial review: Jenny to review content.
- iii. Engage 8 learners to run through a pilot test of the live program through ZOOM.

2. List tasks required to administer learning program:

a. Self-Study portion

- i. Set up enrollment for course, including enrollment conformation
- ii. Develop program promotional content/material
- iii. Send out invitation to potential students, reminders as per schedule to encourage enrollment
- iv. Monitor student progress regularly
- v. Automate evaluation follow-up, monitor for completion rates
- vi. Prepare evaluation report
- vii. Conduct postmortem meeting

b. Live portion ZOOM

- i. Set up enrollment for course, including enrollment conformation
- ii. Set up online ZOOM meeting
- iii. Develop program promotional content/material
- iv. Send out invitation on a staggered schedule to encourage enrollment
- v. Reminder to students about completing pre-work, check back-end to make sure everyone has completed
- vi. Assign someone to monitor the chat during live meetings
- vii. Record the meeting and send out to participants afterwards
- viii. Setup Kahoot quizzes, test it is working
- ix. Set up room for ZOOM – lighting, microphone, video, background noise, etc.

- x. Be available for questions after online meeting
- xi. Prepare evaluation report
- xii. Conduct postmortem meeting

3. List tasks required to maintain learning program:

a. Self-Study portion

- i. Check for Platform changes (in this case, Thinkific)
- ii. Update PDFs as required
- iii. Check video content, upgrade where required
- iv. Ensure links continue to work

b. Live portion ZOOM

- i. Save copies of all files
- ii. Create a Check List for sections that may need to be updated before running again: contact details for instructor, certain Power Point slides, PDFs
- iii. Update as needed – this content does not change often but Power Point slides may need periodical updating
- iv. Instructor may need to update ZOOM skills
- v. ZOOM hosting details may change (ZOOM upgrades)
- vi. ZOOM technical requirements may change (system upgrades)
- vii. Check for Kahoot changes