

EDID 6502 - Group Project

Group Project

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## **Executive Summary**

This report details the use of human performance technology to design, develop and implement an intervention to address the performance gap at GIS TV, a department in a government public relations and multimedia agency. The staff at GIS TV were not completing clients' videos on time. Advanced Solutions Experts designed a Production Process Manual as a part of documentation and standards intervention, aimed at improving the performance of employees at GIS TV.

The implementation of the intervention involved aspects of change management which was efficiently and expertly handled by the Advanced Solutions Team via constant communication with all stakeholders to reduce resistance, process consulting and the development of networking systems and employee development.

The benefits of approving the intervention will bring a higher level and quality of production to clients' videos and improve the overall process of production. More importantly, the process of implementing the intervention will allow employees to work closely with each other creating an environment of trust and collaboration thus forming informal networking systems while delivering quality video products on time.

## **Problem or Opportunity**

GIS TV is a department at GIS, a government public relations and multimedia agency. The department produces television features and public service announcements for government ministries, departments and agencies as well as private clients. The producers at GIS TV have issues completing clients' videos on time. This has resulted in several complaints from clients about delays in receiving their video products.

A performance analysis, consisting of organizational, environment and gaps analyses, were conducted to identify if a performance problem existed. Through the gap analysis it was discovered that 50% of clients' videos are delivered within the agreed time frame. This is 30% less than the department's target which is to ensure that clients' videos are delivered within 24 hours of the delivery date agreed upon by the client and the producer.

At the organisational level the mission, vision and goals of the organisation were communicated at meetings with all members of staff at the GIS, however, the members of the television department did not know this information or how it impacted the carrying out of their duties in the department.

From the environment analysis it was discovered that even though workers were highly motivated, sometimes they were unclear on what was required of them for client's projects and feedback on work done was mainly provided during the appraisal process.

Information coming from a cause analysis conducted at the department shows that several factors contributed to performance issues. Expectations for projects were not communicated to all members of the production team from the start of a project. The fact that all members did not know about, and could not have a creative input on the outcome of the project, meant that when a

job was done it may not be done to the requirement outlined by clients. This resulted in many revisions being suggested by the client which delayed the completion of the project.

Another cause of the problem is that there were multiple delays during the entire production process. These delays included clients not reviewing scripts and treatments on time, producers being busy working on multiple projects and therefore could not gather elements for the production on time, producers having to spend time looking for footage that would cover shots that were poorly done.

There was also the issue of feedback and lack of consequences or accountability for poor performance in the department. Information on staff's performance was not given in a timely manner. Performance problems were addressed during performance appraisals and even then there were no concrete measures put in place to ensure the problem does not persist.

Training is not ongoing in the department. Even though equipment is purchased to support the members of the technical team, staff are not trained to use the new equipment. Additionally, the staff is not properly oriented in the procedures, practices and processes of the department when they come into the department, this means that they would have to learn as they go along, which takes time and means they could learn inefficient practices.

Several interventions were identified which could possibly help members of the production department to achieve their target. The interventions can be seen in Table 1.

Table 1

*GIS TV Department Intervention Selector*

|                            |                          |  |
|----------------------------|--------------------------|--|
| <b>Performance Support</b> | <b>Instructional</b>     | On-the-job training<br>Just-in-time training |
|                            | <b>Non-instructional</b> | Documentation and standards                  |

|                                     |                        |
|-------------------------------------|------------------------|
| <b>Job Analysis/ Work Design</b>    | Continuous Improvement |
| <b>Personal Development</b>         | Feedback               |
| <b>Human Resource Development</b>   | Employee Development   |
| <b>Organizational communication</b> | Information Systems    |

Documentation and standards falls under non-instructional performance support. This intervention involves documenting policies, procedures, standards, workflow, processes etc. and making it accessible to employees (Van Tiem et al. 2012). Through this intervention, all production personnel can be informed about the proper procedures, processes and timelines for carrying out productions. Documentation protocols will also be established on the most effective way to communicate production requirements and reporting and resolving recurring production issues. These would be compiled in a production process manual, PPM.

Documentation and standards would help with the implementation of all other possible interventions such as feedback, on-the-job training, just-in-time training and continuous improvements. It was felt by the Advanced Solutions Experts team that all these interventions would require the establishment of proper documentation and standards to be effective and sustainable.

### **Results, Objectives, Evaluation Criteria/ Metrics**

#### **Results**

It is expected that at the end of the intervention the producers in the department will be able to increase the number of client products delivered on time by 20 %. To design, develop and implement the intervention to meet this target several goals, objectives, elements were identified, these can be seen in metrics in Table 2.

Table 2

*Goals, objectives, elements and metrics for the intervention*

| Goal   | Objective  | Elements                          | Metrics  |
|--|--|-----------------------------------|--|
| Develop awareness among stakeholders of the intervention | Create awareness of the tenets of the employee production process manual by increasing stakeholder engagement by 80% within two months using information systems | Selecting audience for the manual | The number of stakeholders who attend meetings and give positive feedback on the process.                              |
| Develop an easy to follow production process manual      | Produce a production process manual with no errors in accordance to industry standards to ensure usability   | Content for the manual            | Using a quality standards document   |
| Comply with the intervention                             | Act in accordance 80% of the time with the production manual by institutionalizing its practices while maintaining the production of high quality services       | Compliance                        | The number of staff members using the documents and measuring up to the standards will be compiled                     |
| Increase the number of projects delivered on time        | Increase the number of client projects delivered on time without making changes to the final product and with client satisfaction to                             | Deployment plan for the manual    | The number of clients who have their project delivered on time will be assessed through the project cycle document and |



|   |   |                            |  |
|---|---|----------------------------|--|
|   | 70% within six months   |                            | customer satisfaction survey.  |
| Communicate efficiently with departments as it relates to productions | Track and monitor the production process using a shared Electronic Tracking System within one day of receiving the approved treatment | Electronic Tracking System | Feedback from the system about the number of attempts they took for the treatment to be transferred from department to department<br><br>Performers' success stories |

**Intervention and Elements**

The creation of a Production Process Manual for employees directly involved in developing and producing client material from beginning to end is a very crucial first step toward ensuring client satisfaction of their final product, as well as ensuring that their package is delivered on time. A sound understanding and consistent application and practice of the workflow process by every department involved in production is of paramount importance. Added to that, monitoring and feedback processes will be integrally tied to each element of the intervention.

According to Van Tiem et al (2012) “intervention elements are the components of the intervention that must be in place to implement the intervention” (p.463). Van Tiem et al (2012) note that these elements can be strategies, processes, activities or materials and can range from the process of selecting attendees to the agenda of a meeting. As highlighted in the table above, the elements of selecting an audience, content for the manual, deployment and compliance of the manual and an electronic tracking system will be used to implement the Production Process Manual.

## **Selecting an Audience**

Selecting the audience for the PPM is critical . Every member of the production team responsible for the production of client material will be part of the target audience for input and exposure to this intervention. This will benefit the entire production team and is geared towards stakeholder buy-in and generating a sense of belonging and ownership of the decision making process. The members of the production team are the individuals who will be called upon to orient themselves with the processes in the document, establish best production practices through the use of the document, execute the standards and expectations laid out in the document as well as train and retrain others in the process and practices developed within the document.

To help with this change, other examples or success stories of the implementation of similar interventions will be shared with the audience so that they can see how simple and easy the process will be. Van Tiem et al (2012) assert that peer testimonials help to minimize resistance to change. Ultimately, approval and support from upper management and staff members will be needed to implement this element.

## **Content for the Manual**

Manual content is another important element to consider. All the steps, processes, persons involved in production needs to be accounted for in the content of the manual. This element is the backbone of the intervention as it is through following the steps described in the manual that the performance gap will be closed. It is important that the information contained therein is accurate, clear, concise and organized. This element of the intervention serves to guide departments and individuals into adapting best practice for every step of the development of clients' product from start to finish.

To assist with this change the results of the pilot will be shared with employees so that they can see how easy the transition will be. Van Tiem et al (2012) maintain that when changes seem doable it helps employees know that the intervention is possible.

Firstly, a detailed description of the production process will be needed. This would include the roles and responsibilities of all the members of the department involved in production. In addition to this, projected timelines for the production stages as well as the acceptable standards for the output of each department, workflow diagrams, other visual and digital aids, checklists and departmental monitoring systems will be included. This information will be gathered from the target audience and production documents already in the department.

Once the content for the manual has been gathered it will need to be operationalized into the Production Process Manual. This process will be carried out by a team from the GIS. GIS is a public relations and multimedia agency that does design and execution of multimedia products. The team will include the content writers, graphic artist, copy editor, videographer and graphic designer. The team will be selected based on recommendations from supervisors.

### **Deployment Plan for the Manual**

Deployment of the PPM is also critical to the intervention. This involves the execution of the intervention at every level as well as ensuring that each person is fully aware of the expected changes. From paper to practice, this is a very actionable element. It is here we imitate the process and procedures laid out in the PPM through the use of a pilot client to ratify the impending changes laid out in the PPM. This element is beneficial for quality, timely and successful implementation of the initiative. Eventually, a proper deployment plan will increase compliance with the contents of the PPM and increase the ability of the production crew to develop best practice standards for production of client's materials.

Every member of the department will be involved in this element. Staff on the project should already be acclimatized with the PPM and other resource material to be able to execute the new demands of policy, practice and procedure. Sensitization sessions with persons who will be using the PPM will be done to get staff members familiarized with the content of the manual. A plan for distribution of the modules will also be needed.

### **Compliance**

Compliance is the element that is needed for results to be generated from the intervention. It is one thing to document the processes and procedures, but the intervention will be futile if the established guidelines are not followed. All the members of the department will be involved in ensuring that compliance is achieved, however, supervisors for each unit will be responsible for monitoring and auditing members of their units to ensure that they are operating to standards.

Clear and easy to follow guidelines on how to use the manuals will be set up and communicated to workers, for the implementation of this element. In addition to this, enforcement standards will be established and communicated through well-publicized disciplinary guidelines. Reciprocal communication channels will also be set up where workers can give and receive feedback on putting the content of the PPM in practice.

These guidelines, enforcement standards and communications protocol will be written by the HPT consultant team in conjunction with the supervisor for each unit within the department.

### **Electronic Tracking System**

An electronic tracking system is an instrumental element to this intervention. Firstly, performers could be held accountable if the treatment, scripts and other production elements remain in their possession over the estimated time frame without valid reasons. Secondly, it

could ensure compliance by placing specific measures in place that could lead to inspections and audits, if required, as senior management would have the ability to oversee the progress of a treatment.

ICT specialists, departmental heads from every unit involved in the production process and mid-level performers would be involved in this process. ICT specialists would be involved in creating a shared tracking system on an ethernet and shared network so that every performer involved in the production process would have access to the system. Moreover, the ICT specialist would be included in designing the system using Microsoft Excel. Mid-level performers would be interviewed in order to develop the tracking system that would be specific to their needs, requests and suggestions.

In order for this system to be developed, a shared network which would include an ethernet cable, workstations, a broadband connection and router will be needed. In addition, the system should be able to accommodate feedback and monitoring mechanisms to facilitate senior management overseeing the entire process and horizontal communication among departments and downward to upward communication. The system should also facilitate regular updates and maintenance. Therefore, the system requires a server and a remote desktop that would be able to complete updates and maintenance checks without interrupting performers as they carry out their duties. This element also requires monitoring software so that management could monitor and give feedback to performers and vice versa accordingly. Other intangible aspects that would need to be in place before the tracking system is developed includes good departmental synergy and communication and all level performers viewing their use of the tracking system as an integral part of the organization's success.

To help manage this change, GIS TV could benefit from relative advantages and simplicity strategies such as peer testimonials from a similar organization that has a tracking system and a comparative advance organizer that outlines the cost benefits of using the tracking system. According to Van Tiem et al (2012), the mentioned strategies help minimise resistance to change in the organization.

### **Assessing the Intervention's Practicality and Feasibility**

Van Tiem et al (2012) state that Intervention Designers are required to determine whether it would be economical to proceed with implementation of the elements of the intervention. Therefore, to decipher whether the cost of the intervention would not outweigh production expenses, Advanced Solutions Experts will use a cost benefit analysis to detail whether developing this intervention is more practical than keeping the current system in place. Please see Appendix A for the results of the cost benefit analysis.

## **Intervention Development**

### **Intervention Development Plan**

Intervention development is the action of creating some or all of the elements of the intervention (Van Tiem et al, 2012). These elements as identified in the design, will be the manual and the electronic tracking system, the deployment plan, ensuring compliance and selecting the audience for the intervention. The development plan will follow the stages of Spitzer as noted by Van Tiem et al (2012) of selecting the development team, preparing the development plan, developing and testing the prototype, revising the development plan if needed and producing the final intervention materials.

## **Selecting the development team**

The development team will be selected based on the required elements of the intervention. This team will consist of all the relevant persons needed to create and execute the intervention elements. The members will include the consultancy team of Advanced Solutions Experts who will oversee the implementation of the intervention. This team will collaborate and communicate with all stakeholders to ensure a smooth transition to the intervention.

A team consisting of video producer, technical editor, videographer, a content expert, copywriter, content editor, graphic designer and graphic artist from GIS will also be a part of the development team. These persons will be needed to get content for, design and produce the Production Process Manual. They will be selected as content experts as well as to ensure inclusiveness of the workers in the process. Van Tiem et al. (2012) contend that being involved in the process helps these parties to gain a sense of ownership and makes them more committed to the intervention. A computer analyst from the Computer Services Department at GIS will also be used to implement the electronic tracking system and management at GIS TV will also be members of the development team to ensure the vision and the mission of the organisation are not compromised during the process.

In order to identify the and select the target audience for the intervention as the development team a group meeting will be done online with the television manager and the supervisor for the units. Here the goals, objective elements and metrics of the intervention will be shared with the group. They will be asked to suggest members of their teams who will best fit in the development team based on the employee years of experience and capabilities. The amount of time that each staff member will need to commit to the development team will also be shared as some employees may have to take time from their duties in the department.

Once the members of staff are selected to be a part of the development team then an online meeting will be held to discuss the expectations, timelines, duties and responsibilities of the different elements of the project.

### **Preparing the development plan**

The development plan will be completed to assist stakeholders in understanding the intervention and the associated costs and timelines expected. It will also highlight the tasks and responsibilities of the individuals involved and help to streamline the intervention and the process.

Table 3

#### *Intervention Development Plan*

| Intervention Elements                | Description  | Role  | Responsibility   | Timelines | Cost |
|--------------------------------------|--|---|--|-----------|------|
| Selecting an audience for the manual | Choosing persons who will inform the content, design, development and implementation of the intervention | Advanced Solutions Experts<br>Television Manager , Supervisor s for the various units | Coordinating the Selection efforts<br><br>Identify members of GIS TV | 1 week    |      |



|  |   |   |  |         |         |
|--|---|---|--|---------|---------|
| Implementati<br>on of<br>Production<br>Process<br>Manual | The<br>implementati<br>on of the<br>PPM manual<br>to be used by<br>employees in<br>the<br>production<br>process | Advanced<br>Solutions<br>Experts<br><br>Content<br>Experts<br><br>Graphic<br>Artist,<br>Graphic<br>Designer | Managing the<br>production of the<br>manual<br><br>Producing and<br>writing the content<br>needed for the<br>manual<br><br>Bringing the<br>design of the<br>manual to life         | 2 Weeks | US\$500 |
| Electronic<br>Tracking<br>System                         | The tracking<br>system will<br>be used by all<br>employees<br>involved in<br>the<br>production<br>process       | Advanced<br>Solutions<br>Experts<br><br>ITC<br>Specialist   | Managing the set-<br>up of the system<br><br>Creating a tracking<br>system compatible<br>with the<br>production<br>process. Training<br>employees to use<br>the tracking<br>system | 3 Weeks | US\$800 |

**Developing and testing the prototype**

After outlining the development plan, the intervention will be developed and a prototype created for the manual. Working with the members of GIS TV production units as well as consulting department documents, the content writer as well as the HTP specialist team will write the content for the manual. This will then be edited by the copy editor. The PPM will contain all the information necessary to carry out the productions, including processes, timelines, reporting structures, documents and standards to be completed for client production. After the content has been collected then the graphic designer will do an electronic mock up of the

document showing the design and layout will be created. This will be shared with the management team for approval. Once approval is granted then the prototype will be printed and piloted along with the electronic tracking system will be piloted along with the manual. This will include an orientation of employees to become familiar with the new Production Process Manual. They will also be exposed to the electronic tracking system and will be trained in how to effectively use it in collaboration with the PPM. The quality of the manual itself will be assessed by using the checklist in the PPM found in Appendix B.

Feedback will be elicited from this session on the effectiveness of the manual in decreasing the time it takes to complete client videos. The feedback will come in the form of a survey that will analyse each element of the intervention to understand the effectiveness to reaching the organisation's vision and mission.

### **Revising the development plan**

Based on the feedback from the prototype, adjustments will be made to the workflow in the manual. During the test with the employees it was highlighted some steps were not documented and they were needed to be more exact so that production coils continue seamlessly. It was then decided to involve an additional employee along with the content expert to ensure all production processes were included in the PPM and that they were exact to the process.

### **Producing the final intervention materials**

After editing, Advanced Solutions Experts along with the individuals responsible for the various tasks as assigned in the development plan will have a final look at the materials for the intervention to ensure accuracy. The materials will be handed over to the management of GIS TV and the stakeholders. A replica of the Production Process Manual is contained in Appendix B.

## **Intervention Implementation and Maintenance**

Implementation, according to Van Tiem et al (2012) is the process of communicating, piloting, launching, monitoring and modifying interventions with the intention of providing long-term change in the organisation. Thus implementation of the Production Process Manual will follow a three part process of introducing the initiative, consolidating and supporting the change effort and minimising resistance to ensure sustainability (Van Tiem et al, 2012). These processes will be submerged in the Moseley and Hastings Four Stage Process Model where the four stages of planning, doing, stabilizing and institutionalizing will be used to bring about organisational change so that the change is sustainable (Van Tiem et al, 2012).

In the first stage of planning, management support will be publicized where emails will be forwarded to staff members alerting them of management's support of the intervention by the sharing of an intervention schedule. Kirkpatrick and Kirkpatrick (2007) contend that having a Champion or leaders who promote good and early adoption of the implementation is essential. As stakeholder commitment is vital to the intervention process, a stakeholder information system will be instituted to keep stakeholders abreast of all information surrounding the intervention. Voge (2009) asserts that stakeholder information systems help to develop stakeholder commitment and develop trusting relationships. This information system will be completed through the use of emails and will help to educate and expand knowledge of the PPM and provide feedback for any concerns they may have. The information system will also help to garner support and buy-in of the intervention.

Once the stakeholders are committed to the PPM, they will sign off their support and allocate the resources necessary to implement the intervention. This sign off will take place after the editing of the prototype and will be completed in the presence of the management of GIS TV

in their offices. The resources will consist of the production process manuals and an electronic tracking system. After this, an intervention pilot will be conducted with a sample of the staff to assess what improvements need to be completed before the full launch of the implementation.

Potential barriers to success would be the absence of some employees for the orientation and the organisational culture. The culture of the organisation may prohibit or hinder the adoption of the production manuals from being effective as employees may be opposed to new changes. Directions will be given to employees and stakeholders about the launch stage of the intervention by giving dates and times of the launch. Modifications will be pursued if the need arises based on the formative and summative assessments of the intervention.

In the second stage of 'doing', management will have a formal meeting with staff members to endorse and launch the new employee production process manual and speak on the intended changes related to the new processes. Management will also communicate its purpose and give a general overview of the expectations and objectives of the intervention. In addition, a stakeholder charter will be signed by sponsors, representatives from upper management, the existing client base and employees so that commitment to the intervention is public and all stakeholders understand the commitment to each other and the organisation.

Ethical considerations of access to the orientation and validity of the assessment procedures will be raised to ensure no bias in the implementation and maintenance of intervention activities. Strict guidelines by using an external evaluator to ensure no conflict of interest will be implemented so that there is no interference from management to skew assessment results to give the stakeholders favourable reporting so that support is continued. Management and the stakeholders will ensure that all employees have timely access to the orientation and the new employee production manual so that there is adequate time to process the

contents and assessment procedures are fair and relevant to the content covered in the manual. The way forward for the stabilization stage will be discussed and the process modified if needed.

In the stabilization stage, the intervention will be aligned with the organisation's value and goals. The organisation's vision is to be recognised as the agency of choice and the mission, to deliver high-quality products and services using cutting-edge technology. Thus the processes in the production manual will outline the performance needed to ensure the vision and mission of the organisation are achieved. The stakeholders/ sponsors will be kept informed from management via an information system, namely emails, of the intervention's progress and the effect on employee performance. At this stage, the intervention will be fine-tuned by adding more processes to the employee production manual based on employee feedback, general performance of the intervention and to ensure the processes yield high quality products using cutting-edge technology.

In the institutionalisation stage, success of the intervention will be made public by revealing a new look GIS TV where employee testimonials about the improved production process will be shared with the public along with a commitment to upholding the vision and mission of the organisation.

### **Techniques to support implementation and maintenance**

Techniques will be used to support the implementation and maintenance of the intervention to align with the organisational vision and mission and enhance continued improvement.

### ***Networking***

Internal and external networking can lead to professional development. Van Tiem et al. (2012) purport that networking with people who have common interests or experiences help in getting the job done and is the most valuable source of professional development. To help maintain the intervention, Advanced Solutions Experts will formulate a plan for staff to form internal networks. These networks will allow staff to develop informal relationships with each other to share experiences on performing the tasks and explaining job processes if necessary to each other. This will help to create a culture of cooperation, support and trust and enables the employees to work together to fulfill the goals of the organisation.

### ***Process consulting***

Process consulting as advanced by Van Tiem et al (2012) is the systems of designing processes and jobs leading to reengineering of the organisation. Process consulting will be used to support implementation where the organisation's activities are analysed to make changes to improve performance. To carry this out effectively, Advanced Solutions Experts will document current workflows and processes as accurately as possible, document all operations and highlight the gaps in performance (Shuler, 2020). This information will come from the gap analysis to highlight the gaps in the desired and actual performance. The team will use a process consulting planner to keep on track to the objective of the intervention.

Table 4

### ***Process Consulting Planner***

|                      |
|----------------------|
| Consulting Objective |
|----------------------|

|  |
|--|
| Describe situation and improvement opportunities               |
| Why is the proposed process consulting project necessary?      |
| List project team members and document executive level support |
| Sketch out consulting activities and sponsorship expectations  |

***Employee development***

To maintain the intervention, learning support and job experiences will be used as employee development techniques. Learning support will be provided by the attendance of employees at conferences related to television or video production. Participation at these conferences will be sponsored by the external stakeholders who will be given feedback through the information system of emails. Involvement of the stakeholders will help to ensure a continued working relationship to produce the best possible product and achieve the organisation’s vision and mission. Employees will also have to undergo performance appraisals to ensure a high performance level. If the performance is below expectations and standards, the employee will have to be retooled in the particular area. These appraisals will give the employee the opportunity to assess their own performance and relearn procedures if needed.

Job experiences will be provided through on the job training which will also be provided to employees, especially those that do not meet the standard during the performance appraisal. This on the job training will have employees partnering with a highly skilled employee where they will go through the Production Process Manual along with the electronic tracking system.

### ***Communication to Develop Support***

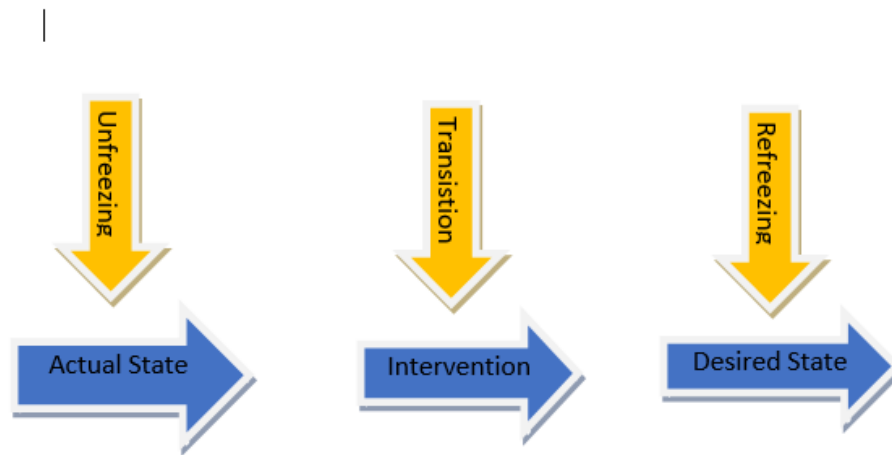
Communication between all relevant employees and stakeholders will be at the forefront of the intervention implementation and maintenance. Van Tiem et al. (2012) highlight that without effective intrapersonal and interpersonal communication, resistance can occur and confidence diminished. Communication will be used throughout the implementation and maintenance of the intervention to ensure its success and to keep the support of the intervention going. This will be accommodated through the implementation of information systems with the stakeholders, email to staff, meetings with stakeholders and employees and the developing, piloting and launching of the intervention.

### ***Change Management***

Change management will be used to implement the intervention to ensure a smooth transition of the performance from the actual state to the desired performance (Van Tiem et al., 2012). The intervention will model the three stages of change by Kurt Lewin who propose that change could be promoted through the processes of unfreezing, transition and refreezing.



Diagram 1: Showing the process of change using Kurt Lewin's Change Model



In the unfreezing state, Advance Solutions Experts will recognise the gaps in performance relative to the actual and desired states of performance. Here, the realisation of the production time and the turnover to the client is not in line with the expectations promised by the GIS TV department. Van Tiem et al. (2012) note that unfreezing recognises the conditions that would benefit from changing. In this instance, Advance Solutions Experts recognises that the process of production needs changing.

In the transition stage, the intervention will be developed to implement the change. Van Tiem et al. (2012) acknowledge that changing focuses on modifying elements such as tasks, technology and structure. Thus, in this stage Advanced Solutions Experts will tweak the production process by adding an electronic tracking system and introduce a Production Process Manual

The final stage is the refreezing stage where the change will be implemented and there will be a new way to complete assigned tasks. Van Tiem et al. (2012) advance that refreezing is

creating a new normal and sustaining the changes. Therefore, the intervention will be implemented where the new work process will be in place geared at meeting the desired performance state. The benefits of refreezing as mentioned by Van Tiem et al.(2012) include executive support and the creation of social networks in the department. This is seen in the implementation of the intervention where management supports the intervention and in the maintenance of the invention relative to internal networking to aid in performance improvement.

### **Minimise resistance**

While Lewin's model of change focused on reducing resistance to change during implementation, minimising resistance will also be looked at during the maintenance of the intervention. Van Tiem et al. (2012) notes that Dormant suggests five methods of minimising resistance. Based on the peculiarities of the department, Advance Solutions Experts will decide to look at two strategies to minimise resistance throughout the application of the intervention.

### **Simplicity**

A production process manual will be created to make the steps of production easy for the employees to process and follow. Van Tiem et al. (2012) asserts that changes should be doable.

### **Adaptability**

The Advanced Solutions Experts Team will be transparent and highlight all changes that are likely to occur without loss of functioning (Van Tiem et al., 2012). The team will communicate with the employees to explain the addition of the Production Process Manual and the electronic system and explain that even though technology will be introduced there will be no loss of jobs in the department.

## **Intervention Evaluation**

### **Purpose**

After stakeholder consultation, it was determined that the purpose of this evaluation will be to:

1. Determine the effectiveness of the processes established to facilitate implementation of the standards and documentation intervention
2. To ascertain if the intervention is being executed in the way in which it was designed.

These aspects of the intervention are of extreme importance to the stakeholders and the Advanced Solutions Experts Team because of the very nature of the intervention which requires a change in inefficient, pre-established patterns and behaviours at GIS TV. Changing habits and workflow practices is quite a complex and challenging task, but its success is of paramount importance for realizing the mission of the organization which is geared towards the development of quality client material in a timely manner.

Van Tiem et al. (2012, p. 586), contends that, “in the context of performance, evaluation is still considered as a way to compare results with intentions and delve into the usefulness of methods and resources so that we may move towards the required results”. The Advanced Solutions Experts team along with the stakeholders will embark on evaluation from a process perspective. Process evaluation is concerned with whether the programme was appropriately designed and whether the programme was implemented as intended (EDID\_6504, 2021).

According to TSNE, MissionWorks (2019), “ information from process evaluations is useful for understanding how program impact and outcome were achieved and for program replication.”

The following process evaluation questions will guide the evaluation:

1. To what extent can the changes in the production team's behaviour be attributed to the intervention?
2. What were the particular features of the intervention that made a difference?
3. Did the programme intervention strategies meet the objectives?
4. What is helping or hindering the intervention initiatives to achieve its objectives?
5. To what extent did the change in workflow activities produce unintended outcomes?
6. What are possible explanations for why some initiatives of the intervention worked?
7. To what extent are new workflow processes and procedures being followed.

Decisions made here will describe whether to continue, expand or eliminate the intervention (Van Tiem et al. 2012). Utilizing Dessinger and Moseley's ideas on the application of formative and summative evaluation to the process approach, we will seek to judge the value of the planned intervention.

“Formative evaluation is diagnostic and is used to shape or mold an ongoing process to provide information for improvement while summative evaluation focuses on the immediate effectiveness of a performance intervention after it is implemented” (Van Tiem et al., 2012, p. 587).

### **Evaluation Model**

The model of choice for the evaluation process is that of Brinkerhoff's Six -Stage Model. Brinkerhoff (1987) as cited in Van Tiem et al (2012), looks at evaluation as a cycle and says that his model "responds to the decisions necessary for programs (or interventions) to proceed productively and defensibly ... enabling and facilitating quality efforts.”

## **Brinkkerhoff's Six -Stage Model**

| <b>Stage</b> | <b>Evaluation Focus</b>      | <b>Evaluation type</b> |
|--------------|------------------------------|------------------------|
| I            | Needs and goals              | Formative              |
| II           | Plan and Design              | Formative              |
| III          | Operation and Implementation | Formative              |
| IV           | Learning                     | Summative              |
| V            | Usage and Endurance          | Summative              |
| VI           | Payoff                       | Summative              |

According to Tiem et al. (2012), the current positioning of evaluation in the HPT Model illustrates the integration of evaluation into every phase of the performance improvement process - performance analysis, intervention selection and design, and development, intervention implementation and evaluation itself. This evaluation proposal is intended to accomplish this. "Evaluation can occur at any time and with any frequency" Tiem et al., (2012, p. 596).

### ***Stage I***

The Value and Importance of the Problems or Opportunities that Trigger The Intervention

Stage one will set the foundation for phase four as it sets the criteria for learning to be evaluated. It must be noted that formative evaluation at this stage will permeate the performance analysis phase where consultation with stakeholders will aid us in determining the merit of the gap analysis and performance problem identified. Stakeholder consultation will also seek to

ascertain the availability of resources, expertise and time to be allocated for the evaluation. Through this consultation consensus will be established on support for formative and summative evaluation.

This formative evaluation initiative will center around collecting data on the urgency of the problem, the organizational benefits that can be derived from proceeding with a human performance improvement intervention, who should the intervention target, along with the expected behaviour changes. Data collected here will help to validate the value of the information the formative evaluation has accumulated.

## *Stage 2*

### The Practicality, Soundness, and Responsiveness to the Needs and Goals

Evaluation at this stage will involve collecting data on the processes that would best produce the learning behaviours, knowledge, skills and attitudes we wish to see develop in the GIS staff. A determination will be made on whether or not the intervention design is readily available or whether there is a possibility for an effective design to be created. An assessment on how likely it is that the proposed intervention will work and that the design makes sound use of the resources available. At the end of this stage the evaluation team will make a decision on whether or not the design plan is good enough to proceed with.

### *Stage 3*

The "Goodness" of the Installation and Implementation of the Performance Intervention in Relation to the Needs, Goals, and Design

Using the data gathering methods the team will thoroughly analyze the inner workings of the implementation to get a birds eye view of what is happening and to ascertain if the design is installed as planned. Questions on its workability and/or problems that may be occurring will be examined and what possible revisions or modifications can be made. Once again an evaluation on the economical use of the allocated resources and whether the implementation is being conducted efficiently will be brought into question and results in the expected goals of the intervention.

### *Stage 4*

The Level of the User's Knowledge, Skills, and Attitudes When he or she First Uses the Intervention on the Job

At this stage an examination of the staff's acquisition or lack thereof of the knowledge, skills, attitudes and behaviours of the intervention will take center stage. Was there any incidental learning and if there was, what were they? A close look at the immediate reactions of the learning will be evaluated. Here a determination will be made of whether or not the knowledge, skills and attitudes are sufficient to use on the job and if the intervention is accomplishing the expected outcomes.

### *Stage 5*

#### How Well the Intervention Achieves the Intended Results Over Time

Decisions will have to be made here on if the effects of the intervention is lasting and who is actually using the new skills, knowledge and attitudes. An evaluation of which processes are not being utilized and those that are, exactly how well are they being used. The aim here is to ensure that the new practices are being used and that they are sustainable.

### *Stage 6*

#### The Return on Investment From the Implementation of the Intervention

Evaluating the ROI will involve determining the benefits that are or are not occurring. An assessment of the problems resulting from the use or lack of use of the knowledge, skills and attitudes will be analyzed using the data, and determinations will be made for proposals as to whether or not the intervention should continue. Analysis of the data for possible revisions to be made and the value of what was learned by the staff. At this stage evaluation will focus on whether the interventions have met the organization's needs and goals as well as the process improvement.

The Brinkkerhoff model utilizing what Brinkkerhoff coins as the Success Case Method, "primarily focuses on qualitative analysis, it can be used to analyze any major business change, such as the implementation of a new process or even the purchase of new equipment (Deller, 2019). According to Deller, (2019), "Unlike other models it does not take into account average performance, rather it focuses on the most successful participants and the least successful ones".



In examining these two extremes the evaluation seeks data in response to the following questions:

- “How well does a program work in a best-case scenario?”
- “When a program doesn’t work, what’s the reason for this?”

Using this SCM methodology Advanced Solutions Experts will focus its evaluation efforts on data that validate these questions:

- What is really happening?
- What results, if any, is the program helping to produce?
- What is the value of the results?
- How could the initiative be improved?

(Brinkkerhoff, 2003 as cited by Deller, 2013)

The key features of this model is the focus it places on collecting data on performance, relying on systems far broader than training and continuous improvement of both training and the organization. According to Deller (2019), “multiple factors can impact the outcome of a learning opportunity, such as performance support, training, or resources. Therefore, multiple stakeholders – not just the training provider – are responsible for the results, from the employees all the way up to the senior executives”. Furthermore, he asserts that “It uses clear, purposeful sampling and collects data that other training evaluation models may miss if they only look at averages” (Dellar, 2019).

### **Plan for the Formative and Summative Evaluation of PPM**

|  |                             |  |   |
|--|-----------------------------|--|---|
|  | <b>Performance Analysis</b> | <b>Intervention, Selection, Design and Development</b> | <b>Intervention Implementation, Maintenance</b> |
|--|-----------------------------|--|---|

|  |   |   |   |
|--|---|---|---|
| <p><b>What do we want to accomplish in this phase?</b></p>                                       | <p>To determine if a performance intervention is worth pursuing</p>   | <p>To determine if the selection, design and development of the programme is working according to plan.</p> <p>To use information gathered from the evaluation to address any issues with the design and development</p> <p>To determine if the plan is good enough to proceed with</p> | <p>To determine if objectives of the intervention were met.</p> <p>To determine what were the factors that contributed or took away from the results of the intervention.</p> <p>To determine how the process is going, track the results and recycle abc through the stages if necessary</p> |
| <p><b>When do we evaluate this phase?</b></p>  | <p>During the performance analysis phase</p>  | <p>During the design and development</p> <p>An ongoing process of recycling through the stages.</p>   | <p>Before, during and after the evaluation.</p> <p>An ongoing process of recycling through the stages.</p>  |
| <p><b>What resources do we need to evaluate this phase? (people, time, materials, other)</b></p> | <p>Stakeholders including GIS management, evaluation team.</p> <p>Data from interviews, the strategic plan, questionnaire. Final PA report</p> <p>Funding for specific tasks and expert outsourcing where necessary</p> <p>Time and willingness of staff and all involved</p> | <p>GIS TV production staff members, GIS TV management, GIS TV clients.</p> <p>Survey questionnaire and PPM survey checklist</p> <p>Funding for specific tasks and expert outsourcing where necessary</p> <p>Time and willingness of staff and all involved</p>                          | <p>GIS TV production staff members, GIS TV management, GIS TV clients.</p> <p>Surveys, electronic monitoring system</p> <p>Funding for specific tasks and expert outsourcing where necessary</p> <p>Time and willingness of staff and all involved</p>  |
| <p><b>What basic and</b></p>   | <p>Expert review</p>  | <p>Expert Review</p>  | <p>Field Test</p>   |

|  |  |  |   |
|--|--|--|---|
| <p><b>alternative methods will we use to evaluate this phase?</b></p>  |  | <p>Small group</p> <p>Think -Aloud Protocols</p>   | <p>Evaluation Meetings</p> <p>Interviews</p> <p>Computer Journals, blogs, tweets</p>  |
| <p><b>What data will we collect to evaluate this phase? How? Who will analyze it?</b></p>                                  | <p>Data from interviews, the strategic plan, questionnaire.</p> <p>The evaluation team</p>   | <p>Responses from interviews, survey questionnaires and PPM survey checklist.</p> <p>Summaries and charts from the responses.</p> <p>The evaluation team.</p>  | <p>Responses from interviews, survey questionnaires and PPM survey checklist.</p> <p>Summaries and charts from the responses.</p> <p>The evaluation team.</p>   |
| <p><b>What type of report do we need at the end of the evaluation? Who is our audience? What do they need to know?</b></p> | <p>The stakeholders</p> <p>Quantitative report on the performance gap.</p> <p>A summary of the causes of the gaps.</p> <p>Suggestions of possible intervention and the prioritization of the interventions</p> | <p>Statistical information</p> <p>The audience is the management at GIS TV</p> <p>If the development and design are going as planned</p> <p>If the members of staff are participating in and are satisfied with the development and design</p> | <p>Statistical information</p> <p>The audience is the management at GIS TV</p> <p>To what extent were the objectives of the intervention met.</p> <p>What factors contributed to the success or failure of the interventions.</p> <p>Lessons learnt</p> |
| <p><b>What will it cost to evaluate during this phase?</b></p>   | <p>The printing of survey materials</p> <p>Time to collate responses from survey materials and summarize the inform from the cause analysis</p>  | <p>The printing of survey materials</p> <p>Time to collate responses from survey materials</p>   | <p>The printing of survey materials</p> <p>Time to collate responses from survey materials</p>  |

According to Tiem et al. (2012), “Evaluation is more than a phase of the Performance Improvement/HPT Model; it is the integrating force that proves the merit, worth and value of the entire performance improvement effort”. It is to this end that Advanced Solutions Experts proffers the above Intervention Evaluation proposal to the GIS stakeholders, management and staff, so that the success of the intervention package will resonate through sustainable habits and practices as a result development of sound workflow procedures and policies directly aligned to organizational goals and objectives, that serves to embody the mission and overarching vision of the organization.

## **Conclusion of the Design Document**

A succinct overview of outlined plans for the development phase includes Spitzer's Five Stages of Development where it was necessary to select a development team, communicate the plan to all parties involved, design a prototype that would undergo testing and revision as necessary, revising the development plan and producing the final version.

In the implementation design document, Advance Solutions Experts proposed to implement the Process Production Manual and Electronic Tracking System under the guidance of Moseley and Hastings Four Stage Model whereby each stage outline specific steps that would be taken to garner greater buy-in from performers and stakeholders until it would be fully institutionalized and accepted. In addition to Moseley and Hastings models, additional techniques such as networking, change management and process consulting and employee development that would be used to enhance its attractiveness for management, performers and stakeholders.

Lastly, the evaluation plan checked for evaluability, formalized the evaluation's purpose and created specific questions that would guide the evaluation. In its plan, Advanced Solutions Experts expressed its desire to use Brinkkerhoff's Six Stage Model to evaluate the Process Production Manual and Electronic Tracking System for its usability in directing the evaluation process toward a narrowed and concentrated focus that considered costs, data collection and methodology among others at both the formative and summative evaluation stages.

It is with these strong cases presented and the results garnered from the various techniques and theories that Advanced Solutions Experts calls for action to be taken and for GIS Jamaica to move forward with the development of the manual and the tracking system

## **Final Group Report**

Advanced Solutions Experts carried out an iterative implementation design, development and evaluation on their quest to implement a Process Production Manual intervention at GIS Jamaica that was not only practical but of a high value due to its research and theory basis.

The team followed Van Tiem's et al (2012) suggestions of eight steps to successful intervention. Thus, it was firstly necessary to verify the performance problem. To do this, the team engaged in conducting a Performance Analysis where the initial researcher searched for gaps by looking at the differences between the optimal performance state and the actual performance state. This process involved reviewing extant data such as the mission and vision statement and goals to determine optimal performance. In addition, to identify the actual performance clients were surveyed along with performers and organizational and environmental analyses were conducted.

It was through this process that it was revealed that only 50% of clients' videos were delivered in a timely fashion, which is a significant 30% difference to what the organization desired. Thus, the team was able to clarify that the human performance problem lied in performers' inability to deliver videos to clients on time. Consequently, this problem affected other areas in the organization which include poor communication among departments, performers feeling as though their creative input was not valued as there were not given opportunities to share their ideas, multiple delays, not affording clients opportunities to review scripts and treatments in a timely fashion, little feedback from senior management to performers and lack of consequences for poor performance.

Having clarified the performance problem, the team was tasked with identifying the elements of the intervention. Van Tiem et al (2012) referred to intervention elements as processes and materials that must be in place and identified prior to the implementation. Advanced Solutions Experts identified the integral elements that would aid in facilitating implementation of an intervention at GIS Jamaica as ‘selecting audience for the manual’, ‘content for the manual’, ‘a deployment plan’ and ‘an electronic tracking system’. With each selected element, the team scrutinised its inclusion in the intervention based on guiding questions provided by Van Tiem et al (2012) which included its rationale, benefits, persons involved, what needs to be developed and change management strategies that would be used to help mitigate risks in using each element.

To create the goal of the organization, the team referred to the human performance problem. From the performance problem, the team rationalized that the general goal should be to ‘improve the time it takes to complete a production for a client’. Once the overarching goal was created, and using processes, inputs, outputs and the organization’s mission and vision statements and goals, as was suggested by Van Tiem et al (2012), specific and measurable objectives were created that spoke to performances, tasks, criteria and conditions so that each could be tested and had a measure of quality among others.

Having established the performance objectives of each element, it was then essential to think of viable ways to measure these objectives. To do this, Advanced Solutions Experts considered how measurability will take place, when it will occur and which instruments would be used. As such, it was then determined that process evaluation would be a good evaluation type due to its ongoing and continuous testing and its affordance of measuring both formative and summative assessments.

Subsequently, it was then essential to assess whether it would be feasible and practical to proceed with the intervention. This section considered the financial standing of the organization's budget and the cost of the implementation of the intervention. To discover this information, the team engaged in a cost-benefit analysis where it compared the option of the pre-intervention stage which was the actual and present stage of the organization's position prior to Advanced Solutions Expert's research to the post-intervention. At the post-intervention stage, consultations, materials and processes and several inputs that would aid in designing the Process Production Manual were adjudicated against the non-intervention stage. It is important to note that intangible factors apart from cost such as the intervention's shelf life or its longevity and its ratio of benefit to the mass of performers were considered. The results of the cost-benefit analysis revealed that it would be more beneficial financially to develop the intervention.

At the sixth stage, Advanced Solutions Experts were tasked with creating design documents in order to communicate plans to the relevant persons involved. Van Tiem et al (2012) posited that intervention development is the task of actually designing the processes and materials of the intervention. This perspective led Advanced Solutions Experts to create a design plan that followed Spitzer's five stages of development. Spitzer recommended in his initial stage to select the development team, Advanced Solutions Experts led the team along with a video producer, a content editor, graphic designer, graphic artist and computer analyst. The team then communicated the plan by indicating the roles and responsibilities and costs and timelines of each party involved. A prototype of the Process Production Manual and the Electronic Tracking System was then created which was piloted at a meeting to orient and sensitise performers of its uses. At this stage, feedback was elicited through surveys which revealed that revisions were needed. One of the adjustments made was including an additional performer to work along with



the content expert. At Spitzer's ultimate stage, the manual was examined by the development team and then passed over to GIS Jamaica.

Moreover, in following Moseley and Hastings Four Stage Model to ensure maintenance of the intervention, Process Production Manual and Electronic Tracking System sought approval through several methods. For instance, at the Planning stage, management sent emails to employees to reinforce their commitment to the intervention and an information system was developed for stakeholders so that they may be updated of news and notices regarding the intervention's progress. Additionally, at the formal meeting, approval was sought by performers through a formal meeting between management and staff where the intervention's purpose and expectations were clearly communicated.

To accrue acceptance and approval, Advanced Solutions Experts used several techniques to manage resistance to change and mitigate against performers, stakeholders and management refusing to buy-in. These techniques included Networking and Process Consulting which according to Van Tiem et al (2012) is the process of consultants collaborating with performers and management to find viable solutions to problems. With this particular technique, Advanced Solutions Experts used a Process Consulting Planner that helped the consultants keep the objective in their focus. Other methods included Employee Development and Change Management.

At Van Tiem's et al (2012) eighth step, Advanced Solutions Experts ensured that all of the adjustments and revisions from key stakeholders, management, performers and clients have been made and requested that the development phase begin.

After the Process Production Manual and Electronic Tracking System were developed, the team evaluated their effectiveness. Firstly, the purpose of the evaluation was clarified. Advanced Solutions Experts set out to evaluate the interventions' effectiveness and to ascertain whether they were being used as intended. It was determined then, that the evaluation type should be process evaluation based on the evaluation's expressed purpose. Therefore, the evaluation team designed seven guiding questions to guide the evaluation. Advance Solutions Experts selected Brinkkerhoff's Six-Stage model for its perspective of viewing evaluation as a cycle as was cited by Van Tiem et al (2012) and also for its concentrated focus on formative and summative assessments. Moreover, Brinkkerhoff's Model was useful in asking pertinent questions and receiving viable responses that considered costs, data that needed to be collected, methods of evaluation, alternative methods, when evaluation should be initiated and resources.

## **Voice Thread Link**

The voice thread presentation can be found at the following link.

<https://voicethread.com/share/18053740/>

## **Individual Reflection**

### **Alafia Branker-Baptiste**

This project was by far the most difficult I have had to unravel in the program thus far. Difficult in the sense that one had to really put a significant amount of thought processes into demystifying what was being asked of us. While one could argue that at the masters level this type of challenge is not unusual, the unseen demands of adult time can place a heavy burden on genuine attempts to produce quality work, with not so clear guidelines.

Conversely, the strength, resilience, fortitude and time management skills shown by this team of ladies, produced work far beyond my wildest imagination. As I reflect on the high quality of work that is our final project, the irony of the daunting start and impossible timeline, along with my initial thoughts that we may never be able to accomplish this feat, surfaced once again, only this time with pride.

Pulling the first component together was the easy part, after we read each individual project there was a general consensus that Celestine's assignment was the best fit for us moving forward, for two basic reasons, one, the performance problem unearthed was a bit more direct and easier to treat with, and secondly it posed a problem that was not related to the education environment, which the three other teachers in the group were elated about. It challenged us to explore an area outside our zone of comfort and gave us an opportunity to look at performance through another perspective. Celestine then, was able to quite expeditiously present the group with the problem and opportunity, along with the results and as the project progressed, expert guidance through the lenses of the GIS operating system.

Once that was done, there was quite a bit of a pause by all. Where should we go next? It was at this point that a grave level of uncertainty arose even after repeatedly reading the

necessary chapters alongside with the rubric and course assessment guidelines. There was much debate as to what should be done, and how it should be done. It seems laughable to me now as I write, how I stopped and mulled over the intervention and elements paragraph of the Fundamentals text, reading slowly and repeatedly to my colleagues as if dictating a passage of work to my students, simultaneously presenting and analyzing my interpretation of the difference between an intervention and an element or component. Nevertheless, this was the breakthrough moment for the group. Whether or not it was a correct interpretation we all agreed that this aspect was critical to the unraveling of the rest of the project and so we unanimously proceeded with the final results of the analysis of the ‘intervention /element’ debacle. We then worked together to refine the goals, objectives and metrics for each element.

Working with my initial written work on each of the agreed components, this robust team worked together assiduously to clarify and detail each element of the PPM intervention. Once that was done, each member was able to work individually on their assigned role. It must be noted that even though each of us worked individually to produce given parts, we were never alone in the process, there was full support of each other throughout the stages. Working together in the document we made comments and edits, praised and questioned. We assisted each other and took initiative as required. What is most fulfilling about this experience is knowing that the work would be completed no matter what, there was an unspoken trust that each individual would do their part.

Shernell worked masterfully at the intervention development, Sasha was absolutely diligent with her final reporting and development of the Voice thread details with everyone filling in and editing as required. Celestine was diligent and committed in her role as a subject matter expert, editor and contributor. This team of ladies helped to produce what I believe is a

phenomenal piece of work representative of the expectations of the rubric and course assessment guidelines. A sense of satisfaction and relief is evident as we bring this assignment to a close. Looking back on the dissonance that was the unstable start, to a level of authority and ownership of the knowledge and competencies acquired, all I feel is an overwhelming sense of pride and accomplishment.

Working on the intervention evaluation really allowed me to put into action some of the evaluation skills I acquired from last semester's programme evaluation course as I sought to operationalize the evaluation model of choice. It allowed me to think critically about the alignment of the intervention and evaluation efforts for overall success of the performance improvement effort. I appreciated the strength and robust nature of the model and how it forced me to pay close attention to the details of the evaluation process. I feel like I am better equipped to understand the place of evaluation in human performance development efforts and as a budding instructional designer I feel better positioned to promote its importance for successful intervention.

### **Shernell Gill**

At the onset I could not wrap my mind around the magnitude of this assignment, especially within such close proximity of the individual assignment. I was assigned the responsibility of the Intervention development plan and when I began to read for the completion of the group component I was immediately overwhelmed as I also realised this extended to implementation and maintenance of the intervention.

The collaborative group effort made the process so much easier and bearable as we really worked together and united as a group to achieve the end product. We worked seamlessly in deciding what needed to be completed for the various sections. Timelines were given and

completed so that we were on track for the deadline of submission. It was a shared process where even though we were all assigned various sections, each group member was able to contribute to the decision making and final contributions of the assignment.

The process of designing, developing and implementing the intervention was a systematic process and opened my mind to how an intervention is implemented. From the outside, I would have never imagined the depth of work that goes into the process of intervention design, development and implementation and also maintenance and evaluation. I now have a profound respect for Instructional Designers who undertake this task to improve performance at an organisation. As a budding Instructional Designer, I now understand the importance of the process to ensure that the desired state of performance is reached. Moreover, I found that you have to be knowledgeable of change management and the ways to minimise resistance so that there is buy-in from all stakeholders. During the design and implementation process of the intervention, the skills of the HPT practitioner came into effect as you needed skills such as being able to motivate and communicate with others especially during change management so that the client is able to maintain their faith in the team's ability to complete the job.

I believe the end product is a true testament of how we worked as a group. It showed how working in a team would have added benefits to an organisation when applying the HPT model.

**Sasha Griffith**

*Completing the group project was like assembling a jigsaw puzzle where each team member had in their possessions, different puzzle pieces that only through collaboration, the puzzle could be pieced together successfully*

In this reflection, I will be using the above presented analogy to discuss how group collaboration allowed me to comprehend and deepen my understanding of Human Performance Improvement whilst working on the project as a team.

## **Group Collaboration**

### **Prior to the puzzle solving, there was pre-established cohesion and synergy**

Having worked with members in the Shared Activities and in our group collaborative spaces, Advanced Solutions Experts had already formulated a smaller and close knit learning community that was personalised to our needs. As such, each member was dedicated to helping and assisting one another and in some instances, notable signs of emotional intelligence were demonstrated even in non-academic situations.

### **Each teammate brought their different strengths**

Having varying levels of understanding of the project, allowed each member to assume different roles. This was exemplified in Celestine's leadership and social skills where she was able to immediately assign roles, provide as much background information and context as she could to bring us up to speed so that we could have a practical understanding of the project. Moreover, she was willing and eager to delve into the task at hand. Conversely, Shernell and Alafia, both displayed adept analytical and organisational skills that were exemplar and useful for deconstructing the HPT Model and following it to its intricacies. Each team member took on their various roles separately and regrouped at intervals to bring further clarity and comprehension of the puzzle. This uniqueness and inter-dependence was useful since Brown and Green (2014) posited that instructional design requires teamwork where each member takes on different roles.



## **The HPI Process**

### **Working with Ambiguity**

Swanson and Swanson (1996) mentioned that in completing the HPI process, analysts should be comfortable working with ambiguity and should not look to solve problems too quickly. In Advanced Solutions Experts, despite working toward a time limit, it was important for us to revisit the elements of the design and explicitly clarify them. Alafia's puzzles, for instance, could not have been fruitfully pieced together so we revisited and deliberated on the elements of the intervention before continuing on to filling in the other pieces.

### **The Intervention Design**

To successfully complete the jigsaw puzzle, Advanced Solutions used certain 'tricks' and strategies that guaranteed success. Take for instance, Van Tiem's et al (2012) eight success factors to successful design, these were followed carefully where the proper planning and design dictated high reliability for its clients

### **The Development Phase**

Whilst the development phase overlapped with the design stage at intervals, this phase was useful for communicating the intervention's purpose to stakeholders, considering costs, making prototypes and retesting then creating the final interventions. Similarly to the intervention design, Advanced Solutions followed a model to guarantee results and was grounded by Spitzer's Five Stages of Development.

## **The Implementation Phase**

The implementation phase required us to think of how best to solve the puzzle and achieve the ultimate goal of institutionalising. We found Moseley's and Hastings Four Stage model to be useful toward helping us to achieve this goal. It allowed us to consider strategies to minimise change management, barriers that could deter us and to put measures in place to mitigate those barriers along the way. At this stage, there was great interactivity among performers, management, stakeholders and even clients and various techniques and strategies were used to ensure that they would buy-in to the interventions.

## **The Evaluation Phase**

At this phase, we set out to measure the effectiveness of the interventions. We proposed a purpose, designed guiding questions that were guided by Brinkkerhoff's Six Stage Model. Moreover, we decided to look specifically at testing formative and summative assessments so that the evaluation would be continuous and ongoing and any adjustments and revisions could be made as necessary.

To piece together this puzzle, it became apparent that elements were an essential part to getting the puzzle solved. In addition, the intervention requires proper planning such as budget and financial considerations, resources, an outline of persons to be involved, aspects to be developed and of course how change will be managed. Governed by theories and models, the intervention would have success in its design and development and evaluation phases.

## **Celestine Thomas**

This group project gave me the opportunity to develop skills and knowledge concerning the designing, development and implementation of human performance technology interventions. Many of the concepts were new and required lots of time reading and searching for information to grasp and apply them to this particular performance problem.

I learned much about the designing, development, implementation and evaluation phases of HPT interventions. Working on this assignment gave me an appreciation of the importance of a solid design in developing the rest of the steps in the intervention implementation process. It is my hope that some time in the future I will be given a thorough explanation about the elements of an intervention, how to extract them from the intervention and provide clear objectives and goals as I am my understanding of these concepts are still shaky, even though the group pooled all our intellectual resources to create what we think is an effective design for the intervention.

It was a pleasure working with the members of the group. We met frequently, even in the short period of time, we were patient with each other and provided explanations to concepts that a group member may be struggling to understand. Group members were proactive in doing tasks and never shied away from the challenges a particular task may bring. These are two of the things that worked well for the group. Another is that we always kept the communication channels open and commented on each other's contributions not only through meetings but also through WhatsApp messages, calls and with comments on the Google Docs for the assignment that we were all working on.

I think the limited time worked against us taking the assignment to the level that we know it could have been. It would have also been beneficial if we could have seen an example of a

design document which could have informed some of the elements that were included in this project.

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## Appendix A

### Cost Benefit Analysis

Company Name: GIS Jamaica

Proposed Intervention: Production Process Manual, Electronic Tracking System and Video

| Description 1: Employee Handbook and Video   | Projected Expense<br>Yearly |
|--|-----------------------------|
| Consultation with SMEs to gather information about content and business processes      |                             |
| Meeting to preview storyboard of content design, to edit and suggest modifications     |                             |
| Consultation with graphic designers and media specialists                              | \$US 500                    |
| Meeting to preview storyboard of hardcopy of employee manual and suggest modifications | \$US 375                    |
| Consultation with web programming team to launch project on online website             | \$US 2,000                  |
| Testing, reformatting and re-runs  | \$US 250                    |
| Production, labour and material costs of hard and softcopies                           | \$US 850                    |
| Description 2: Non- Intervention Analysis/ Using current business process              |                             |
| Loss of stakeholders and clients   | \$US 500, 900               |
| Low levels of productivity   | \$US 25,000                 |

Wastage \$US 10, 550

Total Cost of Description 1 \$US 3, 975

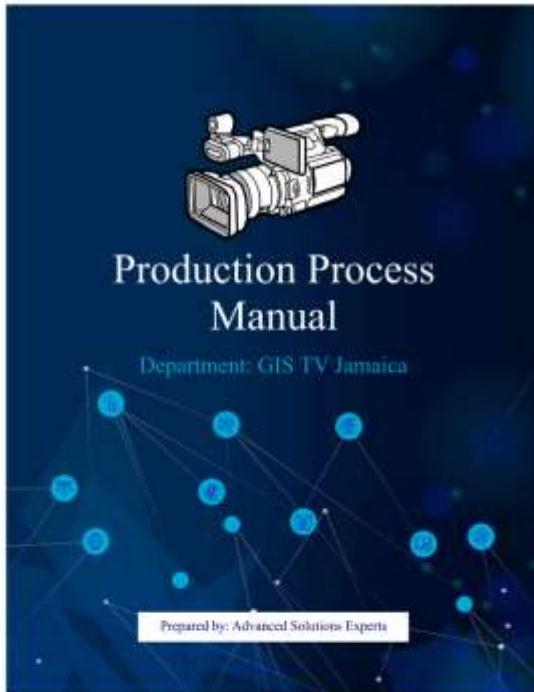
Total Cost of Description 2 \$US 536, 450

Overall Benefit Description 1



# Appendix B

## Production Process Manual



**Vision:**  
To be the agency of choice for producing high-quality products and services.

**Mission:**  
To deliver high-quality products and services using cutting-edge technology.

**Overview of the Production Process Manual**

The new Production Process Manual is geared towards ensuring that all production processes are followed to produce high quality videos for our clients. A job description section will be provided to acquaint workers to their responsibilities so that there is no conflict generated by the possible overlap of roles. The Manual is to be used in conjunction with the electronic tracking system and it is hoped it will bring more efficiency to the department.

### Roles and Responsibilities

#### Producers

1. Generate concept / expand on concept shared.
2. Find out the needs of the client and the services GIS is to provide (where applicable).
3. Research.
4. Contact resource persons.
5. Find out the needs for the client and update crew as Production Coordinator of the nature of the crew if any shared.
6. Administrative Assistant or speak to the crew of the need to pay out of pocket and expect a refund (a process you might arrange). Reimbursement will as soon as possible.
7. Proposed lunch break / share contact information for client where applicable / shoot location etc.
8. Share treatment programme and due list with crew.
9. Plan and arrange site visit (s) and the actual shoot (s).
10. Print Talent Release Forms where needed and ensure the form is completed and collected before the start of the shoot.
11. Collect the Card(s) for recording purposes.
12. Arrive on time - at least 15 minutes before shoot.
13. Guide the technical team on the shoot as it relates to expectations and relay updates.
14. Generate Script and submit the same (with graphics) for editing by senior editor or television manager.
15. Guide post production process ensure the technical Editor has all footage / (audio / narration).
16. Watch the edited video before it is to be viewed by a senior editor.
17. Be on standby to make changes.
18. Submit Invoice for services used outside of the GIS to the Senior Editor. They will share same with the Manager to sign off and submit to the Director of Production.

pg 1

### Roles and Responsibilities (cont'd)

#### Audiovisual Technicians.

1. Find out what you can about the assignment as soon as you are assigned (Producer / contact person / nature of the assignment / parking arrangements / refreshment / proposed duration of shoot / specific requests).
2. When you are lead on a site visit, provide a follow-up report with pictures if possible. This should be submitted to the Production Coordinator at least three (3) hours after the site visit is done.
3. Collect the required Equipment. Where possible, a video monitor is to be taken.
4. Do equipment (including battery) checks before leaving base.
5. Arrive on time - at least 30 minutes before an ENG/FPV shoot (this is to be reflected in your Approval document). During that time you are to set up your equipment, do checks etc.
6. Use skills to capture required shots and audio.
7. Return used card(s) to the Producer.

Once the assignments is done, where challenges were noted (environment, personnel, and issues etc.), please speak with the Production Coordinator and the Senior Editor (copy) or Quality issues must be shared with the Senior A/V Librarian.

pg 1

## Roles and Responsibilities (cont'd)

### Graphic Artist

1. Liaise with producer to determine job requirement
2. Design graphics based on job requirements within two days of receiving elements
3. Check graphics for spelling and punctuation errors. Ensure that graphics are legible
4. Place graphics on the shared network to be reviewed by producer
5. Make adjustments where requested
6. Place graphics on shared network to be assessed by technical editor

### Technical Editor

1. Liaise with producer to determine job requirement and collect script and elements for editing
2. Create a folder on computer for elements
3. Place graphic, video, audio elements in folder
4. Create new project with the same the same as on script
5. Compile video based on job requirements within two days of receiving elements
6. Ensure that there are no spelling errors in the project, audio levels are balanced, pictures used are well composed and stable.
7. Place footage on the shared network to be reviewed by producer and senior editor
8. Make adjustments where requested
9. Place approved video on the network

pg 4

| PROCESS | TIMEFRAME       |                 |
|---------|-----------------|-----------------|
|         | Internal Client | External Client |

| PRE-PRODUCTION  | Internal Client   | External Client                    |
|---|---|------------------------------------|
| 1. Client calls or sends an email to CBS TV or CBS PR requesting the production of a video.   |   |                                    |
| 2. Concept meeting set up with the client to discuss the nature of video.   | One (1) week  |                                    |
| 3. After the meeting a quotation is done, guided by what was discussed in the meeting, by the Television Manager or the Head of the Revenue Generating Unit and sent to the client. | Within 24 hrs. of meeting                                       |                                    |
| 4. Client signs the quotation and returns via fax or email to the Manager or Administrative Assistant for the Television Department.  |   | Within 24 hrs.                     |
| 5. Client send background information to the Senior editor  |   | Within 3 days of signing quotation |
| 6. The footage is assigned to a producer  | Within 24 hrs. of receiving the signed quotation for the client |                                    |
| 7. Treatment and proposed production schedule are done by the producer.   | 1 1/2 week of the project being assigned                        |                                    |
| 8. Senior editor or the TV Manager edit treatment and production schedule and returns it to the producer.   | Within three (3) days of submission                             |                                    |
| 9. Producer submits treatment and a proposed production schedule to the client.   | Within 24 hrs   |                                    |

pg 5

| PROCESS | TIMEFRAME       |                 |
|---------|-----------------|-----------------|
|         | Internal Client | External Client |

| PRE-PRODUCTION  | Internal Client                                  | External Client                                |
|---|--|--|
| 10. Client reviews script and production schedule and approves the same.  |  | Two (2) days after it is submitted by producer |
| 11. Producer or client calls resource persons for the video shoot and confirms time and date of recordings  |  |  |
| 12. Producer writes the assignment in the assignment book and sends the details of the assignment to the administrative assistant at least one day before the scheduled date of the assignment.<br><br>Details include:<br><ul style="list-style-type: none"> <li>1 Name of the Client</li> <li>1 Name of the production</li> <li>1 Nature of the assignment -</li> <li>1 Location</li> <li>1 Producer</li> <li>1 Whether the assignment is core or non-core</li> </ul> | At least one day before the scheduled assignment |  |
| 13. Technical supervisor assigns crew for the assignment a day before the assignment date   | The day before the assignment by 5 p.m           |  |

pg 6

| PROCESS | TIMEFRAME       |                 |
|---------|-----------------|-----------------|
|         | Internal Client | External Client |

| PRODUCTION  | Internal Client   | External Client |
|---|---|-----------------|
| 14. Producer collects memory card from library staff or the security guard if the library is closed.  | On the day of the assignment  |                 |
| 15. Production crew collects equipment from the security guard  | On the day of the assignment  |                 |
| 16. Video Shoot Done  |   |                 |
| 17. Memory Card labelled and returned to the library of the security guard on day if the library is closed.<br><br>Label should include:<br><ul style="list-style-type: none"> <li>1 Client's name</li> <li>1 Name of the assignment</li> <li>1 Location</li> <li>1 Date</li> </ul> | On the day of the assignment  |                 |
| 18. Footage uploaded by Library staff to the IT server  | On the day of the assignment if it is on the workday.<br><br>On a Monday if the assignment is done on a weekend |                 |

pg 7

| PROCESS  | TIMEFRAME   |                 |
|--|---|-----------------|
|  | Internal Client   | External Client |
| <b>POST PRODUCTION</b>   |   |                 |
| 19. Footage Logged   | Within two (2) days                                       |                 |
| 20. Script written and submitted to supervisor   | Within three (3) days after logging                       |                 |
| 21. Supervisor reviews script and returns it to the producer   | Within three (3) days                                     |                 |
| 22. Producer submits script to the client (external)   | Within 24 hrs.  |                 |
| 23. Client reviews and approves script   | Within two (2) days                                       |                 |
| 24. Producer sends email to the senior editor requesting time on the following week's editing schedule for editing of the video. | Once approval has been granted for the script             |                 |
| 26. Senior Editor places the project on the editing schedule and the supervisor for technical advice assigns editor.             | Done on a Friday for the following week                   |                 |
| 27. Producer prepares a graphic list for the project and gives it to the graphic artist.   | At least two days before the video is slated to be edited |                 |
| 28. Graphic artist completes graphics  | At least one day before the video is slated to be editing |                 |
| 29. Producer reviews graphics  | At least one (1) day before the start of editing.         |                 |

pg 8

| PROCESS  | TIMEFRAME       |   |
|--|-----------------|---|
|  | Internal Client | External Client   |
| <b>POST PRODUCTION</b>   |                 |   |
| 30. Producer gets narration done and puts it in a folder on the server   |                 | at least two(2) days before the project is slated to be edited  |
| 31. Producer gives the elements to the editor  |                 | On the morning of the day the video is slated to be edited.   |
| Editing Scripts which should indicate the location of video clips, narration and graphics                          |                 |   |
| 32. Video is edited.   |                 | Editing time varies dependent on the length of the video.<br>30s PSA - 1/2 day<br>5-7 minute feature - 2 days<br>Two (2) days of editing are added for every 3 minute of video. |
| 33. Producer reviews video with editor in editing suite and makes any necessary adjustments to the video.          |                 | On the final day of editing   |
| 34. Video is reviewed by the senior editor or the Manager of the TV Department and any necessary adjustments made. |                 | One (1) day after editing is completed  |
| 35. Video is exported by the editor and placed in a folder designated by the producer on the server.               |                 | Same day as approval granted by senior editor or the Manager of the TV Department   |

pg 9

| PROCESS  | TIMEFRAME       |  |
|--|-----------------|--|
|  | Internal Client | External Client  |
| <b>POST PRODUCTION</b>   |                 |  |
| 36. Producer sends video to client via Dropbox or WeTransfer.<br><i>*Client also has the option of coming to GB TV to view the video</i> |                 | Same day as approval granted by senior or the Manager of the TV Department |
| 37. Client reviews and approves business and send approval in an email.  |                 |  |
| 38. Product is sent to client on a thumb drive   |                 | Two (2) days after approval is given by client                             |

pg 10

**T.V SCRIPT**

|                   |                 |
|-------------------|-----------------|
| Production title: | DATE:           |
| Producer:         | Graphic Artist: |
| ENG Editor:       | A/V Personnel:  |
| Script Edited by: | Date:           |

| AUDIO | VIDEO |
|-------|-------|
|       |       |

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### Production Schedule

Name of Production: \_\_\_\_\_  
 Producer: \_\_\_\_\_  
 Start Date: \_\_\_\_\_

**PRE PRODUCTION**

| ACTION                                       | TREATMENT                                   | REVIEW  |
|--|---|---|
| Treatment submitted to client<br>Date: _____ | Treatment approved by client<br>Date: _____ | Treatment reviewed by producer<br>Date: _____ |

**PRODUCTION**

| ACTION   | SCENE/CONTENT | LOCATION | TALENT |
|--|---------------|----------|--------|
| AUDITIONS REHEARSAL (if applicable)<br>Date: _____ |               |          |        |
| RECCE and REHEARSAL (if applicable)<br>Date: _____ |               |          |        |
| SHOOT DAY 1  |               |          |        |
| SHOOT DAY 2  |               |          |        |

**POST PRODUCTION**

| ACTION                                    | CLIENT                                   | PRODUCER                                   | DATE                                   |
|---|--|--|--|
| Script submitted to client<br>Date: _____ | Script approved by client<br>Date: _____ | Script reviewed by producer<br>Date: _____ |  |
| <b>EDITING</b>                            | <b>Edited</b>                            | <b>Reviewed by Client</b>                  | <b>Final video submitted to client</b> |

pg. 12



### GIS TV Production Process Manual Quality Assurance Checklist

Name: \_\_\_\_\_  
 City: \_\_\_\_\_  
 Job Title: \_\_\_\_\_

**Instructions:** For each of the following questions put a tick under the "Yes" column if the answer is yes, and the "No" column if the answer is no. Additional marks on the report can be placed in the comments column of the table at the end of the table.

**Check yes for participating in the review of the GIS TV Production Process Manual**

| Questions  | Yes | No | Comments |
|--|-----|----|----------|
| <b>Content</b>   |     |    |          |
| • Does the information in the document accurately describe the production process?   |     |    |          |
| • Does the manual contain details of all the documents used in the production process?   |     |    |          |
| • Do you think of this information as key because it is necessary? If yes, please state what could be removed in the comments section.                       |     |    |          |
| • Is there any major part that should be added to the document? If yes, please state what could be added in the comments section.                            |     |    |          |
| • Were there spelling errors in the document? If yes, please state the error as well as the page numbers in the comments.                                    |     |    |          |
| • Were there grammatical errors in the document? If yes, please state the error as well as the page numbers in the comments. Was the writing well organized? |     |    |          |
| • Was the writing correct?   |     |    |          |
| • Was the writing easy to read?  |     |    |          |
| • Were you able to follow the instructions given in the manual?  |     |    |          |
| <b>Design</b>  |     |    |          |
| • Was the layout suitable for the process?   |     |    |          |
| • Was the font easy to read?   |     |    |          |
| • Was it easy to find information in the document?   |     |    |          |

**General Comments**

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