OPWL Program Learning Goals

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OPWL 592 Portfolio
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WORK SAMPLES DEMONSTRATED:

- Reducing Tier-II Operator Fitness Test Failure Rates for Air National Guard Tactical Air Control Party

TABLE 1. OPWL LEARNING GOALS

Master's degree program learning goals	Demonstrated in which work sample?	Explanation
1. Conduct the performance improvement process in a systematic way.	Needs Assessment	• The Cambridge Dictionary defines systematic as: "according to an agreed set of methods or organized plan." My definition is that a systematic process is a step-by-step guide one can follow to complete an action or task. • The needs assessment team conducted a systematic needs assessment using Stefaniak's phase-based approach for determining gap areas and probable causes and selecting appropriate interventions to resolve performance gap issues within an organization and individual performers. The process utilized components from multiple frameworks and models, which were applied to a six-phase needs assessment: (1) Problem Identification; (2) Organization Analysis; (3) Environmental Analysis; (4) Gap Analysis; (5) Cause Analysis; and (6) Intervention Options. (Stefaniak, 2020).
2. Conduct the performance improvement process in a systemic way.	Needs Assessment	• Merriam-Webster defines systemic as: "[relating to or affect[ing] an entire system. For example, a systemic disease affects the entire body or organism, and systemic changes impact the entire organization, including its most basic operations. My definition of systemic or systemic process is looking at the whole of a problem set to see how those interconnected parts relate to one another and affect the overall performance. • Rummler & Brache's (R&B) 9-Box Model assisted with analyzing and organizing extant data, semi-structured interview responses, and possible survey inputs. R&B's systems focus on the three interconnected levels of performance and assisted our team with a thorough investigation of the client's problem, focusing on the organization, process, and performer levels (Rummler-Brache Group, 2022). Ultimately, this process allowed us to evaluate the entire organization and the interconnectedness of several areas.

3. Conduct the performance improvement process in a way that is consistent with established professional ethics.	Needs Assessment	● This study followed the ISPI's code of ethics, and we were required to complete and adhere to the CITI training related to Human Research. ● For the ISPI code of ethics, our team maintained integrity and confidentiality. ● Integrity – our team provided honest and truthful representations of our data collection. It all of the interview data back to our client and our interpretations of the interview responses. This demonstrated integrity in data collection, and our truthful representation of the client could see that we were not manipulating any data received. ● Confidentiality – our team kept our interviewee names, positions, and units (call it identifiable information) confidential in our final report. We only used the names of individuals (key stakeholders) when explicitly approved by our client. ● We also conducted a standardized "Informed Consent Briefing" and received verbal consent before every single one of our interviews. This briefing covered the purpose and background of the interview, the procedures for the interview, the risks to the interviewee, the benefits to the interviewee, explained the confidentiality and voluntary participation, and finally gave them a process for any further questions and concerns. ● In retrospect, we were a little late to need on the confidentiality of our data collection. This was external to the report itself; however, in our data collection, we did not keep our team's names and positions confidential. This could have introduced some biases in a larger group and potentially exposed those individuals if there were a "data breach" during our data collection phase. In the future, there should be an agreed-upon naming convention for these interviewee identification tags, and they should be used from start to finish to maintain integrity throughout.
4. Conduct the performance improvement process in a way that is consistent with established professional standards.	Needs Assessment	● ISPI standards are: Focus on results; take a systemic view; add value; work in partnership with clients and stakeholders; determine need or opportunity; determine causes; design solutions; ensure solutions conform and are feasible; implement solutions; and evaluate the results. We addressed 1-6 of these standards for this project. ● Using Stefanik's 6-phases of a needs assessment, allowed our team to be results focused from the beginning through a thorough front-end analysis; we then used R&Bs 9-box model to be systemic in our approach to helping identify needs. Following that, we were able to add value to our report back to our client. In addition, we worked with our stakeholders and each other throughout

		the process, and we determined the needs and probable causes for performance gaps. ● In retrospect, we could have spent more time designing our interventions and provided more value to our client with more in-depth looks at those interventions' feasibility and conformity.
5. Align performance improvement solutions with strategic organizational goals.	Needs Assessment	● The key long-term goal for the needs assessment stakeholders relied on a term in the military called readiness. Ultimately, if guys did not pass this fitness test, they would not be considered "mission ready" and incapable of deploying for operations worldwide. ● Harless 13-smart questions and our front-end analysis assisted with aligning the entire project with the goals in mind. Understanding the impact was extremely important, and forcing our team to pull the data and numbers on how much their performance gap affected units outside their immediate control was eye-opening for our entire team. ● Our needs assessment gave our client a path toward success. Ultimately, after an intervention is chosen, there would need to be an evaluation of the intervention to see if it was accomplishing the goal of closing the gap and the strategic organizational goals. ● In retrospect, the emphasis on the strategic goal of readiness could have been more apparent in our interventions. Linking our interventions to more than just the fitness test and showing how some of the interventions, like informing, could give clear guidance on how this affects the overall system would have been a different way to present nearly the same information.
6. Make recommendations that are designed to produce valued results.	Needs Assessment	● Our team conducted a multi-criteria analysis that scored our proposed intervention types against the organization's stated desires. Ultimately, the client wanted to improve pass rates for their fitness test. However, the client was cognizant that they were in a fiscally constrained environment. With that knowledge, our team researched intervention types that could be cost-effective for them, such as job aid and education options. Ultimately, w we discovered that the client would eventually need resources to meet their goal of a 95% pass rate (an increase of 20%). ● This data provided value, as identified by the client, since we could show the cheapest options ranked against what areas they could help improve, with the more expensive options (coaching) and what those could achieve. That data was presented to the client's senior leadership, and they are currently working towards securing around $2.5M for a coaching staff. However, the client also uses

		available resources to develop education series and job aids before securing funding.
7. Collaborate effectively with others, in person and virtually.	Needs Assessment	● Our team used zoom for a weekly meeting to manage our project deliverables. We worked well on these meetings to complete various tasks associated with the deliverables. ● In addition to the weekly meeting, we collaborated using our GoogleDrive account to iterate on deliverables and ideas without having to meet on zoom for those tasks. We also used the google chat feature, which gave notifications to our phones to keep in touch between meetings and update each other on what we had just finished or what we needed help with ● In retrospect, our Google Drive was the biggest failure and complaint with our virtual collaboration. We didn't agree on a naming convention for our files initially, nor did we agree on a file storing convention. This led to us working that out mid-semester, in the middle of the project. We were working on two different versions of a deliverable between the four of us. We fixed the problem during a zoom meeting, but this added an hour to get all the changes from the two documents into a single copy.
8. Communicate effectively in written, verbal, and visual forms.	Needs Assessment	● Much like our collaboration, we used zoom, google drive, and google chat to communicate between our team and even with our client and stakeholders. ● We would schedule a meeting or an interview using zoom linked to google calendar. That was an extremely effective way to stay on track with the various interviews and meetings. We could send that email link and invite the interviewee, which proved highly efficient.
9. Use evidence-based practices.	Needs Assessment	● Evidence-based practices are not just relying on "your experience" but proving that what you are recommending has worked in the past on various projects. Providing that evidence of what you are suggesting has worked in the past and how it will apply to your current scenario can and did instill trust between the client and ourselves. ● We conducted a thorough literature review to support our findings and back up our suggested interventions. We then provided that data on the "why" to our client during meetings. Additionally, we communicated our evidence-based methods and interventions in our executive presentation and final report.
10. Contribute to the professional community of practice.	Needs Assessment	● This needs assessment directly affected a US Military organization. According to the client, the needs assessment was used to justify resourcing for interventions detailed within the report. Additionally, the information gave a clear path to follow so they could phase in implementation.

		• In retrospect, a way that we could have further contributed to a CoP would have been to get our findings published in a journal like the National Guard Associate of the United States (NGAUS) or a similar military publication. Doing this could have opened up more input from the field and informed mid-to-senior level leaders of the issue facing this group of Guardsmen.

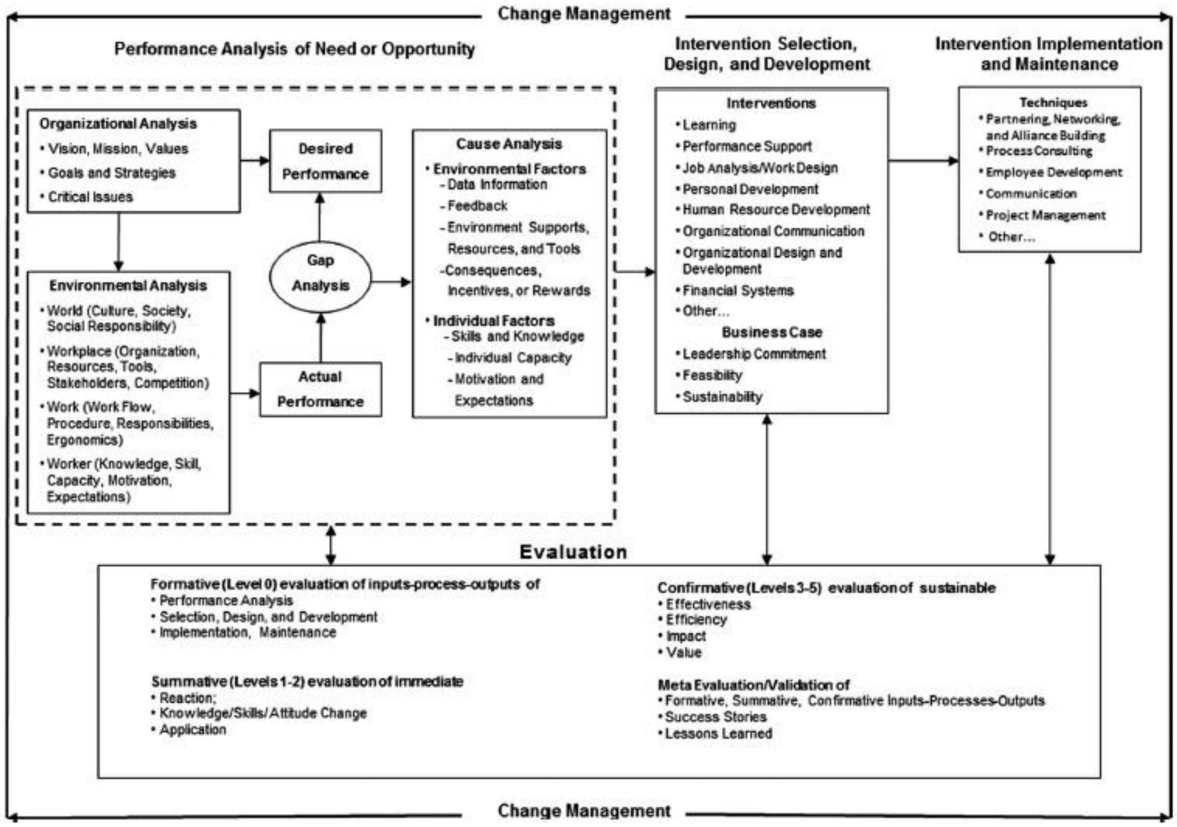
TABLE 2. OPWL TOOLS/PHASES

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

	27. Broad & Newstrom's strategies to promote the transfer of learning					
	28. Business Logic Model of Silber and Kearny					
	29. Marker's Six-P Framework for Evaluation					
	30. Five Stage Change/Implementation model (Based on Rogers and Kotter)					
	31. SWOT Analysis	X				
	32. Force-Field Analysis					
	33. Double-Loop Feedback					
	34. Cognitive load theory (CLT)					
	35. Cognitive theory of multimedia learning principles					
	36. Other – Describe an established tool that is not listed in this matrix: Stefanik's 6-phase needs assessment Process	X				
	37. Other – Describe an established tool that is not listed in this matrix: Hale's Interventions	X				
	38. Other – Describe an established tool that is not listed in this matrix: Multi-Criteria Analysis	X				
	39. Other – Describe an established tool that is not listed in this matrix: Gilbert's Updated BEM	X				

Figure 1

Performance Improvement/HPT Model.



Source: Dessinger, J. C., Moseley, J. L., & Van Tiem, D. M. (2012). Performance improvement / HPT model: Guiding the progress. *Performance Improvement, 51*(3), 10-17. https://doi.org/10.1002/pfi.20251