

***OPWL Program Learning Goals

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OPWL 592 Portfolio
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WORK SAMPLES DEMONSTRATED:

- Potato Corporation's Ariba Evaluation

TABLE 1. OPWL LEARNING GOALS - POTATO CORPORATION AND ARIBA EVALUATION

Five OPWL Learning Goal	Demonstrated in which work sample?	Explanation
1. Apply systematic and/or systemic methods to performance improvement work.	Evaluation	Apply systematic methods: • A deliberate, step-by-step process that follows a logical sequence of activities, uses clearly defined procedures, and ensures that decisions and actions are based on evidence. • Luckily for us, our class was structured on Chyung's 10-step evaluation procedure, which is a tool that is founded on a systematic approach. Apply systemic methods: • A method grounded in systems theory that analyzes the whole system—its elements, environment, feedback loops, and interrelationships—to understand how they collectively contribute to outcomes, performance, and change. • Like stated in the systematic methods Chyung's 10-step evaluation procedure also does a great job of looking at the whole of the evaluation process by breaking it up into 3 phases: identification, planning, and implementation as well as the macro level components such as feasibility risk assessments and meta-evaluations. We also used Rummler's and Brache's performance matrix. • In retrospect, if I wasn't a OPWL student and we had more time (15 week course) we would have liked to look at more dimensions in our evaluation.
2. Apply established professional ethics and standards to performance improvement work.	Evaluation	Apply professional ethics: • ISPI Code of Ethics – Provided standards for maintaining professional integrity, protecting confidentiality, adding value for stakeholders, and using systematic performance improvement methods. • American Evaluation Association (AEA) Guiding Principles – Especially the principles of <i>Systematic Inquiry</i>, <i>Integrity</i>, <i>Competence</i>, and <i>Respect for People</i>, which helped ensure that

		our data collection, analysis, and reporting were conducted responsibly and ethically. • IRB/CITI Human Subjects Research Training – Informed our approach to participant protection, ensuring anonymity, voluntary participation, and minimizing potential risks to individuals involved in interviews and surveys. • ISPI Code of Ethics – “Maintain Confidentiality and Protect Privacy” We adhered to this by using a pseudonym for the organization, removing all personal identifiers, and ensuring that survey responses were completely anonymous and could not be traced to specific employees. • ISPI Code of Ethics – “Use Systematic Processes” We followed Chyung’s 10-Step Evaluation Procedure, Rummler-Brache, and the Kellogg Logic Model to ensure that our evaluation was structured, evidence-based, and methodologically sound. • AEA Guiding Principle: Respect for People We designed surveys and interviews to avoid leading questions, respected participants’ time, and ensured that all participation was voluntary, with no pressure from leadership. • AEA Guiding Principle: Integrity We reported findings honestly and based solely on qualitative and quantitative evidence. No conclusions were influenced by stakeholder agendas or personal opinions. • IRB/CITI Principle: Beneficence (Minimizing Risk) We ensured participants faced no risk by anonymizing all data, storing information securely, and avoiding any sensitive or personally compromising questions. • The primary ethical concern was in protecting the organization and its employees. We used a pseudonym for the organization and didn’t use any names in the documentation and the surveys were completely anonymous. There is no way to trace this data back to the individuals at the evaluand organization. • We did our best to ask questions and designed surveys to not influence statements or selections, all evaluation determinations were based on qualitative or quantitative data and were not influenced or driven by agendas or individuals with agendas. • We didn’t feel like there were any ethical issues, or anything that was a borderline or edge case. Apply professional standards: • Our focus was to ensure we were following ISPIs standards and code of conduct. • One of the main focuses was to take a systemic view of the situation. We looked outside of Ariba by collecting organizational goals, understanding political barriers and resistance to change. We also focused on the need by extending the evaluation beyond
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		software utilization and focusing on how the software should support organizational goals. We also focused on adding value for our stakeholders by providing evidence based evaluation and taking a scientific approach to provide positive results. • We used the Rummier-Brache model to evaluate how the software fits into the organization and to identify conflicting goals and design. We used the Kellogg logic model to provide the structure of what the software was supposed to accomplish and establish dimensions. We used Chyung's 10 step evaluation process to ensure a systematic approach. • The one thing we could have done better was, since there was a project member in the organization, he may have come up with a way to capture water cooler talk and things stated in passing rather than just formally capturing interview and survey results.. • The liaison could have been nicer in the way he presented the findings. He stated that he lightly offended some of the leadership with the bluntness of the situation and his choice of words.
3. Align performance improvement solutions with strategic organizational goals and make recommendations to produce results valued by organizations.	Evaluation	Align with strategic organizational goals: • The evaluation supports organizational and stakeholder needs by enabling resilient, low-risk supply chains, enhancing visibility and auditability, and reducing procurement costs through streamlined operations and improved reporting capabilities. In the identification phase of Chyung's 10-step evaluation procedure we were able to identify the organization's goal for our evaluation. • Our evaluation has provided valuable insight into Ariba and if it is the tool that the organization should continue to use. Make recommendations that produce valued results: • Prior to creating a logic model, we worked with Potato Corp leadership to understand what they call their "Pillars", which are essentially goals which they strive to achieve like service of excellence, passion for people, data driven decision making, and process excellence. The Potato Corp team didn't have any goals specific to the project except to improve the user experience, so we worked with Ariba consultants to establish goals of the software to help develop the logic model. • The lack of goals for the Ariba software was a huge insight for Potato Corp leadership. The project sponsor agrees that lack of clear goals and defined processes the software needs to support are part of the root cause for the low scores on the evaluation. Leadership is committed to defining goals and supporting processes before the enablement team makes any configuration changes on the software. • I feel like we discovered the lack of goals for what the software should accomplish later than we should have. We could have used interview questions and survey statements to uncover conflicting personal and organizational goals. This could have led to more concise recommendations rather than high level observations.

4. Collaborate effectively with others, in person and virtually, and communicate effectively in written, oral, and visual forms.	Evaluation	Collaborate effectively: • Describe collaborative activities in which you, your team members, and your stakeholders engaged face-to-face and/or virtually. • Our evaluation was unique in the aspect that we had a liaison that worked for our organization and were given work hours each week towards our project. Our liaison was then able to have face-to-face meetings and interviews with key stakeholders as well as virtually. As a team we met virtually weekly. • All of our meetings were effective with clear communication, agreed upon roles and responsibilities. If the full time wasn't needed it was given back to work on our assignments. Communicate effectively: • Meetings and interviews were done virtually as a team and then hybrid for our liaison with some being virtually and some being face-to-face. • By having structure, we were able to communicate very effectively as a team.
5. Apply theory and evidence to performance improvement work.	Evaluation	Apply theory to practice: • Evidence based practice is a combination of using scientific and research based methodology, theories, and frameworks as well as presenting findings based on factual evidence gained from said methodologies, frameworks, and theories. • We used several theories and models learned from the OPWL program. The major framework we used was the Rummler-Brache 9 box model to demonstrate how organizational goals conflict with the goals of the process. • I think we may have some missed opportunities to incorporate other models. It may have been beneficial to have taken stock of available models and theories and determined what was applicable. Apply evidence/data: • Three primary methods will be used: Unstructured interviews, surveys, and document and system data review. Quantitative data such as survey responses and system adoption metrics will be used to identify patterns, trends, and measurable relationships, while qualitative data derived from interviews and observations will provide deeper insight into the contextual and behavioral factors underlying those patterns. Descriptive statistical analysis will be applied to survey responses to quantify user satisfaction levels, perceived value, and training adequacy. In addition, findings from system data, documentation reviews, and observed user behaviors will be cross-compared to validate consistencies and identify discrepancies between intended and actual system use. To strengthen objectivity and minimize individual bias, three

		evaluators will independently analyze the data and subsequently reconcile their interpretations through collaborative discussion. This consensus-based approach will ensure alignment on key findings and enhance the credibility of the overall analysis
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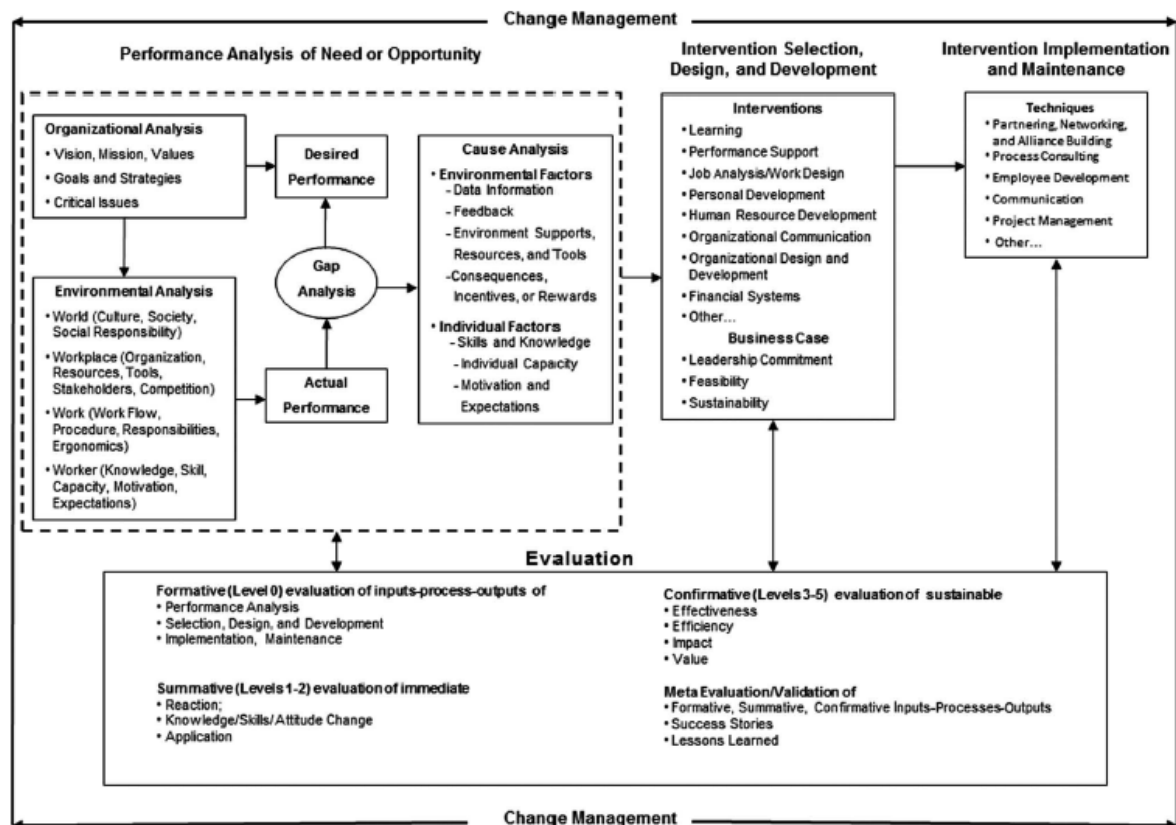
TABLE 2. OPWL TOOLS/PHASES

	Phase Section 1 – OPWL Tool	Section 2 – HPT 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.	Rummier'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				X	
10.	Kirkpatrick's 4-level model of evaluation					
11.	American Evaluation Association (AEA)'s guiding principles for evaluators				X	
12.	ISPI's code of ethics				X	
13.	ISPI's standards for performance improvement					
14.	Thorndike's Law of Identical Elements					
15.	Principles of Reinforcement from radical behaviorism					
16.	Cognitive Information Processing Model (computer analogy)					
17.	Knowles' Core Adult Learning Principles					
18.	Bloom's taxonomy of educational objectives					
19.	Mager's 3-part method for writing instructional objectives					
20.	Keller's ARCS model for motivational design of instruction					
21.	Harless' 13 "smart" questions					
22.	Procedural analysis, learning hierarchy analysis or other established task analysis method					
23.	Bronco ID model or another established ID model					
24.	Merrill's first principles					

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