OPWL Program Learning Goals

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Work Samples Demonstrated:

- How to streamline the process of creating compliant food labels at Idaho Food Bank.

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 way that is systematic.	Idaho Food Bank Labeling Project - Instructional Design	A **systematic approach** refers to a methodical and organized way of doing something, often involving a step-by-step process or a set of procedures designed to achieve a specific outcome. It is characterized by a logical and structured methodology that follows a predefined set of rules, principles, or guidelines. **Gilbert's BEM** - During our Learning Environment Analysis, our team assessed Environmental factors that could have contributed to the root cause of the labeling problem. It was important to start with Environmental factors first as they have a direct effect on individual performance. Then, systematically, our team shifted our focus to the Task Analysis and examined Behavioral factors. This is a systematic approach model as well in that it starts with environmental factors first, then focuses on the individual performer behavior. Our team had to be sure the label-makers had access to the right tools before analyzing their performance. **Rummler and Brache performance matrix** - The 9-boxes model was used to break down performance issues within the dimensions of Goals, Design, and Management. This began at the Organizational level and then systematically examined the Process and finally the Job. Our team found there was need for improvement in Job Design and Job Management. **Mager and Pipe's performance analysis flowchart** - This model is a systematic 7-step process in which our team used during client interviews to: o Define the problem(s) o Discuss if the problem was worth fixing

		○ Understand the consequences of not fixing the problem ○ Understand skill deficiencies of label-makers ○ Understand other potential causes of label inconsistencies ○ Derive solutions
2. Conduct the performance improvement process in a way that is systemic.	Idaho Food Bank Labeling Project - Instructional Design	A **systemic approach** involves understanding and analyzing phenomena as integrated systems rather than isolated parts. It considers the interactions, relationships, and dependencies among the components of a system. **Gilbert's BEM** - This is a systematic approach model as well in that it examines the environment and performance behavior. Key dimensions such as expectations, tools, incentives, knowledge, capability, and motive all play a part in contributing to the success of IFB. From this our team determined that improvements could be made to Behavior Instrumentation. **Rummler and Brache performance matrix** - The 9-box method in itself is an internal systemic performance evaluation tool. It starts by analyzing the Organization and a whole, then evaluates the Process stages, and then the Job/Individual. It does not, however, reflect outside impactees. **Mager and Pipe's performance analysis flowchart** - Through using this 7-step method, our team was able to look at the problem holistically and understand the effects of incorrect labeling on the IFB, the label-maker, and the patrons receiving IFB food products. These systemic effects include loss of credibility and consumption of resources for the organization to possible illness or death for IFB food recipients.
3. Conduct the performance improvement process in a way that is consistent with established professional ethics.	Idaho Food Bank Labeling Project - Instructional Design	According the guiding principles for evaluators as defined by the American Evaluation Association, our team displayed the following: ○ **Systematic inquiry** - Using the methods described in Row 1, our team explored the limitations of and strengths evaluation questions through both interview and feedback forms. Our team used these opportunities to discuss approaches that might answer those

		questions and explained how those approaches would be implemented. ○ **Competence** - Our team members all had specific strengths and delegated tasks during the project. This was complemented by understanding the elements of scope creep and tools identified as relevant, but out of the realm of our resources. ○ **Integrity** - During the project, our team maintained consistent communication with the client in order to remain transparent. We expressed concerns and conferred with colleagues when faced with misunderstandings. For instance, we met with Dr. Giacumo and emailed with IFB Team 1 when we felt our project was straying off course. This was also made aware to the client. ○ **Respect for People** - Our team dealt with upstream stakeholders of varying seniority and levels, so it was important to show empathy and understanding to each individual. During the interview stages we informed each participant if they were uncomfortable answering any questions at any time they could refuse to answer or withdraw. ○ **Common good and equity** - As stated above, our team maintained a practice of transparency throughout the project. We also acted in the best interest of the client by choosing deliverables that would be most effective and simple to implement. While we could have developed an intensive e-learning module, it was simply not needed based on the information given by the client.
4. Conduct the performance improvement process in a way that is consistent with established professional standards.	Idaho Food Bank Labeling Project - Instructional Design	For this project, we adhered to ISPI Standards: **Focus on Results or Outcomes** Our team focused on the results that our learner(s), task and environmental analysis yielded, rather than assuming we knew what the solution was from the beginning Our team worked with the client to clarify the goal and the scope of the project to make sure it was done in a timely and realistic manner. **Add Value** Our team worked with the client to ensure our solutions were appropriate. We also discussed with the client the likelihood that these solutions would be implemented and

		how they would add immediate / long term value to their organization. **Work in Partnership with Client & Stakeholders** Our group kept in regular contact with the client through weekly emails and Zoom meetings, verifying and updating them on every step of the project. We also involved another subject matter expert and learner (Vonda Pattee, Food & Workplace Safety & Compliance) in the development of our solutions. **Determine Need or Opportunity** Our group used templates provided by Boise State OPWL 537 to conduct learner(s), task, and environmental analyses. Per our analyses, we determined that training was not the solution. Instead, we came up with solutions that met their immediate needs, targeting veteran learners that were likely to adopt the solutions.
5. Align performance improvement solutions with strategic organizational goals.	Idaho Food Bank Labeling Project - Instructional Design	**Worked with the client to identify value to their organizational goals.** Our team worked with IFB to identify the value in our project for both short and long term needs. Short-term, our project would help veteran IFB employees create accurate labels by reminding them of the necessary components and steps. Long-term, our project would record and preserve the label creation process for future IFB staff. As a whole, our project will help IFB to continue to deliver nutritious meals to Idaho, with the hopes that it will eliminate or reduce food recalls and situations such as hospitalization that those affected by food allergens could face as a result of inaccurate labeling.
6. Make recommendations that are designed to produce valued results.	Idaho Food Bank Labeling Project - Instructional Design	IFB has communicated with us that our project will help preserve the labeling system for future employees, as well as help current IFB employees refresh themselves about the necessary information required on a label and the steps to create an accurate food label. We also clarified the learners with two subject matter experts and determined that our solutions would be used by veteran learners. Therefore, our solutions reflected and were tailored to our learner profiles. We also included a list of recommended other solutions that were outside the scope of our project, but which we identified would aid the organization. This included simple things like labeling printers to reflect which side (up or down) to place labels and adding dual monitors to each label making station.

7. Collaborate effectively with others, in person and virtually.	Idaho Food Bank Labeling Project - Instructional Design	Our team scheduled weekly meetings to assess our ongoing progress and allocate tasks for the upcoming week. These meetings served as a way to maintain alignment within the team, ensuring that all members were synchronized in their efforts. In addition to this, we established a collaborative framework by utilizing a shared Google Drive and Files section within Google Spaces. This ensured centralized storage of our documentation, providing accessibility of project information. Our team also arranged regular meetings with the project sponsor to conduct analyses of our learners, environment, and tasks. These sessions also facilitated formative and final evaluations of the proposed deliverables.
8. Communicate effectively in written, verbal, and visual forms.	Idaho Food Bank Labeling Project - Instructional Design	Our team set up weekly Zoom meetings and a team channel in Google Spaces to easily communicate with one another. Our documents for conducting the learner, environment, and task analyses were stored in our shared Google Drive, allowing team members to effectively comment on, edit, and share work. To communicate with our project sponsor, our team appointed a dedicated client liaison tasked with managing all interactions with the client. This ensured a streamlined and coherent exchange of weekly information. Our team also facilitated effective communication with the client by ensuring that any templates requiring their input were accompanied by explicit instructions and clear visual cues.
9. Use evidence-based practices.	Idaho Food Bank Labeling Project - Instructional Design	**Evidence-based practices** refer to methods, strategies, and interventions that have been shown to be highly effective through demonstrated research and practice. In this case, adult learning theory practices employed during our project were: **Activation of Prior Knowledge -** Our lesson plan integrates learners' existing knowledge into new content, aligning with Malcome Knowles' andragogical principles for improved learning outcomes. **Real-world Applicability -** Conducting a thorough task analysis ensured our instructional materials mirrored job conditions. **Managing Selective Attention -** Strategic use of brand colors in each step of "How to Create an Avery Label" job aid and poster helped manage learners' selective attention.

		Cognitive Load Theory - To manage cognitive load, our team segmented information by providing clear step-by-step instructions in the job aid and poster.
10. Contribute to the professional community of practice.	Idaho Food Bank Labeling Project - Instructional Design	● As per a learning community of practice, our team discussed the project with the instructor(s) virtually and electronically and with classmates via discussion boards, emails, and social networks (Discord, LinkedIn, etc.). Professional communities of practice include co-workers, professional connections and/or social group networks (i.e. LinkedIn), and professional organizations such as ISPI, ATD, etc. ● By sharing our experiences and ideas, our team can help establish supportive learning / professional communities that can potentially develop into affinity groups. This enhances the quality of HPI and ID community practices.

TABLE 2. OPWL TOOLS/PHASES

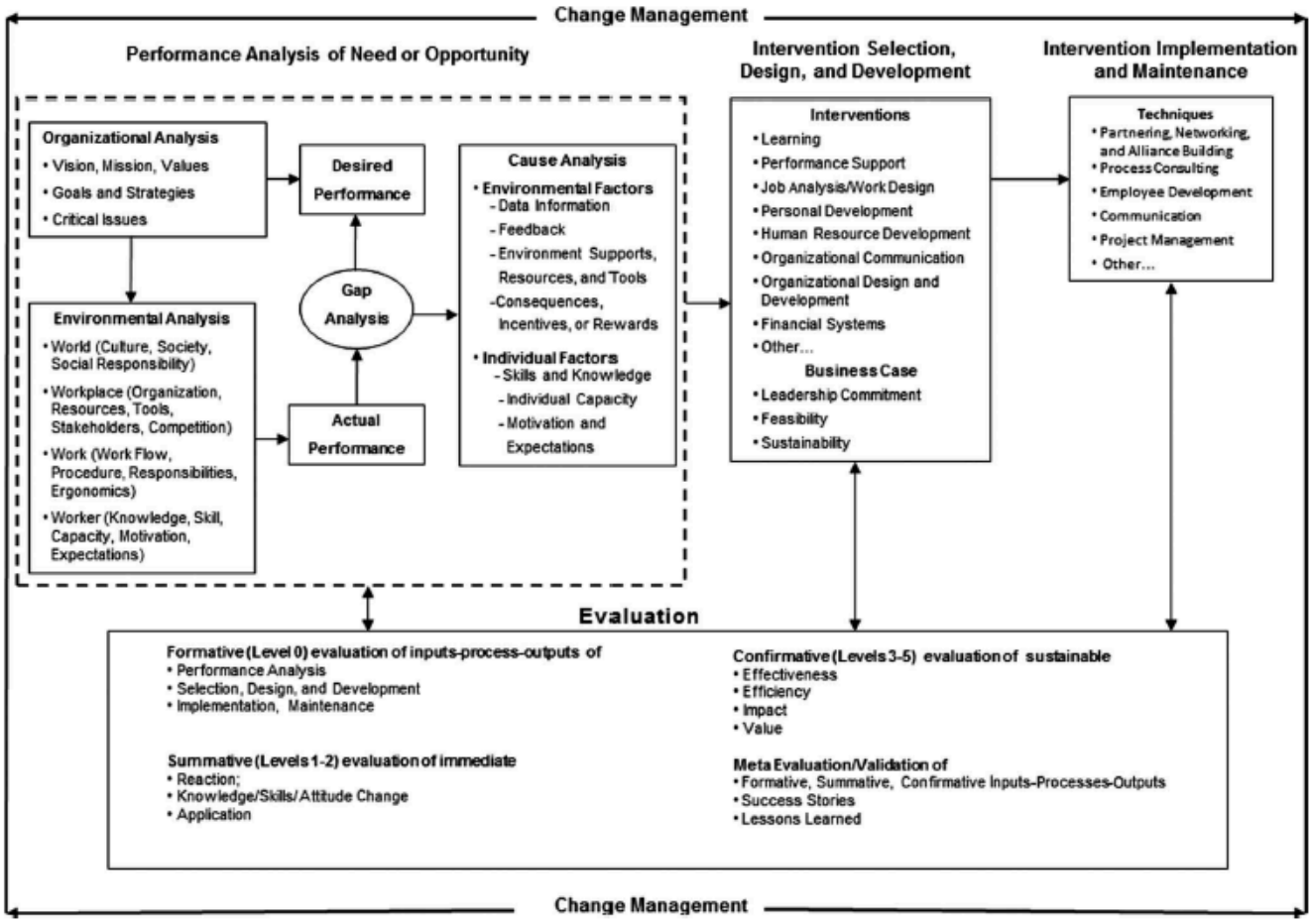
Directions for students: Place an X in the first column in front of each tool that is actually used in your case study(or studies) (do not select tools just because you thought about using them; you should have likely referred to using those tools in your explanations of OPWL learning goals in Table 1). Then for each marked tool, place an X in the column(s) indicating the phase(s) of the Performance Improvement/HPT model (Dessinger, Moseley, & Van Tiem, 2012; also see Figure 1) that tool was applied to. Be prepared to discuss how you used each of the selected tools in your case study (or studies).

	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 (BEM)** leisurely theorems	X				
	2. Rummler's and Brache's performance matrix	X	X			
	3. Langdon's language of work (LOW)					
	4. Mager's and Pipe's performance analysis flowchart	X	X			
	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				X	
	12. ISPI's code of ethics	X	X	X		
	13. ISPI's standards for performance improvement	X	X	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		X	X		
	18. Bloom's taxonomy of educational objectives		X	X		
	19. Mager's 3-part method for writing instructional objectives					
	20. Keller's ARCS model for motivational design of instruction		X			
	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	X	X	X		
	24. Merrill's first principles					
	25. Gagne's 9 events of instruction		X	X	X	
	26. Authentic learning assessment			X	X	
	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)			X		
	35. Cognitive theory of multimedia learning principles			X		
	36. Other – Describe an established tool that is not listed in this matrix:					

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