

SUPRA-BADGE:	Evaluation and Implementation
SUB-BADGE:	EVALUATE INSTRUCTIONAL AND NONINSTRUCTIONAL INTERVENTIONS
CHALLENGE:	Implement formative evaluation plans.
ARTIFACT:	EDCI 528 Human Performance Technology - Evaluation Plan (2025, Apr. 13)
CRITERIA:	Artifact: Evidence of implementing a formative evaluation plan to provide information that can be used to make adjustments and improvements in the design. Evidence must show a formative evaluation plan (expert review, one-to-one evaluation, small group, and field trial). Reflection must address: Which phase(s) of formative evaluation did you conduct? Which data did you collect (e.g., clarity and accuracy of instruction, general attitudes, procedural issues, etc.)? What were the results of formative evaluation, and how did it affect your design?

For the competency “implement formative evaluation plans,” I have selected the EDCI 528 Human Performance Technology project’s *Evaluation* document as an artifact.

In the Human Performance Technology (HPT) project, I conducted a case study of a homebuilding company that faced several performance issues, most of which required non-instructional solutions. During the case study, I utilized formative evaluations such as employee surveys, field observations, job inspections, and one-on-one interviews to gather data from stakeholders before and after the implementation of change interventions, in order to monitor their effectiveness.

For example, one of the root causes of poor performance was chaotic and delayed project communication due to inadequate company communication protocols. As part of the change intervention, a company-wide communication protocol was developed and implemented. Once the intervention was rolled out, a three-step formative evaluation plan was initiated, using Kirkpatrick’s Four Levels of Training Evaluation as a guideline.

First, immediately after implementation, a survey was sent to stakeholders to gather feedback and assess attitudes. This was followed by one-on-one interviews. Adjustments to the interventions were made as needed. Next, random on-the-job observations were conducted over the following two months to verify the effectiveness of the intervention. In the fourth month of implementation, another formative evaluation survey was distributed to assess the ongoing effectiveness of the intervention and stakeholders’ continued attitudes toward it. Additional evidence of the intervention and evaluation can be found in two documents for the same project: *Solution and Change Management Plan* (Appendices B and C) and *Evaluation* (Table 3.2, Kirkpatrick Evaluation Plan).

I was originally trained as a designer, so I tend to spend more time in the design and development phase. However, over the years, as I gained more experience in project management, I realized that implementation and evaluation are equally important to the effectiveness and sustainability of any project. While the example above details formative evaluations during the implementation phase, I recognize that such evaluations are also valuable in the early stages of a project, such as the planning phase, when they can help identify existing gaps and assess stakeholders’ general attitudes in their work setting.