

PERFORMANCE NEEDS ASSESSMENT

Improving client satisfaction with online language lessons for professionals

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Fundamentals of Human Performance Technology

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Improving client satisfaction with online language lessons for professionals

INTRODUCTORY MATERIAL

The purpose of this section is to provide background information about the project. It will highlight the performance problem that needs to be addressed and describe how data was collected to analyze and understand the problem.

Project Summary

Last year, the ABC language school asked for the development of an online course for language instructors to teach them how to align language lessons to learners' industries and professions. The organization's desired outcome was that, upon completion of the course, language instructors would be able to teach industry-specific work-related language lessons, which leads to faster application at work by learners and better work performance. This would ultimately result in high client satisfaction among corporate clients (employers of the learners), who will award more teaching contracts to ABC, hence generating revenue for the language school. Today, one year later, revenues continue to remain far below expectations, and frequent lesson delays (late starts or cancelled/ postponed classes) have negatively affected the organization's client service experience and image. A performance needs assessment of language instructors, and the Learning and Development (L&D) team will aim to uncover the performance problems with online language lessons for professionals. It will also propose initiatives to improve client satisfaction ratings by increasing the effectiveness of lessons and reducing lesson delays and cancellations. The President of ABC (project sponsor) believes that these issues negatively impact the business need, which remains the same: to generate revenue for ABC by increasing the number of language teaching contracts (both new contracts and renewals) awarded to ABC by corporate clients by 10% in the next 12 months.

Data Collection

Data for the performance needs assessment was collected using the following methods:

- Documents: Job announcements (used to recruit instructors and for learning team positions), job descriptions and SOPs, training academy documentation, job aids, guides and handbooks, client satisfaction surveys and lesson complaint forms.
- Interviews: One-on-one interview with Director of Learning and Development (L&D)

- **Focus Groups:** Two separate focus groups, one with L&D (4 L&D Supervisors, 1 Logistics/ Client Relations Coordinator, 1 LMS Administrator) and one with six of the top-performing instructors (star employees). See Appendix 1 for Organizational Chart.

ABOUT THE PROBLEM

The purpose of this section is to provide a description of how the performance problem was analyzed, starting by restating the sponsor's request and business need, then a comparison of current and ideal performers, followed by a description of the performers and performance context, and finally the possible constraints on the project.

The Request

The ABC language school has asked for a performance needs assessment of its language instructors and L&D team to uncover performance problems with online language lessons for professionals and propose initiatives to improve client satisfaction ratings by increasing the effectiveness of lessons and reducing lesson delays/ cancellations.

Source: Project sponsor – President of ABC

The Business Need

The business need of this project is to generate revenue for ABC by increasing the number of language teaching contracts (both new contracts and renewals) awarded by corporate clients to ABC by 10% in the next 12 months.

Current and Ideal Performance

The purpose of the next few sections is to provide a description of the performance problem that needs to be addressed. To start, narrative scenarios of current and ideal performance are presented, followed by a comparison of the tasks needed for current and ideal performance.

Current Performance

Robert is a 28-year-old graduate of Concordia University's B.Ed. Teaching English as a Second Language program. He taught English at a local high school for a few years, before joining ABC as an English language instructor, where he currently teaches English courses to corporate clients online. As per guidelines, he conducts short needs assessments to identify language needs of students, plans courses based on ABC's curriculum (textbooks, online teaching

resources and LMS), and tracks and evaluates progress using their online tools (course account and student progress sheets). After taking the training last year, he can better align his language lessons to learners' industries and professions to teach specific work-related English. Even though Robert feels his corporate learners like and relate to him and his lessons are going well, he cannot keep track of his own performance and measure it against required standards and performance expectations. He hardly receives feedback from his supervisor about how he is performing, nor any recognition or encouragement for positive achievements. He often feels unsupported once a session has started, only hearing from the L&D team when they offer him new contracts (before the start of a 6-week session) or communicate schedule changes to current ones. After regularly experiencing difficulty accessing the school's LMS due to wrong sign-in information and inactive or outdated content, he stopped using or recommending it to his students. "What a shame" he often thinks, since the LMS could be such a useful learning and teaching tool. Furthermore, he is growing increasingly frustrated with scheduling errors in class times and virtual classrooms, which have led to frequent late starts and cancelled/ postponed classes. These class delays and cancellations reflect negatively on him and make it difficult to keep his corporate students satisfied with their online language lessons. Even though he works hard to maintain his good instructor rating, many of his corporate teaching contracts are not extended and he frequently needs to refamiliarize himself with new corporate groups and their respective industries. As a remote home-based worker, he feels distant and disconnected from the L&D team and his constantly changing learners. He often wonders if this is worth the \$22 hourly wage, especially since he sees no opportunities for advancement with the organization.

Ideal Performance

Robert is a 28-year-old graduate of Concordia University's B.Ed. Teaching English as a Second Language program. He worked in an administrative position at the University's John Molson School of Business (JMSB) for a few years, before joining ABC as an English language instructor, where he currently teaches English courses to corporate clients online. As per guidelines, he conducts short needs assessments to identify language needs of students, plans courses based on ABC's curriculum (textbooks, online teaching resources and LMS), and tracks and evaluates progress using their online tools (course account and student progress sheets). Drawing on his work and business experience from JMSB, he is able to find commonalities with many of his corporate learners, but after taking the course last year, he can easily align his language lessons to learners' industries and professions to teach specific work-related English.

Robert feels his corporate learners like and relate to him, and his lessons are going well. He is able to keep track of his own performance against required performance standards and regularly receives specific and constructive feedback from his supervisor about how he is performing. He feels supported by the L&D team, whom he can reach out to at any time for questions and concerns, and who regularly recognize and encourage his positive achievements. He always uses the up-to-date learning resources provided by the school's LMS and highly recommends them to his learners for independent learning activities outside of class time, which they greatly appreciate! "What a great learning tool" he often thinks, as he browses the LMS's extensive content, some of which he even contributed to himself, as he is a regular content contributor to the L&D team. His classes always take place punctually and in the designated virtual classrooms, and his class cancellation/ postponement rate is at a minimum. He is grateful that all schedule changes requested by corporate clients are coordinated and communicated to him immediately by the L&D team, with no confusion or errors. He feels empowered and motivated, and expertly conducts effective and efficient online language lessons for professionals, as evidenced by his good instructor rating. The corporate clients (employers of his learners) are also satisfied and many of his corporate teaching contracts are renewed. As a result, he has established strong and lasting connections with his corporate learners, both during and outside of class time, as well as a positive collaboration with the L&D team. He sees himself switching over to the L&D team in a year or two to devote himself to content creation and development and is optimistic that he can make the move internally, within the organization.

Tasks in Current and Ideal Performance:

The following section provides a detailed list of tasks being done in current performance, a list of tasks to be done for ideal performance, and a description of the performance gap between current ideal and performance.

Tasks in Current Performance

Current Tasks of Language Instructors

1. Apply lesson structure and standards of online language lessons for professionals.
2. Align language lessons to learners' industries and professions for an industry focus.
3. Suggest fun learning activities to learners for outside of class time (e.g., Netflix, reading)
4. Personalize standard course content as needed for own language lessons.
5. Complete end of session Student Progress Reports

Current Tasks of L&D Team

1. Logistics Client Relations Coordinator: Coordinate language teaching contract proposals between clients and instructors
2. Logistics Client Relations Coordinator: Schedule online language classes for clients and instructors (times and virtual classrooms)
3. Logistics Client Relations Coordinator: Communicate schedules and course information packs to L&D Supervisors and online language instructors.
4. L&D Supervisors: Modify (if necessary) and communicate schedules to language instructors.
5. L&D Supervisors: Send end-of-session report reminders to language instructors.
6. LMS Administrator: Manage content in learning management system.

Tasks in Ideal Performance

Ideal Tasks of Language Instructors

1. Apply lesson structure and standards to deliver interactive and collaborative language lessons with an industry focus.
 - a. Follow the structure and standards of online language lessons.
 - b. Use MS Teams to deliver interactive and collaborative language lessons.
 - c. Monitor performance against lesson standards for continuous improvement.
2. Recommend self-study learning activities from LMS to learners.
 - a. Provide learners with accurate LMS access details.
 - b. Communicate content updates and recommendations to learners.
3. Create an online community that offers a safe space for learners for knowledge sharing.
 - a. Initiate online knowledge-sharing forums with interesting language learning topics.
 - b. Promote weekly learner participation as an independent learning activity.
4. Contribute to language lesson content development in collaboration with L&D team.
 - a. Discuss new/ improved content ideas and contributions with supervisors.
 - b. Communicate approved content contributions to LMS administrator.

Ideal Tasks of L&D Team

1. Logistics and Client Relations Coordinator: Coordinate language teaching contract proposals between clients, supervisors, and instructors
 - a. Coordinate clients and contract periods/ times with instructors and their supervisor.

- b. Communicate up-to-date course information packs to instructors and their supervisor.
2. Logistics and Client Relations Coordinator: Schedule online language classes for clients and instructors (times and virtual classrooms), in coordination with supervisors
 - a. Schedule online classes in designated MS teams accounts
 - b. Communicate up-to-date schedules to supervisors and language instructors.
3. L&D Supervisors: Discuss schedules and course progress with online language instructors.
 - a. Discuss schedules with instructors before the start of session.
 - b. Coordinate schedule changes with Logistics Client Relations Coordinator
 - c. Discuss session and learner progress with instructors during and after sessions.
4. LMS Administrator: Maintain up-to-date learning management system.
 - a. Update learning content and access links to LMS
 - b. Communicate updated access information to new, live content.
5. Director of L&D team: Promote innovative online teaching skills and content contribution.
 - a. Recognize language instructors who demonstrate innovative online teaching skills.
 - b. Recognize language instructors who make regular content contributions.

Job One

After completion of the performance improvement campaign, the performers will be able to improve client satisfaction ratings by increasing the effectiveness of online language lessons for professionals and reducing lesson delays/ cancellations.

Performers

The purpose of this section is to provide a description of the performers who are divided into two groups, the language instructors, and the L&D team. First, demographic information covering both groups is provided as they are similar. This is followed by a description of the characteristics of three fictional performers, based on varying levels of performance.

Demographics

The purpose of this section is to provide demographic information about both the language instructors and L&D team, specifically their age range, education, and related work experience:

- Age range: 25 – 66 years old
- Educational Level: Well-educated, most have Bachelor/ Master's degrees.

- Genders, ethnicities, and socioeconomic backgrounds: various, but the majority is from Canada (anglophone) or Quebec (francophone)
- Income: \$22-24 per hour for instructors; \$33-\$35 per hour for L&D staff
- Most frequently taught/ managed languages: English, French, Spanish, and German
- Previous Knowledge:
 - o From university education (graduates in Teaching/ Arts/ Linguistics/ Business/IT)
 - o From professional experience teaching languages/ administering learning programs at primary/ secondary schools or colleges
 - o From professional experience teaching languages to adults (face-to-face and online)/ administering learning programs at private language schools
 - o From professional experience in different industries and roles
- Influences:
 - o Instructor evaluations by corporate language learners: at the end of every language course, student evaluations of the course and instructor influence contract renewals for the instructor and the language school
 - o L&D evaluations by Director of L&D: at the end of every year, L&D team members are evaluated on their annual performance by Director of L&D, independent of instructor evaluations.

Personas

The two main groups of performers are:

- Online language instructors
- L&D team: Director L&D, Logistics/ Client Coordinator, LMS Administrator, Supervisors

Similar to the levels of engagement, performance, and motivation of the language instructors from the descriptions of current and ideal performance earlier in this section, the levels of engagement, performance, and motivation of the L&D supervisors are described below, based

People-orientation and **Efficiency**.

L&D Supervisor: - Team-orientation

- **People-oriented**: Clark is a 36-year-old L&D professional with approximately ten years of work experience in training and development. He has a positive, open-minded attitude and

a natural talent for dealing with people, combined with a professional and friendly demeanor. Through his previous roles collaborating with cross-cultural, and cross-functional teams and stakeholders, he has developed strong intercultural and interpersonal competencies, allowing him to easily connect with all types of learners, instructors, and managers. He is in regular contact with the ten instructors he supervises, as well as the other members of the L&D team. By offering his colleagues and instructors support and guidance through timely and specific feedback, he strives to foster and maintain collaborative and effective working relationships. He tracks and manages the performance of his employees and gives them encouragement and recognition for positive achievements. In his spare time, Clark coaches his son's junior soccer team and greatly enjoys building team spirit and a positive, professional culture, both on the soccer pitch as well as in the workplace. He is able to transfer his coaching skills to the workplace, taking on the role of a mentor to his instructors, rather than just a supervisor.

- **Neutral**: Dana is a 42-year-old L&D supervisor who transitioned from being an online language instructor two years ago. She is happy to get out of teaching and move into the administrative side of things, since she found the many hours spent on screen teaching online classes to be tedious and exhausting. She possesses the ability to communicate effectively at all levels of the organization, both internally and with clients, and enjoys collaborating and coordinating activities with the L&D team and subject matter experts to develop new learning material. She fulfills all her basic 'supervisory' duties towards her instructors, but never really goes the extra mile to support them with resources or guide them with feedback. "Why should I?" she thinks, "I never received any support or guidance when I was an online instructor, just contracts offers, schedule modifications and end-of-session reminders!" Even though she remembers how she would have appreciated the support back then as an online instructor, she prefers to stay neutral in the situation and devote her efforts to other, more rewarding L&D tasks.
- **Task-oriented**: Jimmy is a 26-year-old recent graduate in English and Philosophy, who joined the organization one year ago. He is quiet and introverted, but a highly creative thinker, which is why he enjoys his role designing and developing new language learning material for the L&D team. During his university studies, he engaged mainly in paper-writing and other academic tasks which involved little or no project work, and thus has little experience collaborating with cross-functional teams and stakeholders. As a result, he often finds it difficult to really connect with the instructors he supervises and only reaches out to them to offer new contracts (before the start of a 6-week session), communicate

schedule changes to existing contracts or remind them to submit their end-of-session reports. Within the L&D team, he is effective and task-oriented, ticking off all to-dos on his list at the end of the week, yet he seems disconnected and unavailable to his L&D colleagues and hardly attends the optional but extremely informative team progress meetings. He never really manages the performance of his instructors nor offers them encouragement and recognition as he sees his L&D role mainly as a content development function with some minor administrative supervisory tasks.

L&D Supervisor: Efficiency

- **Efficient**: Sara is a 40-year-old mother of three and has been working as an L&D supervisor with the company for the last four years. She is extremely efficient and dependable and possesses strong resource management skills (time, financial and human resources) and a strong sense of leadership. Having to balance a successful career and a family has taught her that through prioritizing and multi-tasking, as well as empowerment and delegation of roles and responsibilities, she can manage stakeholder expectations and ensure that all key objectives and timelines are met in an appropriate and timely manner. She is a results-driven and resourceful worker, with high quality standards, that she equally expects from her instructors and colleagues. She strictly abides by the company's internal process guidelines and communicates openly, transparently, and regularly with instructors and the L&D team to ensure smooth running of her designated online language courses. Her instructors feel well supported with the necessary information and resources they need to perform well and appreciate that they can rely on her blindly for accurate and up-to-date schedules, course information and LMS resources.
- **Neutral**: Hassan is a 33-year-old L&D supervisor who transitioned from being an online language instructor one year ago. Although he misses online teaching, he is happy to move into the L&D side of things to advance his career. His advanced written and verbal communication skills combined with a keen sense of creativity make him a respected, likeable, and approachable colleague in the L&D team, as he was also perceived by his learners in the past. He is efficient enough to get the job done but is not a very detail-oriented and thorough worker, which occasionally leads to scheduling errors and miscommunication. He prefers to simply make and communicate schedule corrections, and although he sees regular inefficiencies and certain barriers in the scheduling and communication processes, he prefers not to rock the boat, and keep doing things the way they have always been done.

- Inefficient:** Margret is a 56-year-old L&D supervisor, who joined the organization one year ago after 20 years as a primary school English teacher. Her technical and digital literacy skills are not as advanced as the other supervisors, but her pleasant personality makes her well liked in the L&D team. Besides dealing with primary school children and their parents for many years, Margret has little experience working with cross-functional teams and stakeholders and often finds it difficult to accomplish the required administrative tasks. She works hard and is motivated to do the best job she can but is not as effective and efficient as her colleagues, which has led to their frustration with her. She often forgets important steps in the process of online language classes for professionals and regularly seeks help and advice from the L&D team. As a result, many class delays and cancellations have affected her language groups and compounded her own frustration, leaving her wondering if she was right for the job, or if she should have stayed a primary school teacher.

Context

The purpose of this section is to provide a description of the context of the performers using Gilbert’s Behavior Engineering Model (Stolovitch & Keeps, 2004) to identify the kinds of contextual issues the performers might experience. The model offers a conceptually simple and easily applicable framework for systematically identifying barriers to individual and organizational performance. In each category/ each of the six boxes of the model, comparing the current performance of all performers to their ideal performance can uncover performance gaps, by performer and by category. Analyzing these gaps systematically by asking the right questions from the right sources will help us identify the most suitable interventions.

Adapted from Gilbert’s Behavior Engineering Model (Stolovitch & Keeps, 2004)

	Information	Tools and Resources	Consequences and Incentives
Environment	Do language instructors, L&D supervisors, LMS administrator and Logistics/ Client Relations Coordinator have:	Are language instructors, L&D supervisors, LMS administrator and Logistics/ Client Relations Coordinator provided with:	Do language instructors, L&D supervisors, LMS administrator and Logistics / Client Relations Coordinator have access to:
	<ul style="list-style-type: none"> • Clear job expectations? • Clear job standards? 	<ul style="list-style-type: none"> • Access to required tools and systems? 	<ul style="list-style-type: none"> • Measurement and reward systems?

	<ul style="list-style-type: none"> • Specific and timely feedback on performance with respect to expectations? • Access to required information on a timely basis? 	<ul style="list-style-type: none"> • Proper procedures and clearly defined work processes? • Expert guidance? 	<ul style="list-style-type: none"> • Financial and non-financial incentives? • Career development or job enrichment opportunities?
	<p>Knowledge and Skills</p> <ul style="list-style-type: none"> • Do language instructors, L&D supervisors, LMS administrator and Logistics/ Client Relations Coordinator possess the required competencies to do their jobs well? Do they need more and better training? 	<p>Capacity</p> <ul style="list-style-type: none"> • Do language instructors, L&D supervisors, LMS administrator Logistics and Client Relations Coordinator possess the personality traits, life, and job experience to perform well? 	<p>Motivation</p> <ul style="list-style-type: none"> • Do language instructors, L&D supervisors, LMS administrator Logistics and Client Relations Coordinator enjoy their jobs and the work climate, culture, and atmosphere?
Individual			

Constraints

The purpose of this section is to explain the product and project constraints affecting performance. The section will explore the different product, editorial and style guidelines related to the product as well as the most crucial factors affecting the project.

Product Constraints

- Editorial Guidelines
 - o Style guide: adherence to internal ABC style guide
 - o Dictionary: adherence to internal ABC terminology guide
- Design Guidelines
 - o Style book: adherence to internal ABC corporate design templates
- Technical Guidelines:
 - o Accessibility and compatibility with PC, Mac, and mobile devices
 - o Accessibility and compatibility on older devices, hardware, and browsers
- Templates: ABC templates to be provided by sponsor

Project Constraints

- **Schedule:** Although no must-meet deadline is stated, the performance improvement will be implemented by May 1st, 2023, and assessed after six months.
- **Not-to-exceed budget:** The President of ABC has allocated a modest budget of \$25,000 for the implementation of the performance improvement campaign.
- **Must-include staff:** Director of L&D, Director of Operations, L&D Supervisors, Logistics and Client Relations Coordinator, LMS Administrator and online language instructors.

REQUIREMENTS

The purpose of this section is to present the requirements that the performance improvement campaign must achieve, which include the objectives of the program and the evaluations that will be used to measure the level of achievement of those objectives.

Business Objective

The business need of this project is to generate revenue for ABC by increasing the number of language teaching contracts (both new contracts and renewals) awarded by corporate clients to ABC by 10% in the next 12 months.

Job One

After completion of the performance improvement campaign, the performers will be able to improve client satisfaction by increasing the effectiveness of online language lessons for professionals and reducing lesson delays and cancellations.

Performance Objectives

Performance Objectives of Language Instructors

1. Given online platforms, language instructors will always apply lesson structure and standards to deliver interactive and collaborative language lessons with an industry focus.
 - a. Follow the structure and standards of online language lessons, with a minimum of 80% accuracy.
 - b. Use MS Teams to deliver interactive and collaborative language lessons with a minimum 80% interactive whiteboard usage rate.
 - c. Monitor performance against lesson standards at the end of each teaching contract.
2. Given Moodle (LMS), language instructors will recommend self-study learning activities to learners for a minimum of 60 minutes per week outside of class time.
 - a. Provide learners with LMS access details at the start of each teaching session.
 - b. Communicate content updates and recommendations to learners once per week.
3. Given Moodle (LMS), language instructors will create an online community that offers a safe space for learners for knowledge sharing, with a minimum participation of 80% of learners.
 - a. Initiate an online knowledge-sharing forum with interesting language learning topics at the start of each teaching session.
 - b. Promote learner participation as an independent learning activity once a week.

4. Given shared Google files for input, language instructors will make content contributions and suggestions for improvement of language lessons at the end of each teaching contract.
 - a. Discuss new/ improved content ideas and contributions with supervisors at the end of each teaching contract.
 - b. Communicate approved content contributions to LMS administrator at the end of each teaching contract.

Performance Objectives of L&D Team

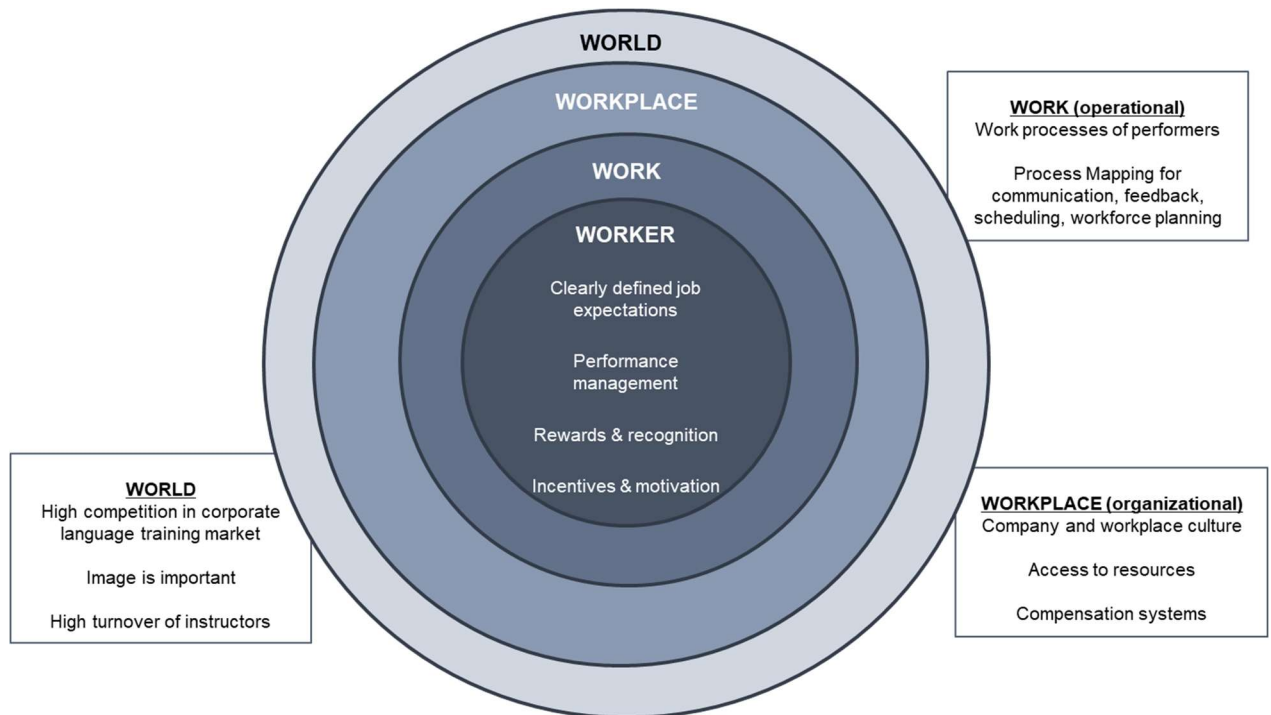
1. Logistics and Client Relations Coordinator: Given all required information, coordinate language teaching contract proposals between clients, supervisors, and instructors, with a minimum 90% client satisfaction rating.
 1. Coordinate clients and contract periods/ times with instructors and their supervisor.
 2. Communicate up-to-date course information packs to instructors and their supervisor.
2. Logistics Client Relations Coordinator: Given client and instructor availabilities, schedule online classes for clients and instructors, in coordination with supervisors, with less than 10% cancellation/ postponement rate.
 1. Schedule online language classes in designated MS teams accounts
 2. Communicate up-to-date schedules supervisors and language instructors.
3. L&D Supervisors: Given meeting time, discuss schedules and course progress with online language instructors before, during and after teaching contact sessions.
 1. Discuss schedules with instructors before the start of session.
 2. Coordinate schedule changes with Logistics Client Relations Coordinator as needed.
 3. Discuss session and learner progress with instructors during sessions.
4. LMS Administrator: Given up-to-date content from L&D supervisors, perform LMS updates at least once a month.
 1. Update learning content and access links to LMS
 2. Communicate updated access information to new, live content.
5. Director of L&D: Given a \$2,500 budget, create an incentives program for language instructors who demonstrate innovative online teaching skills and content contribution.
 1. Recognize star performers, who demonstrate innovative online teaching skills.
 2. Recognize language instructors who contribute meaningfully to improving content.

Cause Analysis

Using our selected performance analysis method, Gilbert’s Behavior Engineering Model, we can identify all the barriers to performance that prevent performers from achieving performance objectives and Job One, including what needs to be changed, created, or removed.

	Information	Tools and Resources	Consequences and Incentives
Environment	<p>Language Instructors</p> <ul style="list-style-type: none"> Lack of clear performance expectations Lack of clear and specific performance standards Lack of timely and specific feedback Lack of access to information <p>L&D Supervisors</p> <ul style="list-style-type: none"> Redundant roles/ tasks Lack of feedback given to instructors Lack of performance reviews for instructors <p>LMS Administrator</p> <ul style="list-style-type: none"> Lack of clear expectations 	<p>Language Instructors</p> <ul style="list-style-type: none"> Lack of guidance and support systems <p>L&D Supervisors</p> <ul style="list-style-type: none"> Task interferences and organizational obstacles that affect performance. Faulty scheduling and communication processes <p>LMS Administrator</p> <ul style="list-style-type: none"> Inefficient LMS update cycle and communication processes 	<p>Language Instructors</p> <ul style="list-style-type: none"> Lack of measurement and reward systems to reinforce positive performance (no financial and non-financial incentives) Lack of career development opportunities <p>L&D Supervisors</p> <ul style="list-style-type: none"> Lack of incentives Lack of coaching/ mentoring
	Knowledge and Skills	Capacity	Motivation
Individual	<p>L&D Supervisors</p> <ul style="list-style-type: none"> Lack of essential supervisory skills: giving feedback/ performance reviews, being people- and not task-oriented 	<p>Language Instructors</p> <ul style="list-style-type: none"> Selection and recruitment: Lack of appropriate business background and industry experience 	<p>Language Instructors</p> <ul style="list-style-type: none"> Do not feel challenged to perform. Lack of job satisfaction

The Workplace-Work-Worker view allows us to examine the performance issues using a systems thinking approach, first from a bird's eye view of the world, then progressively zooming in to the workplace (organizational level analysis or work environment), then work (operational level analysis or work processes) and finally the worker (individual level analysis). Like in the Gilbert Model, if Workplace, Work, or Worker is out of alignment, performance suffers.



A further analysis of the organization's hierarchical structure (Appendix 1) and work processes using process maps (Appendix 2) reveals which bottlenecks prevent performers from attaining Job One. These systems maps of current and ideal processes in Appendix 2:

- Visually display the sources of bottlenecks, confusion, and inconsistencies in the system, identified in Gilbert's Behavior Engineering Model above - **Current Processes**
- Give a clear indication as to what initiatives could help solve performance issues - **Ideal Processes**. As is often the case, the main factors affecting performance are environmental rather than individual, so it is wise to treat performance problems from within the organization first. Ensuring the top three boxes of Gilbert's BEM are aligned with the organization's strategic goals using some of the initiatives listed below (in order of importance), is the shortest route to positive performance improvements and immediate, cost-effective solutions:

1. Establish and communicate unambiguous performance expectations.

2. Provide timely and specific feedback to performers on how they are performing.
3. Set performance standards and introduce performance management system.
4. Provide timely and easy access to required information.
5. Create regular monitoring and internal support systems that increase access to supervisors and specialists and include coaching and mentoring.
6. Redesign certain processes e.g., scheduling, to reduce bottlenecks (for better workflow)
7. Eliminate task redundancies and interferences (redesign certain jobs)
8. Implement measurement and reward systems to reinforce positive performance.
9. Create job enrichment and career development opportunities.
10. Review selection and hiring criteria to align capacity/ prerequisites to job requirements.
11. Provide training to supervisors on giving feedback and performance reviews.

Summative Evaluation

The purpose of the summative evaluation is to provide three assessments that will be used to evaluate the effectiveness of the performance improvement campaign: Engagement, Individual Performance and Organizational Performance.

Engagement Levels 1 and 2 These assessments focus on the performer's perceptions and level of engagement with the performance improvement campaign after 12 months. They will evaluate if performers are participating in actions related to ideal performance, and will focus on the following questions:

- Are language instructors:
 - Applying lesson structure and standards with an industry focus?
 - Using MS Teams to effectively deliver interactive language lessons?
 - Monitoring performance against lesson standards at the end of each contract?
 - Recommending self-study learning activities to learners from the LMS?
 - Engaging learners in online forums that offer a safe space for knowledge sharing?
 - Making content contributions and suggestions for improvement of language lessons?
- Is the L&D team:
 - Coordinating and scheduling online language courses efficiently i.e., with no errors/ cancelations/ postponements?
 - Communicating up-to-date information effectively to instructors and the L&D team?
 - Updating and communicating learning content and access links to LMS?

- Recognizing those who demonstrate innovative online teaching skills and contribute meaningfully to improving learning content?

Individual Performance Levels 2 and 3

These assessments focus on the level of performance by evaluating if performers are accomplishing the performance objectives after 12 months:

Were the online language instructors and L&D team able to perform effectively and efficiently to improve client satisfaction ratings with online language lessons?

- Did the performers achieve the required minimum 90% client satisfaction rating?
- Did the performers increase the effectiveness of lessons through:
 - Interactive and collaborative language lessons with a minimum of 80% interactive whiteboard usage rate when teaching
 - Better participation of corporate learners in online classes and knowledge sharing forums with a minimum of 80% participation rate
 - Develop, manage, communicate, update, and use LMS content on a regular basis? Learners should have used the LMS for 60 minutes per week outside of class time.
- Did the performers reduce lesson delays and cancellations to the required minimum of less than 10% cancellation/ postponement rate?

Organizational Performance Level 4

This assessment measures the organizational benefits of improved performance using a business metric to see if the business objective is being achieved: to generate revenues by increasing the number of language teaching contracts (both new contracts and renewals) awarded by corporate clients to ABC by 10% in the next 12 months. So, what does success look like in 12 months from today? What business results could the successful development and implementation of this performance improvement campaign yield?

Cost of Performance Improvement Campaign =	\$25,000 (Not-to-exceed budget)
Value of Performance Improvement Campaign =	\$55,000 (10% of \$550,000 annual revenue)
Expected Return on Investment (ROI) =	120% (\$55,000 - \$25,000)/ \$25,000 x 100%

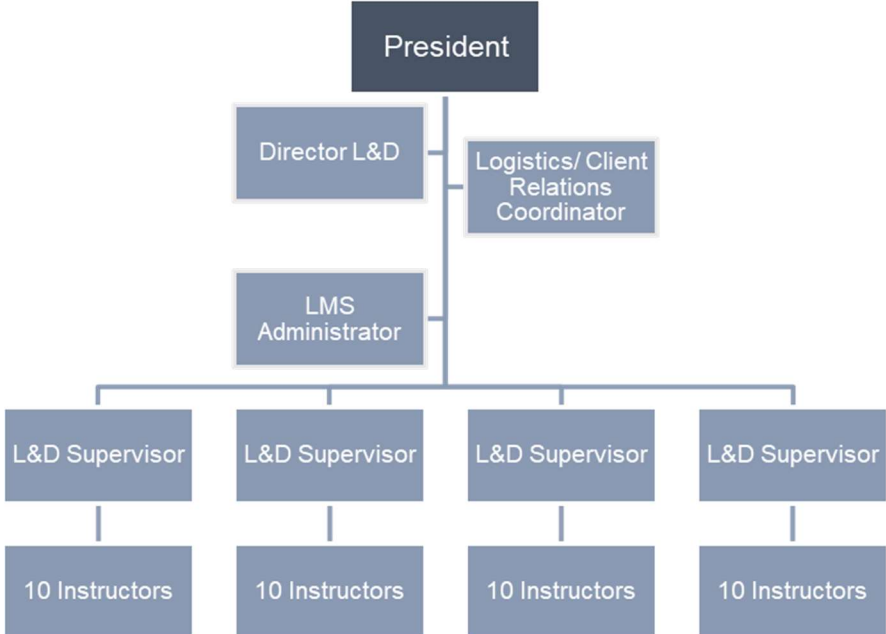
A 120% ROI is a good return for a low budget project such as this one, and a powerful argument to implement a cost-effective performance improvement campaign that can make a positive business impact.

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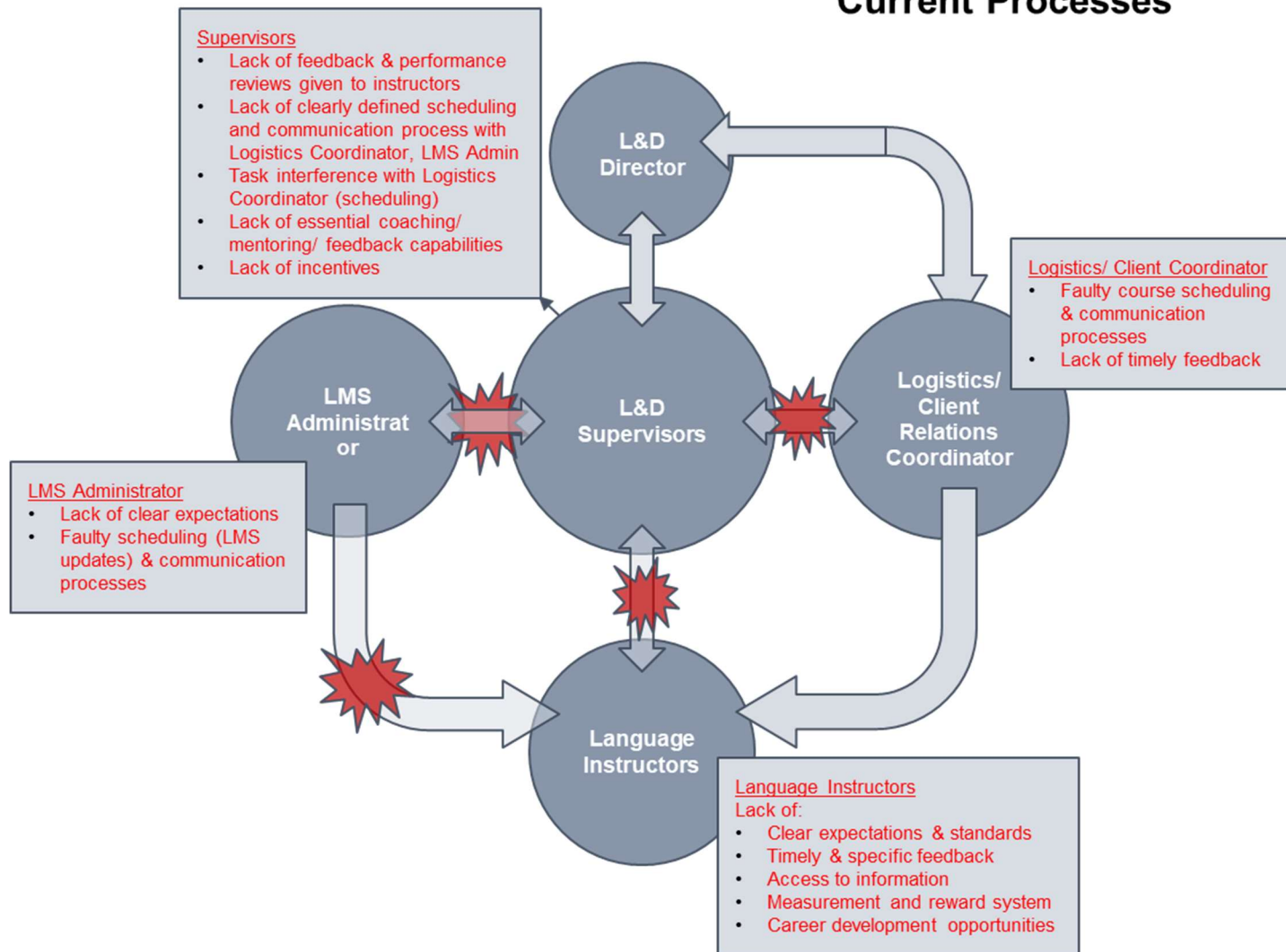
APPENDICES

Appendix 1: Organizational Chart



Appendix 2: Systems Maps

Current Processes



Ideal Processes

