HIGH LEVEL DESIGN

Improving client satisfaction with online language lessons for professionals

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Fundamentals of Human Performance Technology

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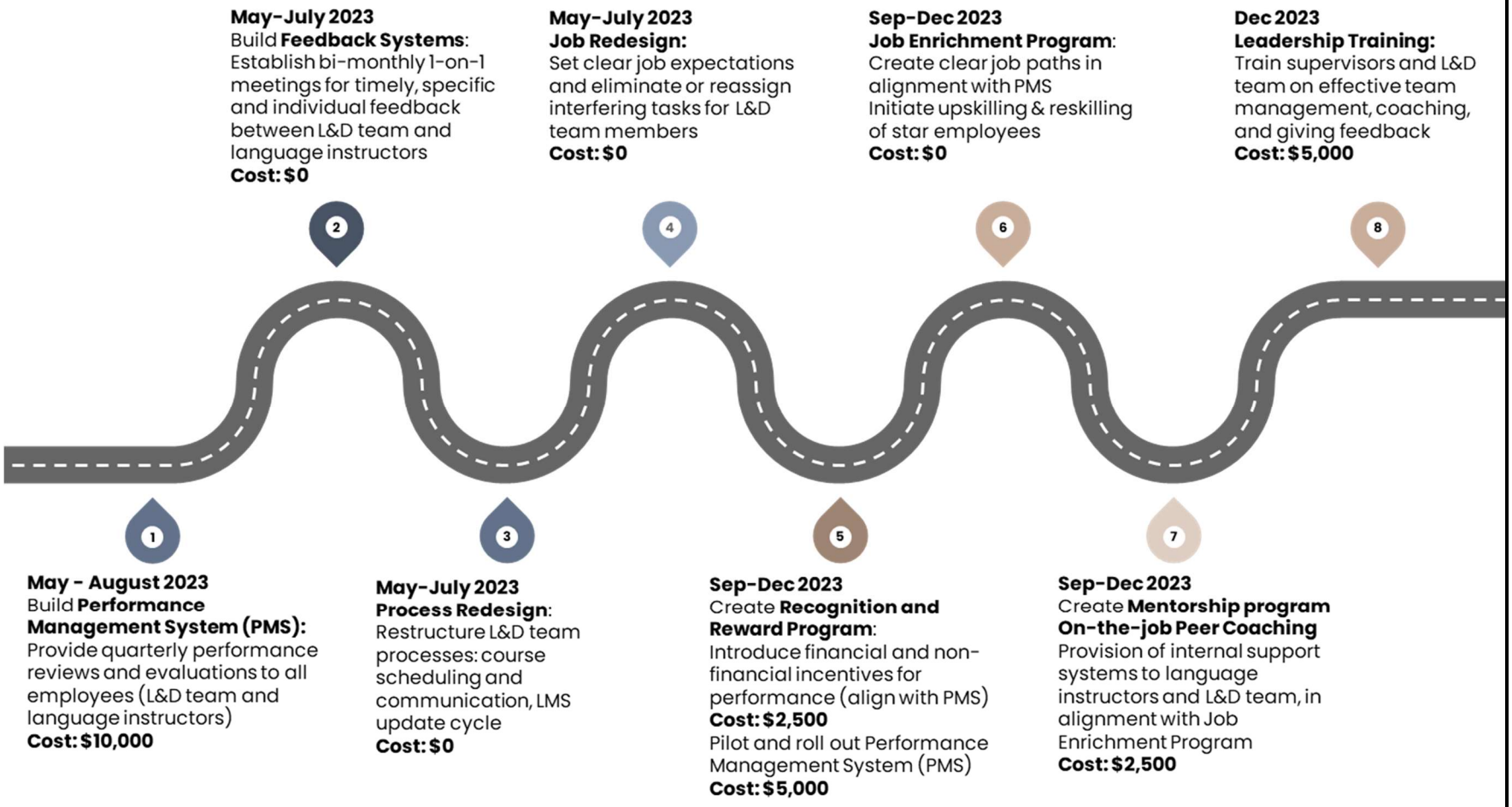
Intervention Roadmap



Performance Gaps

In the Performance Needs Assessment, the organization's hierarchical structure (Appendix 1), work processes (Appendix 2), and Gilbert's Behavior Engineering Model were used to identify performance gaps and barriers that prevent performers from achieving performance objectives and Job One. In Table 1 below, the same framework, Gilbert's Behavior Engineering Model, is used to show how and where the proposed performance interventions from the roadmap above address the identified performance gaps.

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.

Table 1

Performance gaps addressed by interventions.

	Information	Tools and Resources	Consequences and Incentives
Environment	• Performance Management System (PMS) • Feedback systems	• Process redesign • Job redesign • Mentorship and coaching	• Recognition and rewards program • Job enrichment program
	Knowledge and Skills	**Capacity**	**Motivation**
Individual	• Leadership training/ course		• Performance Management System

Intervention 1: Performance Management System (PMS)

To establish and communicate unambiguous performance expectations, a Performance Management System (PMS) will be implemented to formally set and measure performance standards across the organization from the top down. The PMS will be used to provide quarterly and annual performance reviews and evaluations to all employees (L&D team and online language instructors).

Type of intervention	Non-Instructional
Target population (Performers)	L&D team: L&D Director, Logistics/ Client Coordinator, LMS Administrator, Supervisors Online language instructors
Reasons for choosing intervention	• Lack of clear performance expectations and specific performance standards for online language instructors and L&D team (Logistics/ Client Coordinator, LMS Administrator, L&D Supervisors) • Lack of performance reviews given by L&D Supervisors to language instructors • Lack of performance reviews given by L&D Director to L&D team members

Performance objectives addressed	• Achieve the required 90% client satisfaction rating with online language lessons.
	• Language instructors are:
	  • Applying lesson structure and standards with an industry focus (with minimum 80% accuracy)
	  • Using MS Teams to effectively deliver interactive and collaborative language lessons with minimum 80% interactive whiteboard usage rate.
	  • Increasing participation of corporate learners in online classes and knowledge sharing forums with minimum 80% participation rate
	  • Increasing self-study learning activities accessed by learners in LMS to the required minimum of 60 minutes per week outside of class time.
	  • Regularly making content contributions to improve language lessons.
	• The L&D team is:
	  • Monitoring instructor performance against standards at end of each contract
	  • Coordinating and scheduling online language courses efficiently i.e., reducing lesson delays, postponements, and cancellations to the required minimum of less than 10% cancellation/ postponement rate
	  • Communicating up-to-date information effectively to instructors, L&D team

	• Updating and communicating learning content and access links to LMS on a monthly basis (minimum)
Genre or form	• Format: Software – an HR software for performance tracking, review, and evaluation to record employee SMART goals and performance KPIs, deliverables, timelines, current vs. ideal performance and gaps, signatures • Expectations of performers: clearly defined performance standards and expectations including performance metrics, deliverables, processes and timelines, harmonization of conflicting standards • Writing style: (business) formal, succinct, and detailed
Communication medium	• Online • Advantages: easy access for individual employee and their supervisor/ manager, performance standards and expectations with metrics, deliverables, processes, and timelines are formally listed, ease of collaboration in a shared platform/ HR portal • Limitations: selection of suitable PMS software, availability of vendors and customizable software solutions
Timeline	May – August 2023 (set up, customization and installation) September – December 2023 (pilot and roll-out)

Intervention 2: Feedback systems

To provide timely and specific feedback to performers on how they are performing, as well as timely and easy access to required information, internal feedback systems will be established in the form bi-monthly 1-on-1 meetings between the L&D team and online language instructors.

Type of intervention	Non-Instructional
Target population (Performers)	L&D team: L&D Director, Logistics/ Client Coordinator, LMS Administrator, Supervisors Online language instructors
Reasons for choosing intervention	• Lack of timely and specific feedback given by supervisors to language instructors • Lack of timely and specific feedback given by L&D Director to L&D team members • Lack of guidance and support systems
Performance objectives addressed	• Given all required information, Logistics/ Client Relations Coordinator coordinates language teaching contract proposals between clients, supervisors, and instructors, with a minimum 90% client satisfaction rating. • L&D Supervisors coordinate schedule changes with Client Relations Coordinator • Given meeting time, L&D Supervisors discuss schedules and course progress with online language instructors before, during and after teaching contact sessions
Genre or form	• Format: Bi-monthly meetings • Expectations of performers: timely job-specific feedback and regular project, process, team, and company updates; suggestions for continuous improvement • Writing style: supportive, concise, and professional
Communication medium	• Online/ Online Shared Document – Cloud Based • Advantages: easy access to formal feedback and to supervisors and specialists, meeting minutes are formally listed and can be reviewed and revisited • Limitations: Access to internet and MS Teams is mandatory
Timeline	May – July 2023

Intervention 3: Process redesign

To reduce process bottlenecks for better, more efficient workflow, there will be a restructuring of the course scheduling and communication process, and a revision of the LMS update cycle and communication process. These changes will be formalized and documented in process maps and made available to process stakeholders as PDF job aids.

Type of intervention	Non-Instructional
Target population (Performers)	L&D team: Logistics/ Client Coordinator, LMS Administrator, L&D Supervisors
Reasons for choosing intervention	• Faulty course scheduling and schedule communication process • Lack of clearly defined LMS update cycle and communication process
Performance objectives addressed	• Given client and instructor availabilities, the Logistics/ Client Relations Coordinator schedules online classes for clients and instructors, in coordination with supervisors, and with less than 10% cancellation/ postponement rate. • Given up-to-date content from L&D supervisors, LMS Administrator performs LMS updates at least once a month.
Genre or form	• Format: Process maps/ flowcharts (Job aids) • Expectations of performers: clear visuals and easy-to-understand description of the process and its stakeholders, elimination of counterproductive procedures. • Writing style: clear, concise, and visual/ illustrative (flowcharts and diagrams)
Communication medium	• PDF - Online download – Cloud Based Access • Advantages: easy access for process stakeholders, approved processes are formally listed • Limitations: Once approved, a process map is a binding Read-only document i.e., no further changes can be made without a formal process review.
Timeline	May – July 2023

Intervention 4: Job redesign

To reduce process bottlenecks for better, more efficient workflow, clearly defined job expectations will be set and interfering tasks for L&D team members will be eliminated or reassigned. These changes will be formalized and documented in updated job descriptions.

Type of intervention	Non-Instructional
Target population (Performers)	L&D team: Logistics/ Client Coordinator, LMS Administrator, L&D Supervisors
Reasons for choosing intervention	• Redundant tasks leading to task interferences that affect performance
Performance objectives addressed	• Given client and instructor availabilities, the Logistics/ Client Relations Coordinator schedules online classes for clients and instructors, in coordination with supervisors, and with less than 10% cancellation/ postponement rate. • Given up-to-date content from L&D supervisors, LMS Administrator performs LMS updates at least once a month.
Genre or form	• Format: Job descriptions • Expectations of performers: clearly defined roles and expectations including tasks and duties, deliverables, processes, timelines, team members, qualifications etc. • Writing style: (business) formal, succinct, and detailed
Communication medium	• PDF - Online download – Cloud Based Access • Advantages: easy access for individual employee and their supervisor/ manager, job role, responsibilities, duties, and tasks are formally listed • Limitations: Once approved, a job description is a binding Read-only document i.e., no further changes can be made without a formal process review.
Timeline	May – July 2023

Intervention 5: Recognition and rewards program

To reinforce positive performance of employees, a recognition and rewards program will be created in alignment with the Performance Management System and coupled with financial and non-financial incentives for superior performance.

Type of intervention	Non-Instructional
Target population (Performers)	L&D team: Logistics/ Client Coordinator, LMS Administrator, L&D Supervisors Online language instructors
Reasons for choosing intervention	• Lack of measurement and rewards systems to reinforce positive performance. • Lack of financial and non-financial incentives

Performance objectives addressed	• Given a $2,500 budget, an incentive program will:
	  • Recognize and reward star performers who demonstrate excellent administrative, supervisory, and online teaching skills.
	  • Recognize and reward L&D team members and language instructors who contribute meaningfully to improving instructional and LMS content.

Genre or form	• Format: Monetary and non-monetary Incentive • Expectations of performers: Clear, meaningful, and equitable monetary and non-monetary rewards for performance (financial bonuses, promotions and pay raises, extra time off) to reinforce positive performance, as well as clear consequences for lack of performance. Writing style: (business) formal, succinct, and detailed
Communication medium	• Face-to-face (office) and Online • Advantages: enhances employee productivity, motivation, and perceived job value Limitations: Ensure system is transparent (everyone understands how advancement and rewards are earned), fair and balanced.
Timeline	September – December 2023

Intervention 6: Job enrichment program

A job enrichment program will help create clear job paths for employees and enable upskilling & reskilling of star employees, to help them advance their careers with the organization. This program will be in alignment with the Performance Management System.

Type of intervention	Non-Instructional
Target population (Performers)	L&D team: Logistics/ Client Coordinator, LMS Administrator, L&D Supervisors Online language instructors
Reasons for choosing intervention	• Lack of career development opportunities • Lack of upskilling and reskilling initiatives
Performance objectives addressed	• Recognize and develop star performers, who demonstrate excellent administrative, supervisory, and online teaching skills. • Recognize and develop L&D team members and language instructors who contribute meaningfully to improving instructional and LMS content.
Genre or form	• Format: Non-monetary Incentive • Expectations of performers: support, guidance, and direction with a focus on overall employee and career development, clearly defined career paths and advancement opportunities through upskilling, reskilling and promotions, impact of performance on personal career made clear. • Writing style: supportive, concise, and professional
Communication medium	• Face-to-face (office) and Online • Advantages: enhances employee engagement, motivation, and perceived job value • Limitations: availability of open positions and roles for advancement
Timeline	September – December 2023

Intervention 7: Mentorship and On-the-job peer coaching program

These programs will serve as regular monitoring and internal support systems to language instructors and L&D team, in alignment with the Job Enrichment Program. Increased access to supervisors and specialists will enable timely and easy access to the required information.

Type of intervention	Non-Instructional
Target population (Performers)	Mentorship program: L&D Supervisors On-the-job peer coaching program: star employees (best online language instructors)
Reasons for choosing intervention	• Lack of guidance and support systems • Lack of coaching and mentoring
Performance objectives addressed	• Provide regular and constructive guidance and support within the organization. • Identify and develop star performers and high-potential employees. • Build trust through coaching. • Increase job satisfaction and employee motivation
Genre or form	• Format: On-the-job training • Expectations of performers: support and guidance, encouragement, motivation from mentors and colleagues. Focused on the overall development of the mentee when mentoring and on improving short-term work performance when coaching. • Writing style: supportive, motivating
Communication medium	• Experiential learning • Advantages: establishes trust, raises engagement and motivation levels, improves perceived job value • Limitations: matching people's availabilities, support, and supervision, limited to 1-on-1 interactions or small groups
Timeline	September – December 2023

Intervention 8: Leadership training

This instructional course will train L&D Supervisors in effective team management, coaching, and giving feedback.

Type of intervention	Instructional
Target population (Performers)	L&D Supervisors
Reasons for choosing intervention	• Lack of essential supervisory skills: giving feedback/ performance reviews, effectively managing a team, leading with a people- rather than a task-orientation
Performance objectives addressed	• Effectively manage the team and build teamwork as a leader. • Effectively manage tasks and distribute workload to maximize team performance. • Effectively give feedback and evaluate team and individual performance
Genre or form	• Format: Synchronous (ILT) and asynchronous training • Expectations of performers: to sharpen their soft skills and learn useful and applicable management skills for effective team communication, collaboration, and leadership, giving feedback correctly, conducting performance reviews. • Writing style: conversational yet professional
Communication medium	• Face-to-face (classroom) and Online (asynchronous activities, discussion forum) • Advantages: A blended learning approach is ideal for the collaborative, problem-solving, discovery and experiential learning needed in soft skills training • Limitations: Leadership and team management skills are built over time and can be challenging to teach in a one-day workshop; hence course selection is key (course will be purchased from an external vendor)
Timeline	December 2023

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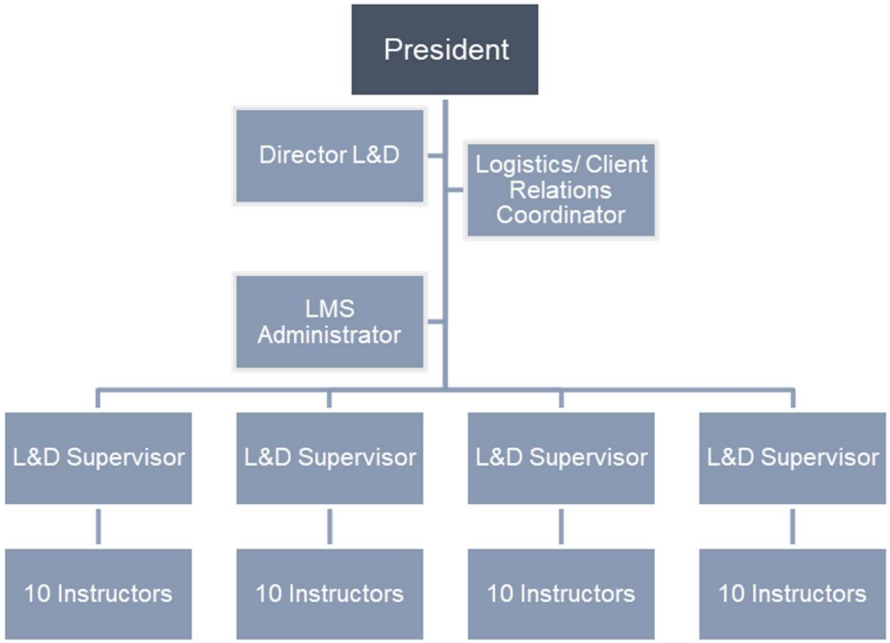
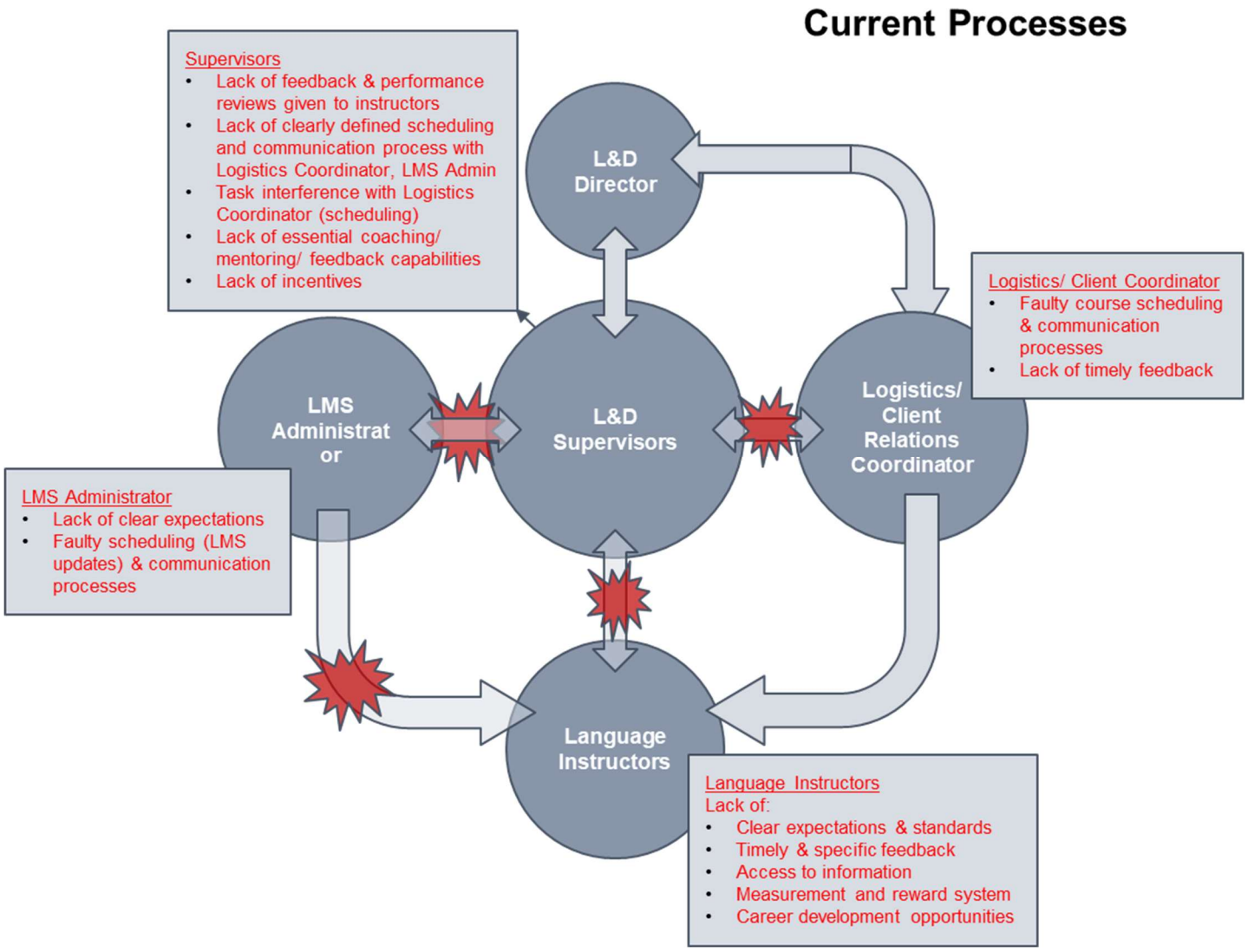
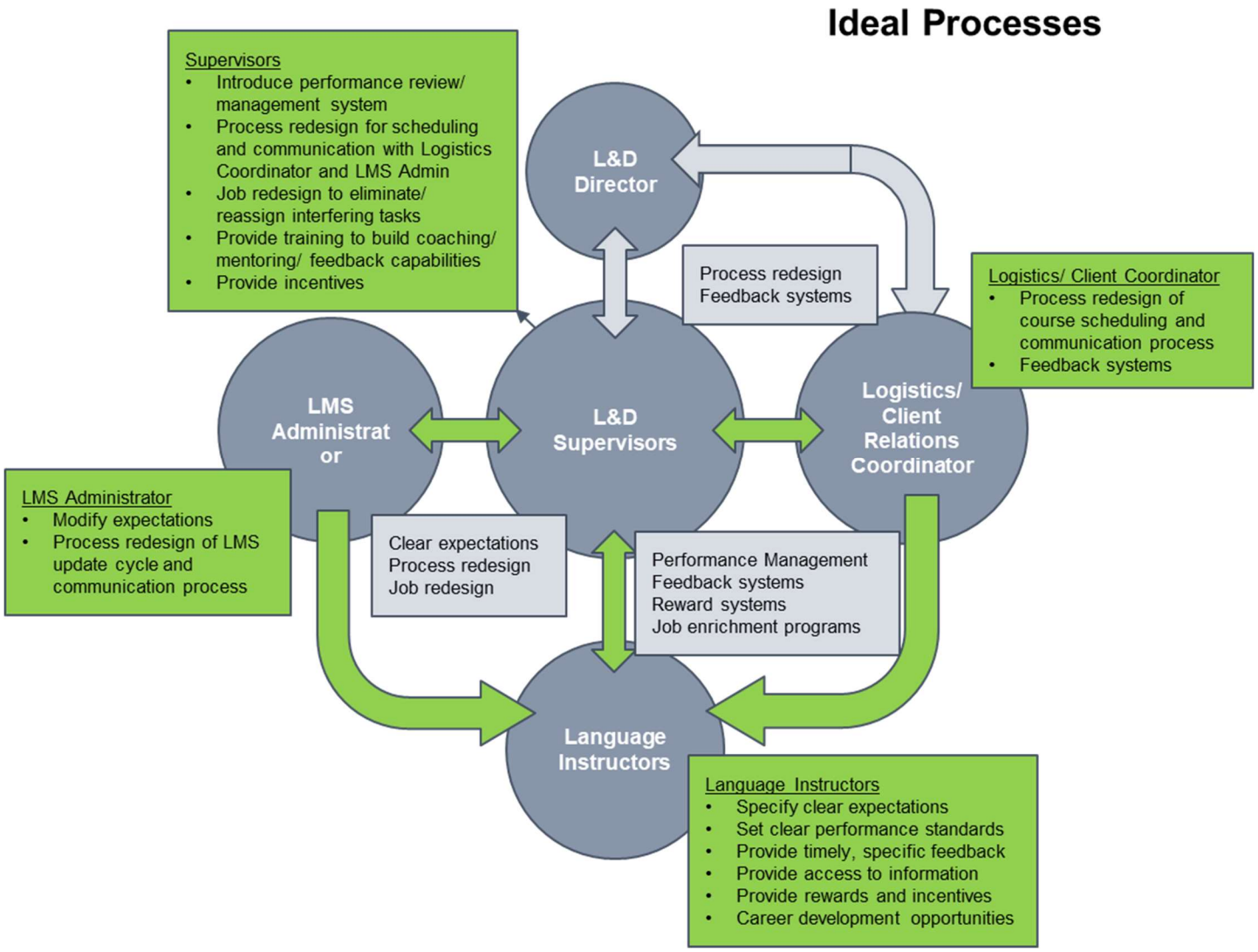
APPENDICES

Appendix 1: Organizational Chart



Appendix 2: Systems Maps




Ideal Processes
Supervisors
• Introduce performance review/ management system
• Process redesign for scheduling and communication with Logistics Coordinator and LMS Admin
• Job redesign to eliminate/ reassign interfering tasks
• Provide training to build coaching/ mentoring/ feedback capabilities
• Provide incentives
L&D Director
Process redesign
Feedback systems
Logistics/ Client Coordinator
• Process redesign of course scheduling and communication process
• Feedback systems
LMS Administrat or
L&D Supervisors
Logistics/ Client Relations Coordinator
LMS Administrator
• Modify expectations
• Process redesign of LMS update cycle and communication process
Clear expectations
Process redesign
Job redesign
Performance Management
Feedback systems
Reward systems
Job enrichment programs
Language Instructors
Language Instructors
• Specify clear expectations
• Set clear performance standards
• Provide timely, specific feedback
• Provide access to information
• Provide rewards and incentives
• Career development opportunities