ISD 2

Scenario & Goal Analysis

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Interaction

As an ID:

Consider and accept the endless factors affecting giving consistent effective feedback. The analysis allows for a practical and concise framework for developing this skill with considerations for empathy and multicultural perspectives.

Learners:

Facilitate a reflection on how they can best interact with content in response to their specific environments. It's important they cultivate a responsiveness that allows them to respond and contribute to the intervention.

Intention

As an ID:

Ensure framework aligns with the audience's backgrounds, experiences, and thought processes. There are endless variations and applications for the content that can and should be constantly evaluated.

Internalize how to evaluate their environment in order to contextualize the situation. This forces an in-depth examination of how their current competencies have been shaped by their experiences and motivations.

Introspection

As an ID:

Questioning my own background, past and current, in how that manifests in the construction of the intervention. It certainly functions as a positive or negative. Through research, I've tried to focus on how to understand and leverage my perceptual process via selection, organization, and interpretation.

Learners:

Challenge their own assumptions by constantly considering a more "objective" approach in their thought processes. This type of regulation can further aid in reducing tendencies to allow self-efficacy to dictate success and implementation of skills.

Scenario

7 different organizations have been having issues with providing effective feedback to employees. These companies represent brick and mortar and distance. For those brick-and-mortar, they all have a varying level of how they leverage distance communication technologies. This constitutes between those in higher positions and those in entry level. It's been affecting production, retention, and overall job satisfaction. This information was obtained via various interviews, formal and informal, with employees.

All companies are open to offering and or making the appropriate accommodations for distance intervention options. This will be determined by their access to materials and employee preference. The organizations, while based on various sectors, have a recurring pattern and theme to their desired outcomes for the intervention. It's important to note, there are varying degrees within the outcome that will determine if the results meet or exceed expectations.

Desired Outcomes

- *Improved Work Culture*
- *Improved Job Satisfaction*
- *Improve Collaboration & Communication*
- *Improve Accountability*
- *Improved Metrics for Tracking Feedback Effectiveness*
- *Improve Employee Retention*
- *Improve Coaching Amongst Upper Management*

Goal Analysis

These are categorized by Gagne's 5 Domains

#1 Goal:

Provide effective feedback in professional/workplace settings leveraging consistency and quality.

DRIVING QUESTION

What needs to be known to give more quality feedback with consistency?

a. Where are they now?
b. What proficiencies do they need to arrive at?

GAPS
(Address hidden assumptions & habitual practices)

- Fear: rejection, failure, change, retaliation
- Defensive: taken "too" personal
- Delivery: time constraints, location, tone/connotations, comfort zones
- Change: resistance, no "growth" mindset
- Resources: non-existent, poor quality
- Confidence: pertaining to person delivering feedback
  - Expertise
  - Experience
  - Trust
  - Motivations
- Communication: poor, lead to misinterpretations
- Quality: ambiguous, arbitrary, impersonal, less "action" focused
- Timing: inconsistent, delayed, too much at once
- Power Dynamics: hesitancy to address "peers" once promoted or demoted

Verbal Info	Verbalize the most effective methods to consistently create and implement constructive feedback by deconstructing their understanding of it
Intellectual	Discriminate: Between various processes based on the specific criteria (context) Conceptualize: Address how background knowledge shapes goals and aids in identifying key concepts Application: Explore and implementation multiple iterations of assessments guided with various criteria Problem Solving: Select the most appropriate problem-solving approach based on context
Cognition	Analyze the significance of specific methods of providing feedback and their relation to its manifestation based on tools needed
Motor	Physical skills implemented to complete the tasks

Audience	Behavior	Conditions of Task	Criteria of Task
Professionals	Master consistency providing effective quality feedback	• Workplace • Professional Settings	Effectively and consistently create, implement, and model constructive feedback to peers via a strategic framework

Learner Level/Characteristics

External Instructional Event	Internal Processes	Planned Instructional Activities	Anticipated Learner's Activities
1. **Gain Attention**	**Reception** Learner is focused on event	Participants will go through an instructor lead orientation that outlines the following LO's. • Introduce training reason and monitor comprehension of goals • Emphasize importance of acquiring proficiency of skills within real world context • Illustrate available services and locations of feedback resources • Enhance understanding of how the processes can be adapted to individual preferences	Instructors will engage with participants in a "guided" capacity making sure to not dominate conversations in order for them to construct, extend, and apply their insights.
2. **Inform learners of**	**Expectancy**	After informing students of	There is greater success for

	objective	Learners know exactly how the course is structured and it's purpose	objectives, the instructor will LO's to explain the implications of acquiring skills for consistently effective and quality feedback This will emphasize the importance of all the steps and their practical applications	engagement since learner's know what to expect.
3.	**Stimulate Recall of Prior Knowledge**	**Retrieval to Working Memory** Learner accesses prior knowledge in relation to current content.	Instructors engage with students in a "guided" learning capacity to explore their knowledge. 1. What's your current experience with giving feedback? 2. What's your current experience with receiving feedback? 3. What is the difference between effective and ineffective feedback methods? 4. How do you determine the best approach to give feedback? (contextual factors)	As learners share their insights, the instructor and learner are gathering a better awareness of skill gaps. This also helps to gauge that the current framework for the intervention is taking shape as anticipated.
5.	**Present New Content**	**Selective Perception** Learners recognize new information and associated characteristics	During this step the instructor will use a demonstration to first illustrate how to select the best feedback delivery method. The instructor will also pose a problem based scenario to relate skills to direct application. This will be done with learners, to illustrate the function and components as succeeding steps of folding to contextualize feedback for the desired outcome.	Through observation learners will begin to conceptualize the foundations of effective, consistent and quality feedback methods in a meaningful and relatable context. This is further aided by utilizing real world scenarios flexible in nature to reflect the diverse and occasional unexpected contexts.
6.	**Provide Learning Guidance**	**Semantic Coding** Learners take an active	Resources supplied and created as a result of engaging, exploring,	Learner's are fully active in applying the knowledge. This is accomplished by replicating the

	role in utilizing new knowledge via resources provided and constructed during intervention	explaining via various discussions shows learners how to categorize the competency needed.
		
		● Displaying effective, quality and consistent feedback
		
		● Directly related to varying contexts
		  ○ motivations
		  ○ locations
			foundational steps of constructing a reliable framework to delivery effective quality feedback with consistency.

7. **Elicit Performance**	**Responding** Learners demonstrate a level of proficiency through implementation	The framework of the intervention allows learners to constantly assess their current and emerging comprehension of feedback methods and implementation. Learners can not advance to more complex methods or scenarios without measuring the effectiveness of their current skills sets and implementation of methods.	Misconceptions via metacognition and implementation execution are illuminated. This ensures learners will have to engage in realistic expectations to continually adjust and replicate the process for the desired outcomes.
8. **Provide Feedback**	**Reinforcement** Learners are supplied with direct feedback based on proficiency.	In consideration to a guided and problem based approach, their feedback is immediate and specific to individualized learner goals and proficiency. This is also supplied via peers as they engage through the process.	The specificity and immediate feedback functions to help the learner make adjustments in real time. It eliminates the chances of ineffective application which aids in lower anxiety and enhancing focus. This is also related directly to refining how learners can better "self" assess.
9. **Assess Performance**	**Retrieval & Reinforcement** Learners retrieve knowledge to finish task and receive feedback	Instructors provide a reliable framework of reflection throughout all steps to model for students how to examine their meta-cognition and reasoning for conclusions.	Learners are able to evaluate the validity of their conclusions to further improve their proficiency. It's an emphasis on the power of "ownership" to foster autonomy.
10. **Enhance Retention/Transfer**	**Retrieval & Generalization** Learner retain new information through application via real	Learners will utilize all resources to aid in quick reference based on effective quality and consistent feedback.	● Functions as benchmarks (built in scaffolding) ● Derived from all

	contexts	The instructor's efforts to facilitate their contextualized procurement and creation will encourage their continued engagement and seeking out new methods based on individual motivations.	observations of past, current, and future experiences
			● Ability to create hypothetical scenarios to explore understanding
			● Freedom in experimentation of selecting problem solving methods (no "one-size fits-all)