Scaling Program Design Using a Program Roadmap

Trish Briere and Lauren Hauptman

OLC Innovate '19

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Ever Been Stuck Behind the Wheel?

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Ever Been Stuck Behind the Wheel?

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There's Help!

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Who Are We?

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Challenge Detour

- complex learning model
- competency-based assessment
- learner journey that spans courses
- staff/faculty turnover
- JIT learning content, created in-house
- tense team developments

Quick Tour of a UMUC Graduate Course

Project 1: Build a Readiness Report

Start Here

Step 1: Reflect on the Value of Analytics (Reading and Discussion)

Step 2: Learn about Data Analytics and Its Impact on Organizational Decision Making (Reading)

Step 3: Train in Watson Analytics (Learn to Use a Data Analytics Software Program)

Step 4: Assess Your Organization's Analytics Maturity (Reading and Discussion)

Step 5: Ensure Your Knowledge of Data Analytic Processes in

Build a Readiness Report

Transcript

Your company, Klein-West, is giving you the time and resources you need to engage in a three-week self-study program in data analytics, a field gaining momentum in your industry. Your goal is to boost your competence in analytics as both an information producer and consumer.

Quick Tour of a UMUC Graduate Course

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- Step 4: Assess Your Organization's Analytics Maturity (Reading and Discussion)
- Step 5: Ensure Your Knowledge of Data Analytic Processes in Preparation for Your Readiness Report (Reading)
- Step 6: Consider Big Data and How

Now that you've explored a Klein-West data set using Watson Analytics, you're ready to write your report.

Mr. Gyeong has consulted with Gail and drafted some guidelines for writing your data analytics readiness report.

In keeping with your doctoral training, you'll want to use doctoral-level APA format.

To keep yourself on pace, you will want to submit your report no later than the end of Week 3.

Before you submit your assignment, review the competencies below, which your instructor will use to evaluate your work. A good practice would be to use each competency as a self-check to confirm you have incorporated all of them in your work.

- 1.2: Write using APA style and format.
- 1.3: Craft communication to the audience in order to maximize understanding and elicit support.
- 2.3: Develop well-reasoned ideas, conclusions or decisions, checking them against relevant criteria and benchmarks.
- 3.12: Interpret the overall function and application of data analytics within an organizational setting.

Submission for Project 1: Data

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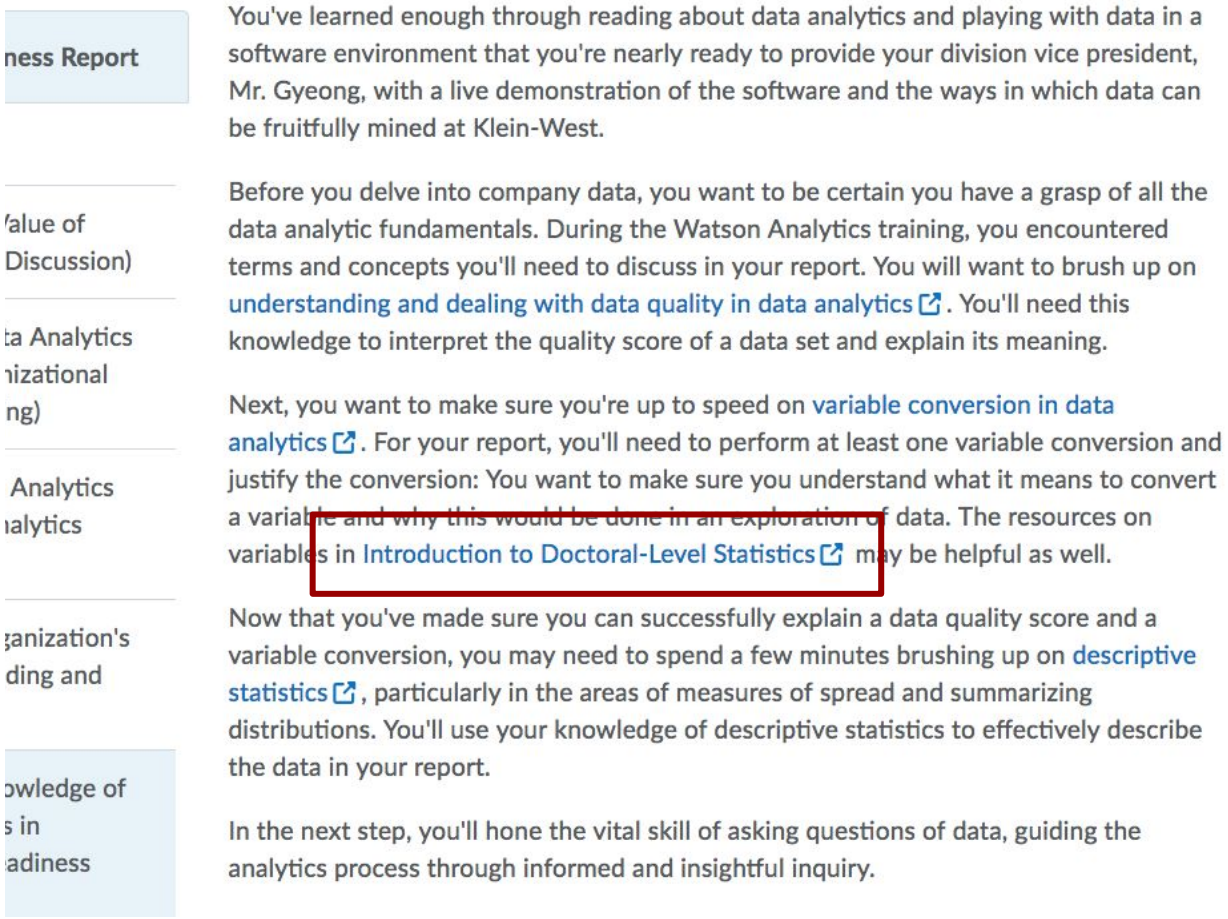

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You've learned enough through reading about data analytics and playing with data in a software environment that you're nearly ready to provide your division vice president, Mr. Gyeong, with a live demonstration of the software and the ways in which data can be fruitfully mined at Klein-West.

Before you delve into company data, you want to be certain you have a grasp of all the data analytic fundamentals. During the Watson Analytics training, you encountered terms and concepts you'll need to discuss in your report. You will want to brush up on understanding and dealing with data quality in data analytics. You'll need this knowledge to interpret the quality score of a data set and explain its meaning.

Next, you want to make sure you're up to speed on variable conversion in data analytics. For your report, you'll need to perform at least one variable conversion and justify the conversion: You want to make sure you understand what it means to convert a variable and why this would be done in an exploration of data. The resources on variables in Introduction to Doctoral-Level Statistics may be helpful as well.

Now that you've made sure you can successfully explain a data quality score and a variable conversion, you may need to spend a few minutes brushing up on descriptive statistics, particularly in the areas of measures of spread and summarizing distributions. You'll use your knowledge of descriptive statistics to effectively describe the data in your report.

In the next step, you'll hone the vital skill of asking questions of data, guiding the analytics process through informed and insightful inquiry.

Quick Tour of a UMUC Graduate Course

Introduction to Doctoral-Level Statistics

Everyone thinks they know a statistic when they see one. But what are *statistics*, really? The learning resources here will help you to distinguish statistics from mere numbers. For instance, statistics are computed with a particular purpose in mind, to answer a very specific question. Say your organization is interested in how much employee turnover can be reduced by enacting a particular management strategy. Statistics could be used to address this very specific purpose.

As well, statistics (as opposed to mere numbers) are refutable. That is to say, because statistics are used to answer particular questions, they are built from a particular logic or reasoning process. The meaning of the statistical output will be interpreted from within that logic. Since human logic can be flawed, statistical interpretations may be flawed as well. A doctor of management, as a savvy consumer of statistical information, must learn to be vigilant for logical errors in statistical analyses. These readings will alert you to common errors.

Resources

- Statistics: Variables
- Statistical Language: What Are Variables?
- Statistics: Introduction

Making It Fit: The Story of TLP

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Program at a Glance
Course Design Tables: TLP 610 | TLP 620 | TLP 630 | TLP 640 | TLP 670
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TLP Program Design Roadmap

About this Document

This document is used as a programmatic planning tool. First, stakeholders collaborate to "map out" the goals and key elements at a program-level. Then, with these goals and elements in mind, stakeholders then design each course.

Team members complete the program roadmap by identifying the following content for each course:

- Thumbnails & scenarios for each project
- Final Deliverable (i.e., the work-based product submitted for assessment) for each project
- Competencies used to assess the deliverable in each project
- Learning Topics & Special Tools (e.g., software, instruments, services, etc.) needed to support each project

The roadmap is complete once each table is filled out and all course projects have competencies and learning topics aligned appropriately.

Using this Document

SME Review: Review the table for each course assigned to you. In the last row of the table, include your feedback. Things to consider as you review:

- **Competencies:** Do the competencies identified in the table align with the other elements of the course? What other competencies, if any, should also be assessed for this project? Have we allowed for each competency to be assessed 3 times throughout the program? Do any of the competencies or respective criteria need revision? This TLP Competencies spreadsheet contains all the competencies and criteria for this program.
- **Deliverables:** Does the final deliverable "fit" with respect to the other elements?
- **Learning Topics:** What other learning topics should be covered in the course? Are any additional learning topics needed to support the student in demonstrating the competencies in the project? Are there any missing concepts that should be incorporated into a course/project?

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TLP 610: *Repositioning Your Leadership Skills*

Description: Master how leadership takes place within organizations and the most effective leadership styles for directing individuals, projects, and groups between managing and leading with a focus on motivating and inspiring individuals in preparation for future challenges and opportunities. Explore the vario global markets, and how leaders influence events that can drive success through individual and collaborative efforts. Create your own personal brand as y leader.

	Project 1: Leading Across Organizations	**Project 2: Leadership Development**	
Project Thumbnail High-level overview of what students will do in each project.	Identify the differences between multinational corporate, non-profit, and government structural dimensions and leadership roles in each. Explore the various roles that leaders take on in domestic and global markets, and how leaders influence events.	Assess leadership skills, strengths, and areas where improvement is needed or competencies are lacking. Complete leadership assessment and self-reflection to evaluate own skills, knowledge, self-awareness, and self-management as a leader. This inform your personal brand.	Apply depen emplo Demo leadin 2), stu one of
Final Deliverable What is the **product/submission** upon completion of the module/project?	Organizational Scan	Individual Development Plan	Caree (inclu Plan)

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Final Deliverable What is the **product/submission** upon completion of the module/project?	Organizational Scan	Individual Development Plan	Career Po (including Plan)
TGS & Program Competencies #'s Aligned to Project Identify program-specific and/or TGS competencies that	1.3 Provide sufficient, correctly cited support that substantiates the writer's ideas. 1.7 Create neat and professional-looking documents appropriate for the project or presentation. 6.2 Identify strategic relationships necessary for the success of the organization. 6.3 Identify internal climate, cultural, technological and	5.1 Establish self-reflection activities and actions. 5.3 Demonstrate actions indicative of emotional intelligence. 5.4 Identify self-development strategies for continual learning. 9.4 Apply sound reasoning in making decisions and formulating plans.	1.7 Create appropriat 1.8 Create 2.5 Develc decisions, benchmar 6.2 Identif

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Scenario: brief overview If this course employs a narrative, briefly describe it here.	**Scenario:** Compare and contrast the mission, workforce target, and customer/client base for each type of organization/business structure and the internal/external factors of each that can impact the ability of a transformational leader to be successful. **Narrative:** Military focused. Student is in M2M, a new program for personnel who will be transitioning out of the military and into mid- to upper-level management positions as civilians. Completion of the program yields many career transition benefits. In order to complete the program you must submit two deliverables. First deliverable is produced in this project. Instructor is the Leadership Development Coach that students work with in M2M.	**Scenario:** Discover your leadership style through the MLQ. Consider which type of organization from Project 1 best fits your style and create a development plan to prepare for your transition. **Narrative:** Continued from Project 1. The second M2M deliverable is completed in this project. Next step in the program is to see how your own leadership skills measure up. You take the MLQ and develop the IDP.	**S** o s t **N** Y n c c "a S fr a
Narrative Delivery	**Course Intro**	**Project Start Here**	**P**

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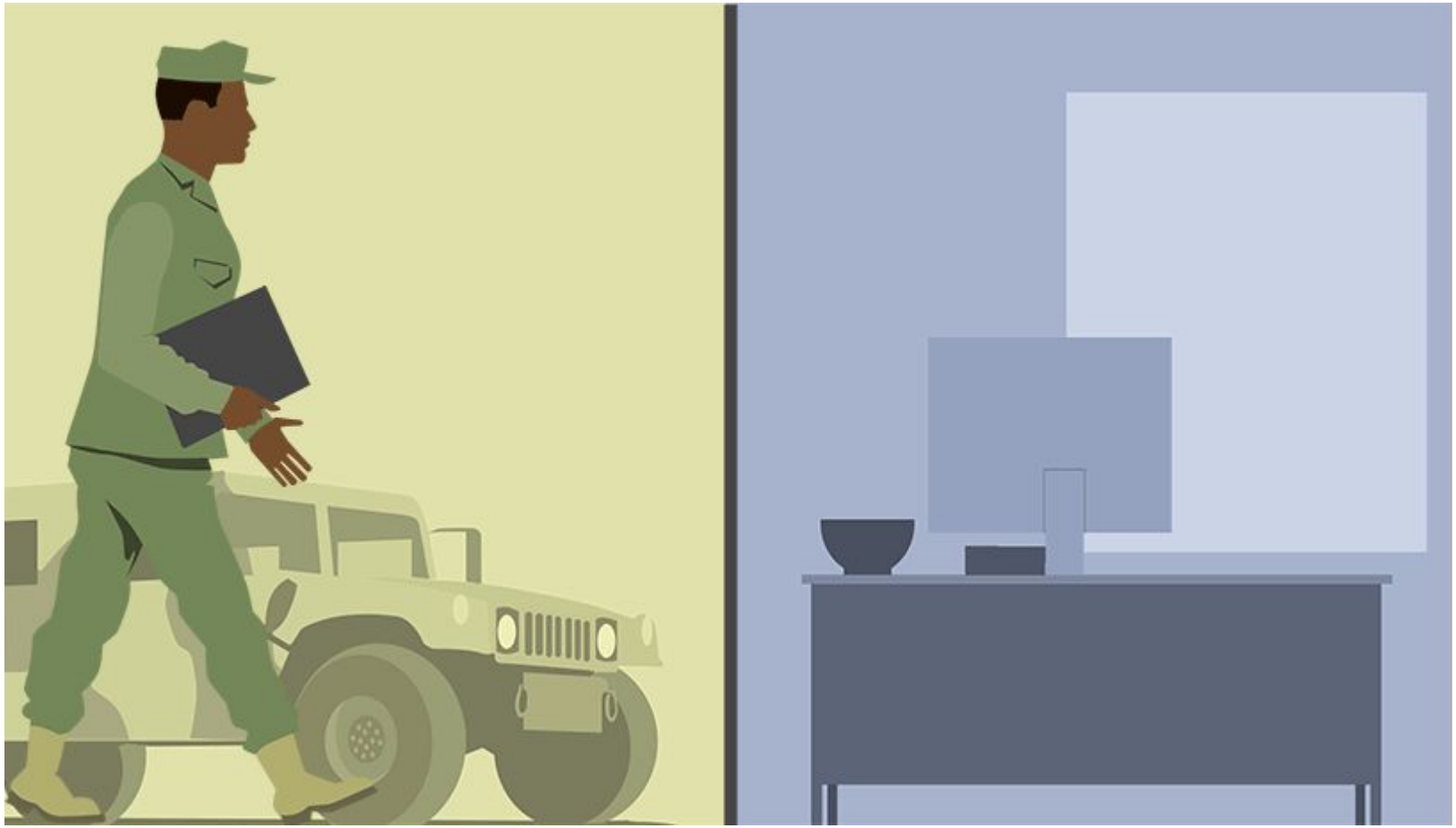

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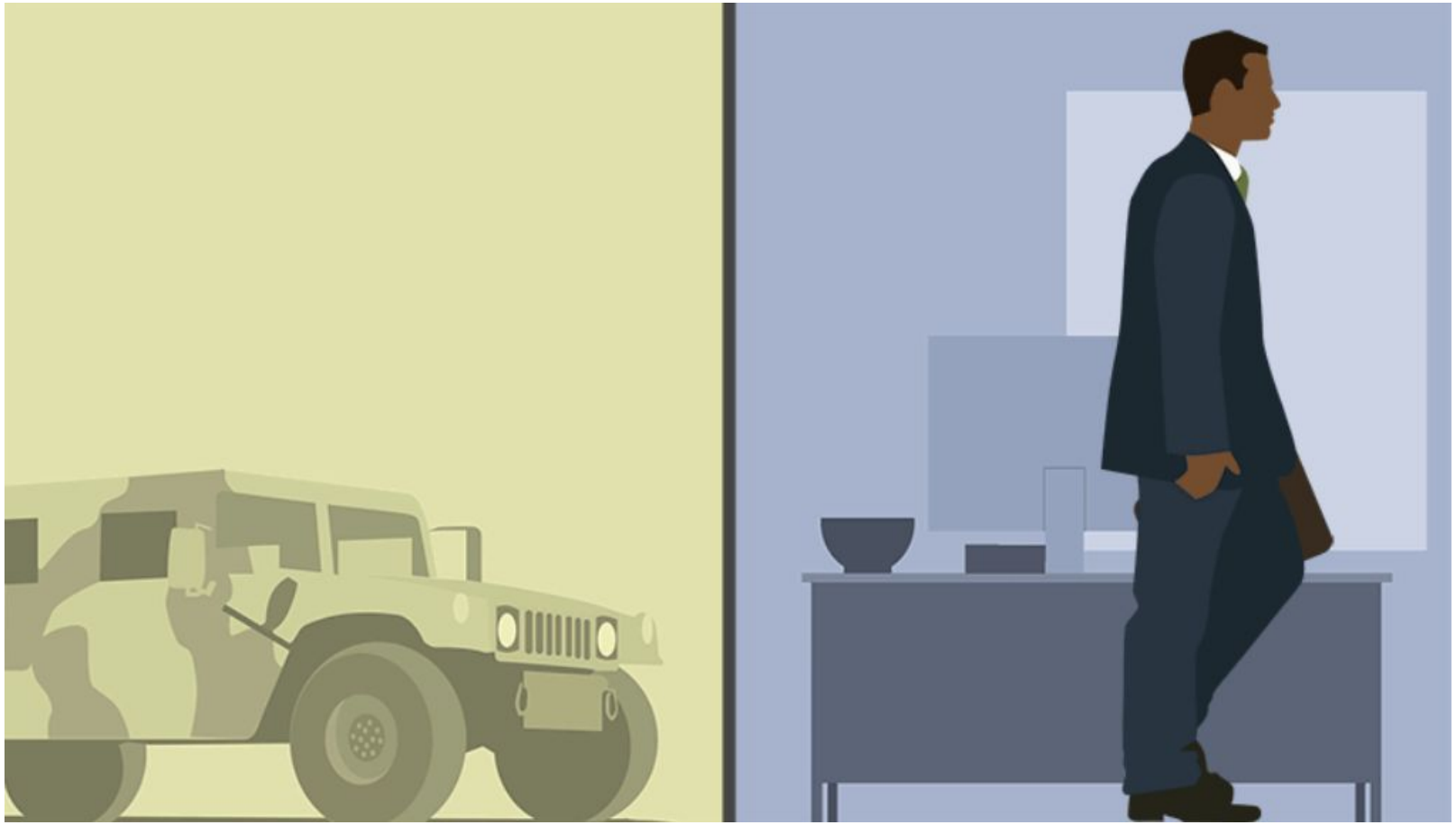

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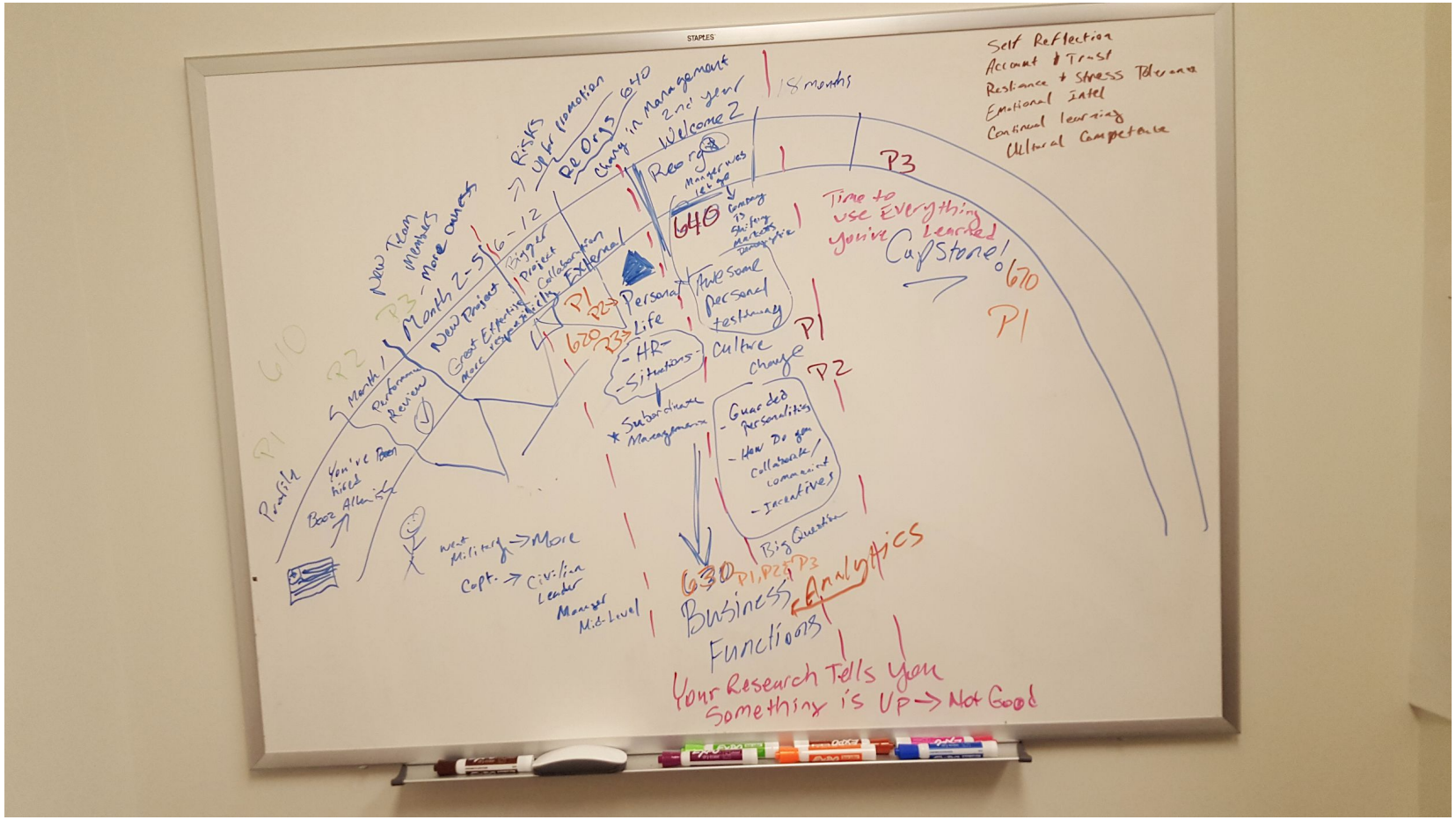

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	Development Coach that students work with in M2M.		
Narrative Delivery	**Course Intro** **Welcome Video:** Hosted by SME/PC/other practitioner. Introduces the course and presents some of the concepts covered. Excites students about program. **Guiding Talent:** Harriet Smith **Project Start Here** **Alumni Interview Video:** Interview with a selected alumna/alumnus that has successfully transitioned from the military into a leadership role in the civilian workforce. **Guiding Talent:** Vernon Green Jr.	**Project Start Here** **Experience Video:** Give students depth into a subject area by focusing on a personal story of a SME/PC/other practitioner. Serve as a guidepost along the journey. Story will help students connect on an interpersonal level with the course material and offer analogous real-world examples. **Guiding Talent:** Sean Hannah **Additional Graphic & Text-based Story**	

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Learning Topics needed to meet competencies and projects Are there any concepts that students need to learn more thoroughly in order to progress through each step?	• Organizational Structure • Leadership Styles • Stakeholder Groups • Corporate Governance • Organizational Behavior • Legal Forms of Organizations • Contemporary Perspective on Management Theory • Mission, Vision,Values, and Goals • Foundations of Management Theory • Management Science Approach to Management Theory • Transformational Leadership • Workplace Norms • Organizational Theory • Inter-organizational Relationships • Organizational Culture (see module in MGMT 610)	• Continual learning • Competency • Emotional intelligence • Goal setting • SMART Goals (MBA) • Leadership styles • Self-reflection • Transformational leader(ship) • Critical Thinking and Analysis • Ethical Business Decision Making (MBA 630) • Variety of Leadership Paradigms • Career Coaching • Individual Development Plan • Personal Branding Statement (DCL 600-modified) • MLQ (reliability/validity...context) -Check DMG • Professional Development	
Special Tools Needed		Multifactor Leadership Questionnaire (MLQ)	

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	610)	
Special Tools Needed		Multifactor Leadership Questionnaire (MLQ) • Note cost in the project step & syllabus (peoplesoft) • Presented as an external link to student portal
Dev SMEs	Projects: NA - Designers revising, LTs: Joyce Shelleman, Rhonda Jones	
Feedback from SME Review	the focus needs to be on the individual (background, training, experience, desires); believe course 610 gets close to this but focusing them on what they want to do, does their training/experience match that; if not, what skills/certifications are necess themselves through their resume and elevator speech;	

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Program at a Glance
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Program at a Glance **Vision:** The TLP program focuses on individual students' transitions from the military into leadership roles in the civilian workforce, and their growth into transformational leadership. Each course presents the student with the opportunity to develop and showcase their competencies within the diverse situations presented in the projects.			
Course name	**Theme**	**Comps**	**Deliverable**
TLP 610: Repositioning Your Leadership Skills	Developing the Self	1.3 Provide sufficient, correctly cited support that substantiates the writer's ideas. 1.7 Create neat and professional-looking documents appropriate for the project or presentation. 1.8 Create clear oral messages. 2.5 Develop well-reasoned ideas, conclusions or decisions, checking them against relevant criteria and benchmarks. 5.1 Establish self-reflection activities and actions. 5.3 Demonstrate actions indicative of emotional intelligence. 5.4 Identify self-development strategies for continual learning. 6.2 Identify strategic relationships necessary for the success of the organization. 6.3 Identify internal climate, cultural, technological and leadership issues that might impact response to the external environment. 8.3 Support operations within appropriate organizational structures. 8.5 Examine how organizational culture affects power and influence. 9.4 Apply sound reasoning in making decisions and formulating plans. 9.5 Demonstrate the ability to take action to address a problem or situation.	P1: Organizational Scan P2: Individual Development Plan P3: Career Portfolio
TLP 620: Leading in the Organization	Developing Others	1.3 Provide sufficient, correctly cited support that substantiates the writer's ideas. 2.1 Identify and clearly explain the issue, question, or problem under	P1: Employee Skills Profile P2: Retention Initiative Plan (P2 deliverable under review by HR

Benefits of Roadmapping

- reduces complexity
- ensures alignment
- outlines the learner journey
- enables consistency
- facilitates content development
- inspires the program team

Your Turn

Course 2: *Beginning French II*

Themes: food, beverages, dining out, shops and spaces in the neighborhood or city/town center, recreational and leisure activities, academic life, the workplace

Objectives: build vocabulary, use phrases, learn grammar, practice using language and engaging in dialogue in real-world contexts

Final evaluation: end-of-course written and oral exam

	Content & Activities	Technology & Tools	Design & Layout	Interaction	Assessment & Feedback
Module 1: **Food and Drink**	• Chapters 4 and 5 of the textbook • Language lab • Stories that incorporate vocab and grammar • Instructor videos • Vocabulary drills • Grammar drills	• Quizlet flashcards, video with embedded questions • Articulate Storyline image of a picnic blanket with rollovers of the word in French • Zoom for dialogues	• Colors to match textbook • Fonts to match textbook as much as possible (print vs. online a factor) • Incorporation of graphics: food, drinks, shopping basket, grocery store interior, farmers market • Grounding story at beginning of module	Student-student • Dialogues: at a grocery store (oral) • Discussions (written) Student-instructor • Recorded audio about items they're putting in their shopping cart (oral) Student-content • Vocab tool	Formative • Pronunciation, vocab, grammar on oral submission • Peer-to-peer on discussions Summative • End of module written exam (multiple-choice, matching, short-answer)
Module 2: **At a Restaurant**					

See How Much Fun that Was?

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Reflect

Take some time to reflect on the following:

- what you learned,
- what you think,
- whether this would work at your institution, and
- how you could apply this tool.

Q&A

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