



**Web-Based Supervisor, Management and Leadership  
Training**

**Midterm Report  
IPRO 306**

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## **Section 1.0 Revised Objectives**

The primary purpose of the Interprofessional Project (IPRO) 306 team is to enable a group of students from diverse cultural, economic, and academic backgrounds to work towards a common goal and conjointly succeed. The secondary purpose of the IPRO 306 team is to develop a topical web-based supervisory, management, and leadership program. In pursuing our objectives, we will gain familiarity and understanding of the best training methods, the most significant and universal leadership traits for organizational effectiveness, and an appreciation for our own unique strengths on an interdisciplinary team.

The overall objective for this IPRO have remained the same, to develop a web-based training program for supervisors, managers and leaders to be delivered using hand held devices.

## **Section 2.0 Results to Date**

Research from IPRO 306 has covered leadership training and animation production. Little has changed in leadership training seminars over the past few decades. Common training techniques include classroom instruction, correspondence courses, programmed instruction, and distance learning. Many software programs to use in the animation of scenes were researched and evaluated. After lengthy discussions about each of the programs, their accessibility and cost, and the expertise of the IPRO group members, we decided to videotape, not animate, our first set of training modules.

Our modules are a product of our research and creative abilities. We have written two modules that educate the employee on trust, one of the primary foundations of effective leadership. These modules have been videotaped using IPRO team members as actors to gain familiarity with the processes of directing and editing. Three adult actors will act in the final taping of the module.

The script for the trust video training sessions has been written and revised. These two modules will be videotaped and edited with other instructive material before IPRO Day.

The current results do address the vision of the sponsor. However, the sponsor originally envisioned an animated show. As discussed above, our IPRO will act out the script as opposed to animated characters. The sponsor has approved the change in project direction.

The work we have already completed lays the foundation for our final project. We wrote scripts, which incorporated previous classroom discussions and research. As discussed above, the scripts will be acted out, videotaped, and edited with additional instructional material.

The following are the steps that are necessary to complete the project plan:

1. Determine project plan (Completed)
2. Conduct research on training needs and effective training delivery methods. This activity will continue through most of Phase II also (Mostly completed, in progress)
3. Form two cross-functional teams within our IPRO team. Each team consists of a leader, IT experts, researchers, writers, and record keepers (Completed and revised)
4. Form an additional sub team of IT experts drawn from our two IPRO teams (Completed, also created Writing and Development team)
5. Determine a cast of characters and a fictitious company name (Decided against this)
6. Determine the format for training simulations (Completed)
7. Produce story boards for each simulation (Completed)
8. Write scripts for both training simulations (Complete)
9. Determine response alternatives for each simulation and evaluation criteria (Completed, revisions necessary)
10. Chart expected IT requirements and develop web-based delivery systems (Near completion)
11. Prepare for midterm written and oral presentations (Completed)
12. Develop the capability to animate characters to interact for presentation on laptop and hand held device screens (Decided against this)
13. Conduct informal field test of each training module (Scheduled for next semester)
14. Adjust simulations and delivery mechanisms based on informal field testing (Scheduled for next semester)
15. Prepare for IPRO day presentations (Beginning preparations)

### **Section 3.0 Revised Task/Event Schedule**

The majority of the tasks that were modified or rescheduled were ones for which the IT team is responsible. When the project plan was first developed, many of the details of the tasks that would be assigned to the IT team were unknown, making it hard to estimate the complexity of these tasks. As the semester has progressed, the specifics of the tasks and anticipated outcomes of the IT team have become more apparent. The updated schedule reflects many of the unexpected tasks that the IT team will have to perform, as well as more reasonable deadlines for their deliverables.

The two primary tasks that have changed are the creation of the media from the scripts (video production) and the creation of the web application. The deadlines for both of these tasks were pushed back in order to compensate for additional time spent on research and development of the module content.

ID	Task Name	Duration	Start	Finish	Resource Names
1	Establish Project Objectives	25 days	Thu 8/23/07	Wed 9/26/07	
2	Orientation	1 day	Thu 8/23/07	Thu 8/23/07	All
3	Preliminary Research of Needs	3 days	Tue 8/28/07	Thu 8/30/07	All
4	Create Project Plan	10 days	Thu 9/13/07	Wed 9/26/07	All
5	Background Research	49 days	Thu 8/23/07	Tue 10/30/07	All
6	Form Research Teams	1 day	Thu 8/30/07	Thu 8/30/07	All
7	Content Research	49 days	Thu 8/23/07	Tue 10/30/07	Teams 1 & 2
8	Research Leadership Themes	49 days	Thu 8/23/07	Tue 10/30/07	Teams 1 & 2
9	Review Themes	1 day	Thu 9/6/07	Thu 9/6/07	Teams 1 & 2
10	Technical Research	10 days	Thu 9/6/07	Wed 9/19/07	Teams 1 & 2
11	Research Delivery Mechanisms	10 days	Thu 9/6/07	Wed 9/19/07	Teams 1 & 2
12	Research Animation & Media Creation	10 days	Thu 9/6/07	Wed 9/19/07	Teams 1 & 2
13	Generate Sample Content	33 days	Tue 9/11/07	Thu 10/25/07	Teams 1 & 2
14	Critical Incidents	7 days	Tue 9/11/07	Wed 9/19/07	Teams 1 & 2
15	Collect Critical Incident Data	6 days	Tue 9/11/07	Tue 9/18/07	Teams 1 & 2
16	Analyze Critical Incidents for Use	1 day	Wed 9/19/07	Wed 9/19/07	Teams 1 & 2
17	Determine a cast of characters	10 days	Tue 9/11/07	Mon 9/24/07	Writing Team
18	Develop Simulation Storyboards	16 days	Thu 9/20/07	Thu 10/11/07	Writing Team
19	Create Training Modules	16 days	Thu 10/4/07	Thu 10/25/07	Writing Team
20	Module 1: Trust	6 days	Thu 10/4/07	Thu 10/11/07	Writing Team
21	Module 2: Communication	11 days	Thu 10/11/07	Thu 10/25/07	Writing Team
22	Create Technical Application	39.5 days	Wed 10/3/07	Wed 11/14/07	IT Team
23	Formal Establishment of Plans	4 days	Thu 10/4/07	Tue 10/9/07	IT Team
24	Develop Ability for Animation	9.5 days	Wed 10/3/07	Tue 10/16/07	Julian Hays,Adam Kadzban
25	Video Production	6 days	Tue 10/23/07	Tue 10/30/07	Julian Hays,Adam Kadzban,Florence L
26	Character Casting	1 day	Tue 10/23/07	Tue 10/23/07	Julian Hays,Adam Kadzban
27	Initial Taping	1 day	Thu 10/25/07	Thu 10/25/07	Julian Hays,Adam Kadzban
28	Editing & Producing	4 days	Thu 10/25/07	Tue 10/30/07	Julian Hays,Adam Kadzban
29	Create a Web-Based Delivery Method	18 days	Tue 10/9/07	Thu 11/01/07	Michael Greiling,Jeff Engel
30	Digitize Modules	12 days	Thu 10/11/07	Fri 10/26/07	Michael Greiling,Jeff Engel
31	Test Web Application	9 days	Fri 11/2/07	Wed 11/14/07	IT Team
32	IPRO Deliverables	57 days	Thu 9/13/07	Fri 11/30/07	Various
33	Create Project Plan	10 days	Thu 9/13/07	Wed 9/26/07	All
34	Ethics Report	8 days	Tue 10/9/07	Thu 10/18/07	Jason Segal
35	Midterm Report	12 days	Thu 10/11/07	Fri 10/26/07	All
36	Enroll / Poster	9 days	Tue 11/20/07	Fri 11/30/07	Team 1
37	Abstract / Brochure	3 days	Wed 11/28/07	Fri 11/30/07	Team 2
38	Presentation	14 days	Tue 11/13/07	Fri 11/30/07	All
39	Meeting Minutes	1 day	Fri 11/16/07	Fri 11/16/07	Elizabeth Moss,Ilivedita Chandrasekharan
40	Deliverable CD	3 days	Wed 11/28/07	Fri 11/30/07	IT Team

## **Section 4.0 Changes in Task Assignments and Designation of Roles and Team Organization**

The original multidiscipline teams were effective in brainstorming and the initial development of the situational scenarios. However, in order to move beyond the initial project stages we split into our two sub-teams, IT and Writing and Development. These groups work individually on tasks and come together to discuss progressions and modifications in the overall objectives. Each of the groups has leaders that coordinate activities and tasks within the particular group.

The IT team has been working on the method of delivery as well as figuring out which software programs are available, technically feasible, and financially viable. It has been determined that there is not enough time this semester to create adequate computer generated characters, however the IT team has determined various potential methods of generating the characters in the future development of the product. Additionally, the IT team will be the primary technical advisors and editors of the modules once they are filmed. Lastly, the IT team is to design the program using the Writing and Development team's guidelines, making the modules interactive.

The Writing and Development team has been working on the modules and writing the scripts for the modules. This team has developed storyboards and will be working on the text content and quizzes that accompany both modules.

### **Sub Team – Information Technology**

Michael Greiling

Julian Hays

Florence Lee

Adam Kadzban

Jeff Engel

### **Sub Team –Writing and Development**

Andrew Mehr

Andrew Hofland

Michael Lagiglio

Nivedita Chandrasekharan

Jason Segal

Elizabeth Moss

Kelleny Allen

## **Section 5.0 Barriers and Obstacles**

Barriers encountered during the course of the IPRO involved defining the scope of the project, creating the content of each training module, and choosing how to deliver the content to the user. The most significant initial barrier was deciding precisely what the IPRO project would encompass. Because our IPRO was in its first semester and we were all excited to begin, our

initial assessment was perhaps overly aggressive. We underestimated the length of time it took to write and develop a storyboard for each training module so that it would be interesting, informative, and quick. Finally, we have had difficulties choosing how to deliver the content. Initially, we planned to use animation but discovered that we had underestimated the complexity and time necessary to create high-quality animations.

Whenever an issue propagated, we discussed it among the sub-team members and the full IPRO team if necessary. We then devised potential solutions to overcome the obstacles without compromising the overarching goals. The first obstacle, our aggressive assessment, was resolved by setting more reasonable goals that allowed us to focus on developing the best possible project and working as a team, instead of unwisely attempting to get work done hastily. A small steering committee met and created a proposal, which was brought to the IPRO team as a whole, discussed, and approved. Instead of trying to create content based on every aspect of leadership and management, we decided that the first semester should focus on creating the system architecture and developing content based on one specific area of management, trust.

Our second obstacle was creating the actual content for each module. We had the entire IPRO team working on two modules, which meant that there were about 6 people attempting to develop each script. Because the task was so complex and the proposals were divided amongst so many participants, there was not enough accountability or focus, and the script development languished. After one week of these methods, we recognized the problem and brought it to team discussion. We assigned script development to smaller groups, two or three individuals. These groups concentrated on developing the script for individual modules, or parts of modules, thereby making headway far quicker.

The third obstacle we faced was the development of the delivery method. In the beginning of the semester, we planned to use animation to deliver the content. Computer science and psychology majors are not particularly known for their drawing skills, and the students in our IPRO were no exception. When we began testing animation, we found that we were spending an inordinate amount of time to create rudimentary animations. After the IT team presented our options, we decided to switch our focus to video, which would require far less time than animation to develop but would retain much the same style.

Foreseeable obstacles include the creation and programming of the tests for each module to assess the user. This will require us to finish architecture and module development in a timely manner. After that, we need to debug the modules and tests to correct any problems that may arise. This will involve internal testing within our IPRO group and possibly field tests in a company.

## **Section 6.0 Code of Ethics (Attached as a Separate Document)**

## **Section 7.0 Midterm Presentation Slides**

# Web-Based Supervisor, Management and Leadership Training

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## The Problem

- **Current training methods**
  - Seminars
  - Convention presentations
  - Class room with Power Point
  - Assessment Centers
  - Distance learning
  - On line courses
- **Current delivery methods**
  - Lecture
  - Group discussion
  - On line
  - Power Point
- **Current evaluation methods**
  - Presenter evaluations

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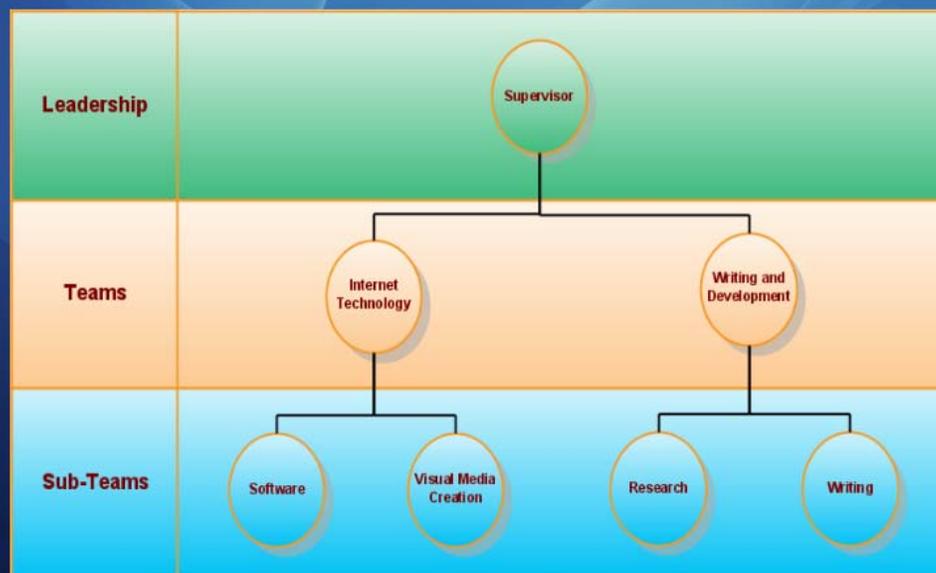
## Goal

Develop a web-based training program for supervisors, managers and leaders to be delivered using hand held devices



I PRO 306

## Organization



I PRO 306

## Progress

- **Research**
  - Current Methods of Training
  - Leadership and Management Qualities and Characteristics
  - Effective Delivery Methods
- **Established focus of training**
  - Trust
  - Communication
- **Development of Scenarios**
  - Two modules for each personality trait
  - Each module will be approximately 5 minutes long
  - Questions at the end to assess the user's development
  - Delivery will be at regular intervals, decided by the customer

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## Sample Module

# Trust

Who do you trust? Who trusts you?

### Ask Yourself

**Am I trusted by those I work with?**

**Do I trust them?**

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## Sample Module

### What is Trust?

Trust is a relationship of reliance. A trusted party is presumed to seek to fulfill policies, ethical codes, law and their previous promises.

Trust is a prediction of reliance on an action, based on what a party knows about the other party. Trust is a statement about what is otherwise unknown – for example, because it is far away, cannot be verified, or is in the future.

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## Sample Module

### The Situation

Jim, the boss, has just spent almost one hour explaining a big project to two of his direct reports. He explains that this project is vital for everyone's success at the company and that if things do not go well his job may be on the line. Both workers tell Jim that he has their support.

After Jim leaves, Mike, one of the employees, says that he does not trust Jim and won't support him.

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## Sample Module



I PRO 306

## Sample Module

### Consequences of Low Trust

You think you have everyone's support but you don't  
Little cooperation; people who don't trust you will not give it their all.  
People who don't trust you usually don't like you and will do little to help you.  
They say you don't quit your job you quit your boss.  
You will lose good people.  
Employees who don't trust you will infect others with their bad attitudes about you.  
You will fail.

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## Obstacles/Resolutions

- **Narrowing focus**
  - Focus on two dimensions
    - Trust
    - Communication
- **Development of media**
  - Researching software licensing
  - Using alternate mediums
    - Animation
    - Video

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## Challenges Ahead

- Translating from script to software
- Researching media alternatives
- Determining testing content

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