



I PRO 306 – Web-Based Supervisor, Management and Leadership Training

Project Plan

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Team Members:

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Section 1.0 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.

Section 2.0 Project Background

This project is sponsored by our project advisor, Dr. Steven Stanard; he will provide initial funding of approximately \$1000 and additional funds as required.

Despite significant research, there has been minimal innovation in the areas of supervisory, management, and leadership training over the past few decades. The American Society for Training and Development annual conference in 2007 covered nearly the same material it did in 1980. Not only is there little difference in the leadership concepts taught, but popular training methodology, delivery, and evaluation have lagged behind developments in technology. Furthermore, the few changes tend to involve “hot button issues” (e.g. sexual harassment, diversity awareness, etc.), and not vital aspects of leadership.

Corporations must often train new supervisors and managers in the basics of their jobs (e.g. supervising, leading and inspiring subordinates, managing resources and the importance of communication). However, most training programs are quite expensive and rarely is it simple and convenient to schedule large blocks of time for training. Because of high turnover rates in many industries employers commonly experience a never-ending need to train. Additionally, with the impending retirement of many “baby boomers,” there is likely to be significant short-term upward mobility in the United States’ work force. These numerous promotional opportunities consequently require increased training time on new supervisors, managers, and leaders. Furthermore, the competitive nature of the economy causes many organizations to seek out the most innovative and effective training programs.

Corporations in our thriving economy with low unemployment and the stock market at record highs cannot spare much time to send their employees for training. Furthermore, many current or prospective managers find it very difficult to spend a few evenings or a full weekend to attend long lecture-based training sessions. Nonetheless, most agree that training is greatly needed. Corporations offering the best training and opportunities have significant advantages in both the recruitment and retention of excellent employees. Therefore, a training

program that is easy to access, inexpensive to use, innovatively designed, and effective in teaching supervisory, management, and leadership skills, should be in high demand.

This proposal envisions several innovations in the development and delivery of training.

1. Our training will be based on real life simulations of workplace occurrences using data on employee interactions and possible responses gathered by the team members utilizing the critical incident technique.
2. The concepts taught will be based on the fundamental principles of supervision, management, and leadership – not on the latest training “fad.” A review of related psychological research and numerous training articles, programs, and books will be conducted to determine customary training topics. Preliminary research by the IPRO 306 team and their faculty advisor identified a list of fundamental training principles which will be considered for possible inclusion in Phase I of this IPRO.

Prioritized list of supervisory, management, and leadership traits:

1. Communication skills
 2. Trustworthiness
 3. Ability to empower others
 4. Ability to foster teamwork
 5. Ability to motivate
 6. Organizational skills
 7. Flexibility
 8. Self-awareness
3. Our training will be delivered via the internet with training modules sent to participants through hand held devices (cell phones or personal digital assistants) and laptop computers.
 4. Our training will use animated characters acting out short occurrences involving interpersonal interactions between subordinates and their supervisor, manager or leader. Trainees will typically choose their preferred option from among a list of possible reactions to the subordinate or the situation.
 5. Our training will be simple to use and include many short sessions rather than one or a few long training sessions.
 6. Our training will be both instructional and diagnostic. This method simultaneously diagnoses the leadership characteristics of the trainee and instructs the trainee through appropriate feedback.

Section 2.1 Ethics

The following ethical guidelines have been established for all participants in the IPRO:

1. Use software in compliance with the law,
2. Do not plagiarize existing training material,
3. Keep field data confidential,
4. Maintain mutual dignity and respect among all IPRO members,
5. Avoid bias and prejudice in all work, particularly that relating to research,
6. Be sensitive to cultural aspects of corporations which may use our program,
7. Accept all data, and
8. Minimize expectations or preconceived notions during data interpretation.

Section 3.0 Methodology

IPRO 306 will be conducted in two phases – Phase I during the Fall 2007 semester and Phase II during the Spring 2008 semester. Phase I involves the development of two animated training simulations: one teaching communication skills and one teaching trustworthiness. The steps and key milestones for Phase I are as follows:

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

In Phase II of IPRO 306 we will continue our research on the relationship between training

concepts and organizational performance and link these concepts to our training modules. We will also develop many more simulations and conduct formal field-testing in major corporations. In reaction to the results of field-testing the product, we will refine each training simulation and delivery methodologies as necessary. An objective of Phase II of IPRO 306 is to produce a complete, comprehensive, and marketable product by May 2008.

Section 3.1 Deliverables

Deliverables for Phase I are:

- Project plan,
- Midterm oral presentation,
- Midterm written report,
- Code of ethics,
- Abstracts posters, presentation material, and
- Two training modules based on simulation exercises.

Section 4.0 Expected Results

In Phase I, we will develop at least two training simulations, one designed to diagnose and instruct individuals in each communication skills and trust in the workplace. Completing these simulations requires that we also have determined the simulation format, simulation characters and scenes, and web-based delivery methodologies. These techniques will serve as the basis for Phase II in which we will develop multiple simulations to be packaged as an instructional and diagnostic product for the development of supervisory, management and leadership skills.

Section 5.0 Budget

Materials	Price
Software (yet to be determined)	\$700
Storyboard materials	\$200
Local travel expenses	\$100

Total Phase I Budget: \$1,000

Section 6.0 Individual Team Member Assignments

IPRO 306 has two distinct but codependent parts, the psychology aspect and the IT aspect. Our IPRO group divided into Teams 1 and 2 to help manage the psychology aspect. Each team has a leader, and at least one individual performing the jobs of: IT, research, writing, and documentation. Both teams have the same general tasks, preliminary investigation, research, and module creation. Dividing into two sub-teams for this task affords more efficient coordination and communication. However, the technological aspects of the IPRO must also be actively addressed, so a separate IT sub-team was also created consisting of individuals highly familiar with computers, programming, and internet applications. The IT sub-team is largely focused on combining ideas from Teams 1 and 2 and outside IT knowledge to address the issue of presenting the material in a professional, efficient, and useful manner.

Team 1	Role	Team 2	Role
Kelleny Allen	Leader	Jeff Engel	Leader
Michael Greiling	IT	Julian Hays	IT
Adam Kadzban	Research	Florence Lee	IT
Andrew Mehr	Research	Andrew Hofland	Research
Michael Lagiglio	Writing	Nivedita Chandrasekharan	Writing
Jason Segal	Documents	Elizabeth Moss	Documents

Sub Team – Information Technology

Michael Greiling
Julian Hays
Florence Lee
Adam Kadzban
Jeff Engel

Sub Team – Research

Adam Kadzban
Andrew Mehr
Andrew Hofland

Sub Team – Writing

Michael Lagiglio
Nivedita Chandrasekharan

Sub Team – Documents

Jason Segal
Elizabeth Moss

Sub Team Responsibilities – IT

- Investigate costs and benefits of various software
- Translate scenarios and story boards into computer generations
- Write the training program using selected software and story boards
- Check the final training program for errors

Sub Team Responsibilities – Research

- Investigate methods of best practice in leadership training
- Investigate deficiencies of contemporary training techniques
- Organize the research done in the field
- Gather information about current training techniques

Sub Team Responsibilities – Writing

- Collect critical incidents from group members and research
- Write out scripts for scenarios involving critical incidents
- Write various resolutions or reactions to each scenario
- Develop characters

Sub Team Responsibilities – Documents

- Keep minutes of all IPRO meetings
- Track changes in project plan
- Organize files on iGROUPS

Section 6.1 Participant Background Information

First Name	Last Name	Major/Minor	Skills and Strengths	Experience and Academic Interests
Kelleny	Allen	Architecture	-MS office -3d studio Max -AutoCAD -Adobe Suite -Design	-Green building technology -Office of the future
Nivedita	Chandrasekharan	Biology, Psychology	-Writing -Design -Drawing	-Academy Experience -Leadership -Research

Jeff	Engel	Computer Science Major, Psychology Minor	-Database-driven software development -video production -user interface design -server Administration	3+ years of web application development 3 years of video production
Michael	Greiling	Computer Science	-Computer Programming -Web Development (PHP, MySQL, XHTML, JavaScript)	-Intern with Web Development Company 2006-07 -Working with HTML for 10 years.
Julian	Hays	Computer Information Systems Major, Information Technology Management Minor	-Computer work -research, -programming -art -Teamwork -Design	-computer programming -website design
Andrew	Hofland	Psychology	-Microsoft Office -Adobe Photoshop -Indesign -Strategic Planning -Problem Solving -Critical Thinking	Interested in IO Psychology and Business
Adam	Kadzban	Computer Science, Psychology	-IT -research -design	-Leadership -computer programming
Michael	LaGiglio	Computer Science	-Software engineering -programming -Thinking outside the box	-Wireless networking -Data communications

Andrew	Mehr	Psychology, Political Science	-Process design and analysis -Technical and creative writing -Research -Editing -Microsoft Office	-Research in industrial psychology, sports psychology, and public policy analysis -Industrial and Organizational Psychology -Quantitative Psychology
Elizabeth	Moss	Psychology, Honors Law	-Microsoft Word -Excel -Power Point, -Organization Skills	-Alpha Sigma Alpha
Jason	Segal	Psychology	-Motivated -Microsoft Office -Design -Dedication	-Clinical Experience -IO Psychology Internship

Section 7.0 Schedule of Tasks and Milestone Events

A tentative schedule of tasks is presented on the following page. The project plan and schedule may change as necessary, and the modifications will be posted regularly on iGROUPS for team member reference.

Milestones

The following dates are significant to the development of our project:

- Oct 16: Finish simulation scripts
- Oct 16: Finish web application
- Oct 30: Begin field testing results
- Nov 30: IPRO Day

Section 8.0 Designation of Roles

Meeting Minutes: Elizabeth Moss, Nivedita Chandrasekharan

Weekly Time sheets: Kelleny Allen

Weekly Task Lists: Jeffrey Engel

iGROUPS coordination: Adam Kadzban

Timekeeper: Andrew Mehr

Webmaster: Michael Greiling