# Principles, Theories, and Models

Session 2 – Exam Prep Boot Camp

# ADDIE Model

Instructional design is the **systematic** approach to the **Analysis, Design, Development, Implementation, and Evaluation** of learning materials and activities.

Instructional design aims for a **learner-centered** rather than the traditional teacher-centered approach to instruction, so that effective learning can take place.

This means that every component of the instruction is governed by the learning **outcomes**, which have been determined **after a thorough analysis of the learners' needs.**

These phases sometimes overlap and can be interrelated; however, they provide a dynamic, **flexible** guideline for developing effective and efficient instruction.
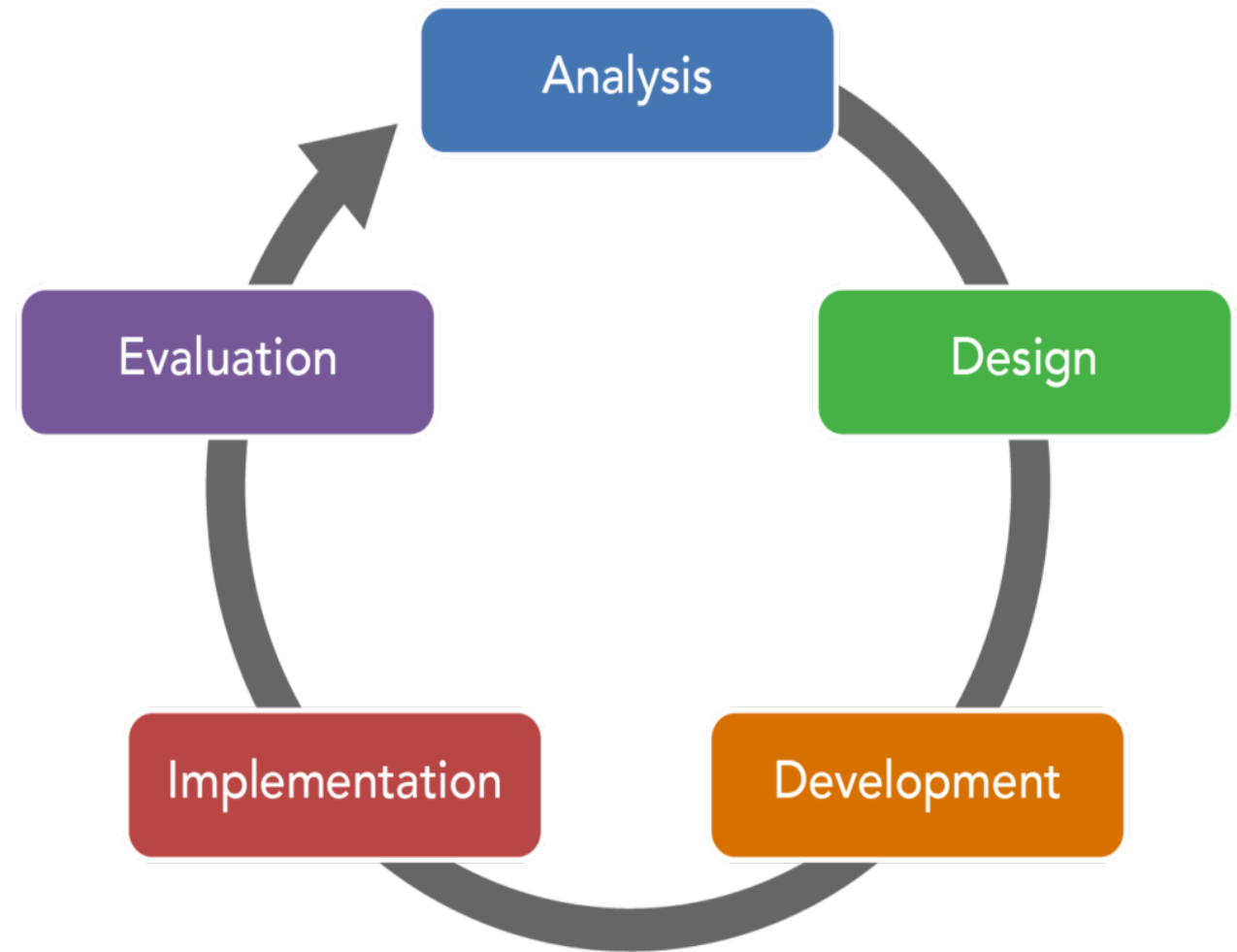
# WHAT IS A SWOT ANALYSIS AND WHY SHOULD YOU USE ONE?

SWOT stands for: **S**trength, **W**eakness, **O**pportunity, **T**hreat. A SWOT analysis guides you to **identify** your organization's strengths and weaknesses (S-W), as well as broader opportunities and threats (O-T). Developing a fuller awareness of the situation helps with both **strategic planning and decision-making**.

## STRENGTHS
- Advantages
- Capabilities
- Resources

## WEAKNESSES
- Disadvantages
- Vulnerabilities
- Limitations

## OPPORTUNITIES
- Chances
- Developments
- Benefits

## THREATS
- Obstacles
- External effects
- Risks

## WHEN DO YOU USE SWOT?

**You might use it to:**
- **Explore possibilities** for new efforts or solutions to problems.
- **Identifying** your opportunities for success in context of threats to success can clarify directions and choices.
- **Make decisions** about the best path for your initiative.
- **Determine** where change is possible. If you are at a juncture or turning point, an **inventory** of your strengths and weaknesses can reveal priorities as well as possibilities.
- **Adjust and refine** plans mid-course. A new opportunity might open wider avenues, while a new threat could close a path that once existed.

SWOT also offers a simple way of communicating about your initiative or program and an excellent way to organize information you've gathered from studies or surveys.

# WHAT ARE THE ELEMENTS OF A SWOT ANALYSIS?

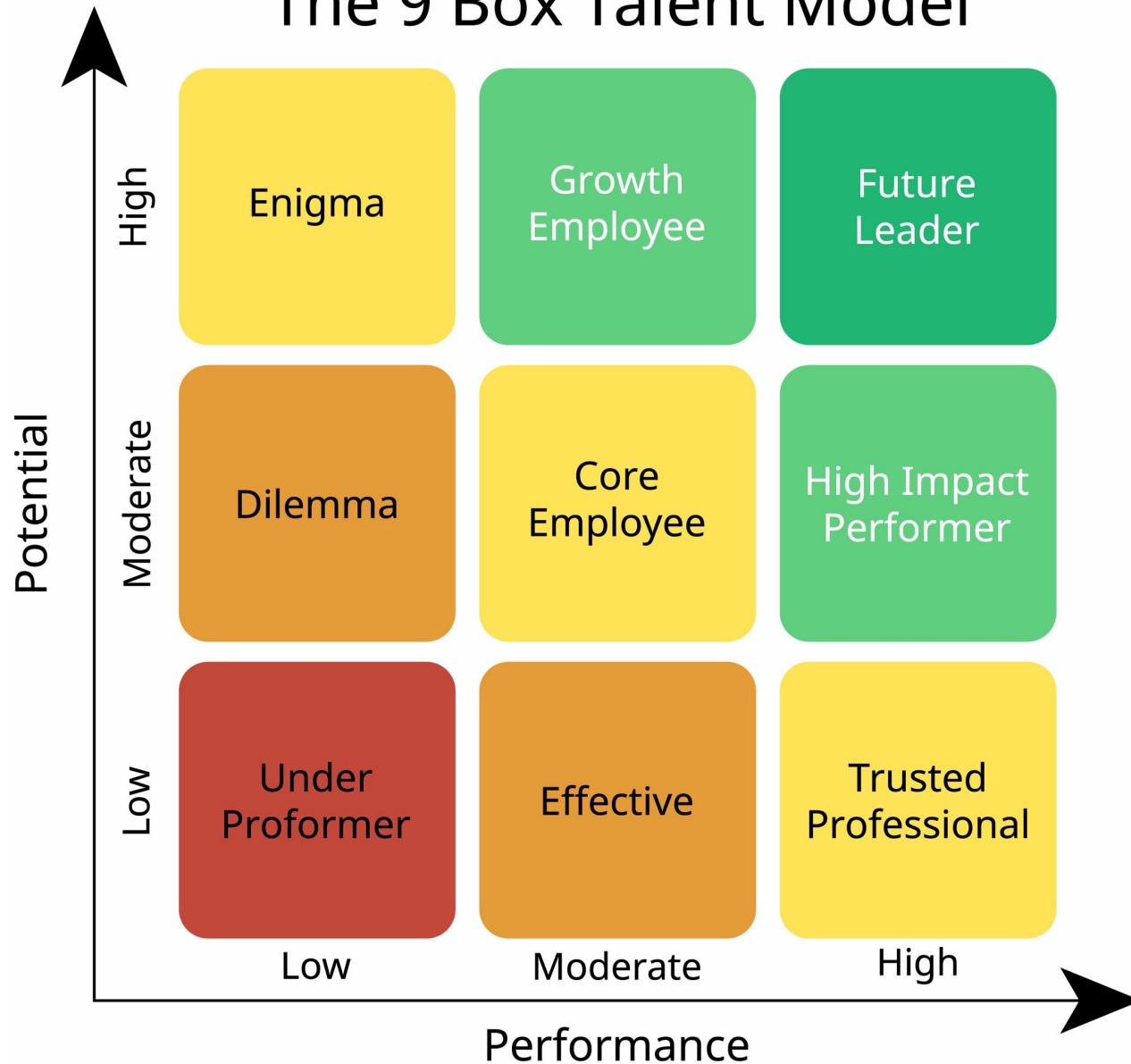A SWOT analysis focuses on Strengths, Weaknesses, Opportunities, and Threats. Remember that the purpose of performing a SWOT is to **reveal positive forces** that work together and **potential problems** that need to be recognized and possibly addressed.

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PESTLE or PESTEL is a framework for analyzing the macro-level environment of a business.

- Political
- Economic
- Social
- Technological
- Legal
- Environmental

# The 9 Box Talent Model

| | | | |
|---|---|---|---|
| **High** | Enigma | Growth Employee | Future Leader |
| **Moderate** | Dilemma | Core Employee | High Impact Performer |
| **Low** | Under Proformer | Effective | Trusted Professional |
| | Low | Moderate | High |

**Potential** (vertical axis)

**Performance** (horizontal axis)

**The 9-box grid** is an **individual assessment** tool that evaluates an employee's current and potential level of contribution to the organization. The vertical columns of the grid indicate growth potential, and the horizontal rows identify whether the employee is currently below, meeting or exceeding performance expectations. The intersection of the two determines the employee's current standing and where development may be needed.

The 9-box grid is **most commonly used in succession planning** as a method of evaluating an organization's current talent and identifying potential leaders. When leadership performance and potential are assessed and plotted on the graph, individuals in the upper right quadrant (Box 1) are identified as high-potential candidates for succession, while those in the lower left quadrant (Box 9) may need to be reassigned or removed from the organization.

The boxes on the grid indicate where **investment needs to be made** to develop future leaders. Those people in box 1 should be ready for top leadership within 6 months to a year; those in boxes 2, 3, or 6 have a longer timeline but can be groomed for eventual movement to box 1.

Throughout the years, many authors have attempted to define the strategic planning process. Boulter coined strategic planning as the process that "sets out to identify specifically an agency or governmental unit's mission, goals, measurable objectives, and performance strategies." (Boulter, 1997). Bryan Barry, author and financial planner, defined strategic planning as "what an organization intends to achieve and, secondly, how leadership within an organization will directly utilize its resources to achieve its ends." (Barry, 1997).

**Simply put, the strategic planning process is the method that managers within an organization use to determine the performance of an organization and push it towards the achievement of its objectives.**

**First,** a strategic planning process must **identify the mission and vision of an organization.**

And **second,** it must put forward methods to **assess and measure the performance of the organization, as well as the strategies the organization will implement to achieve its objectives.**

Without these components, a strategic planning process is not typically regarded as complete (Young, 2018).

**STRATEGIC PLANNING PROCESS**

**Evaluation & Control**

**Strategy Implementation**

**Strategy Formulation**

**Environmental Scanning**

**Mission and Objectives**

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# Project Management Process

According to PMI, "project management is the application of knowledge, skills, tools, and techniques to a broad range of activities in order to meet the requirements of a particular project." There are **five phases** of project management and if the lifecycle provides a high-level view of the project, the phases are the roadmap to accomplishing it.

| PROJECT Conception & Initiation 1 | PROJECT Definition & Planning 2 | PROJECT Launch or Execution 3 | PROJECT Performance & Control 4 | PROJECT Project Close 5 |
|---|---|---|---|---|
| Project Charter | Scope & Budget | Status & Tracking | Objectives | Post Mortem |
| Project Initiation | Work Breakdown Schdue | KPIs | Quality Deliverables | Project Punchlist |
| | Gantt Chart | Quality | Effort & Cost Tracking | Reporting |
| | Communication Plan | Forecasts | Performance | |
| | Risk Management | | | |

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# Kirkpatrick Training Assessment Model

**Level 1: Reaction**

The degree to which participants find the training favorable, engaging and relevant to their jobs. *Did the learner **enjoy** the program?*
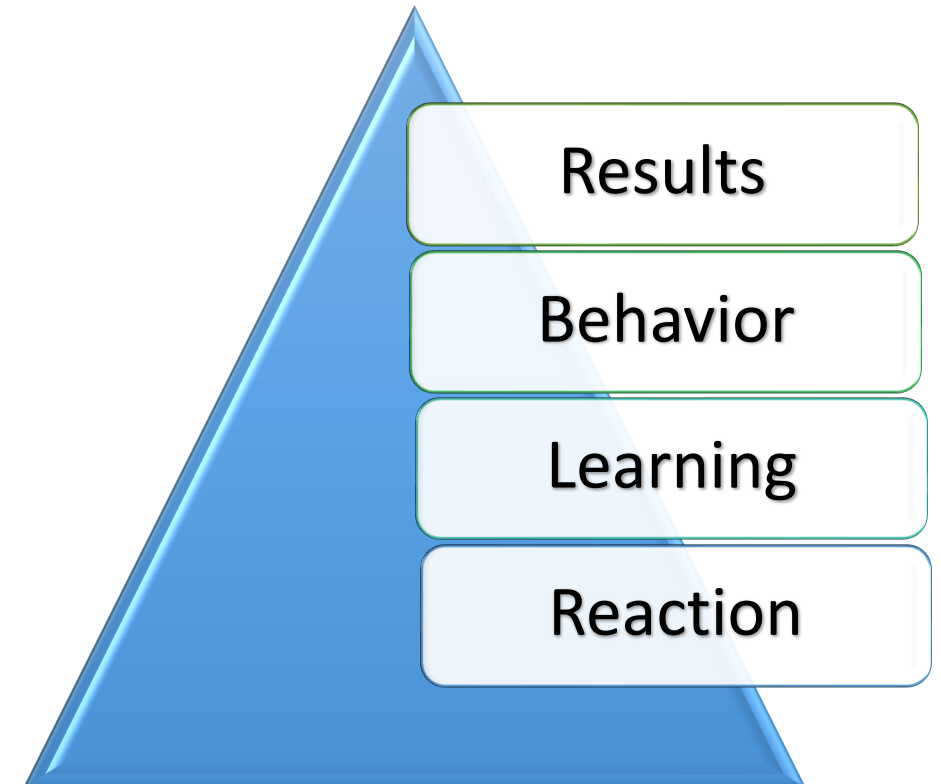
**Level 2: Learning**

The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training. *Did the learner **retain** the knowledge?*

**Level 3: Behavior**

The degree to which participants apply what they learned during training when they are back on the job. *Was **application** of the knowledge apparent in the workplace?*
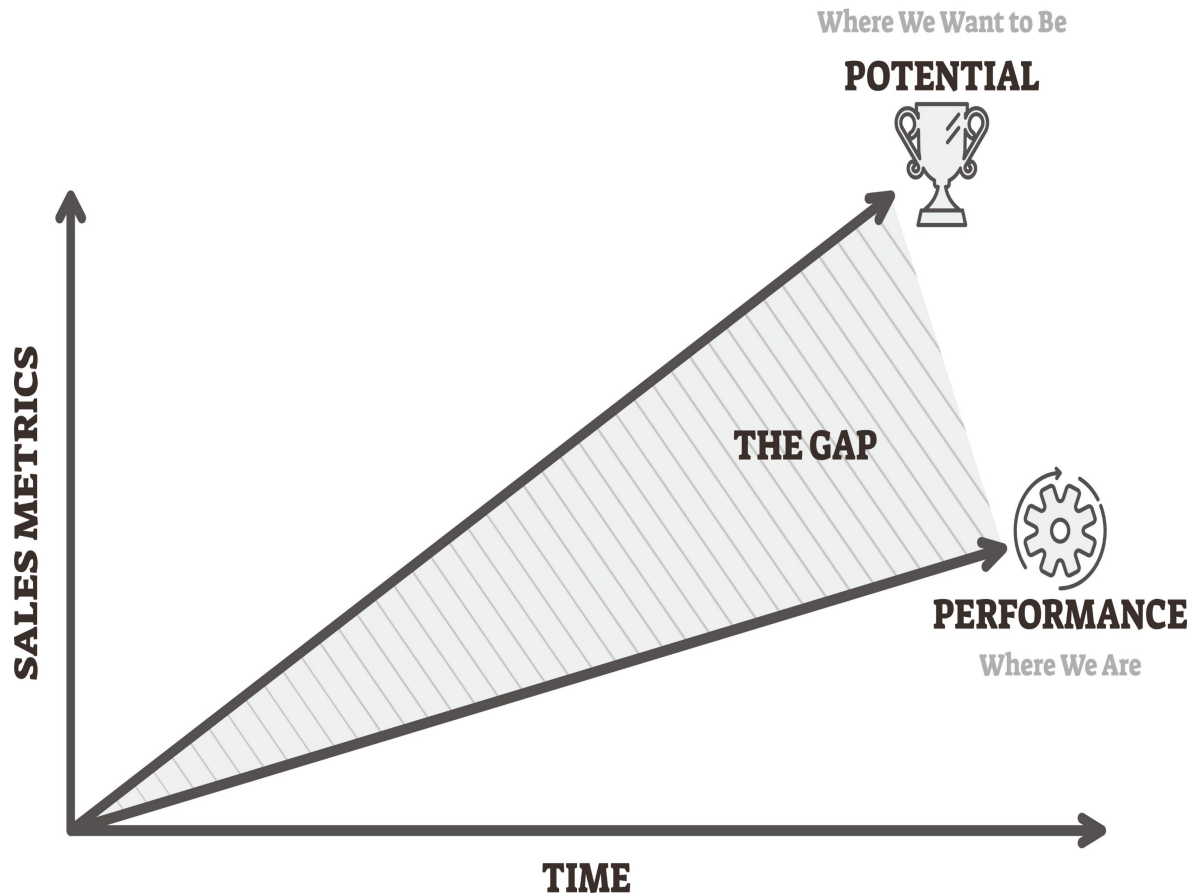
**Level 4: Results**

The degree to which targeted outcomes occur as a result of the training and the support and accountability package. *Did the training have an **impact** on the organization?*

Results

Behavior

Learning

Reaction

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# GAP ANALYSIS

Where We Want to Be

**POTENTIAL**

**THE GAP**

**PERFORMANCE**

Where We Are

**SALES METRICS**

**TIME**

Gap Analysis can relate to a variety of **strategic planning** issues.

A Gap Analysis generally consists of:

(1) listing of attributes, competencies, and/or performance levels of the present situation ("what is"),

(2) cross listing factors required to achieve the future objectives ("what should be"), and then

(1) highlighting the gaps that exist and need to be filled.

Also see Harvard handout.

# Kurt Lewin's Change Management Model

**Unfreeze**

When a company experiences negative results such as increased customer complaints or reduced sales, the unfreeze step of the change management process is triggered. In this initial step, the company "unfreezes" its current processes and examine how things are done. This means **analyzing every process and human interaction for potential improvements**.

- Is the software in use delivering optimal results?
- Are the employees living up to their potential?
- Asking these questions gives management the perspective they need to rectify the cause of the company's problems, rather than just addressing the symptoms.
- Managers must identify the needed changes, formulate goals, and explain to employees why the change is necessary.
- It is important that managers and HR explain how the change will benefit both the employees and the organization.

**Change**

The change stage is the transition stage. Once everyone has been prepared for the coming change, HR and management must guide employees as they adapt. People are typically apprehensive or even fearful of change.

- The company would need to ensure that the proper support channels are in place to help employees adapt to the change.
- Communication, education, and support are vital at this point to help limit any difficulties which may arise in the course of the transition.
- This could be a regular meeting with the manager, a knowledge base that employees can access, or a mentor who will guide them through the process.
- Providing role models and allowing employees to offer up their own solutions for dealing with the transition may also be effective.
- At this stage of the process, communication and timely adoption of changes are key.

**Refreeze**

During the aptly named "refreeze" stage, the change has been accepted, embraced, and implemented throughout the organization. The organization starts to become stable again, and no further work is needed in the transition stage of the change management plan.

- This is when things begin to return to their normal pace and routine.
- At this point, a monitoring plan must be put in place to ensure that employees do not revert back to the old organizational culture.
- Also, regular reviews should be carried out to ensure that the new methods are being followed. Employees who consistently keep to the new method should be rewarded.
- During this stage, stakeholder feedback should be solicited, monitored, and addressed for optimal results.

## Self-actualization

This level of need refers to what a person's full potential is and the realization of that potential. Maslow describes this level as the desire to accomplish everything that one can, to become the most that one can be. Individuals may perceive or focus on this need very specifically. For example, one individual may have the strong desire to become an ideal parent. In another, the desire may be expressed athletically. For others, it may be expressed in paintings, pictures, or inventions.

## Esteem

All humans have a need to feel respected; this includes the need to have self-esteem and self-respect. Esteem presents the typical human desire to be accepted and valued by others. People often engage in a profession or hobby to gain recognition.
These activities give the person a sense of contribution or value. Low self-esteem or an inferiority complex may result from imbalances during this level in the hierarchy.

## Love and belonging

After physiological and safety needs are fulfilled, the third level of human needs is interpersonal and involves feelings of belongingness. This need is especially strong in childhood and can override the need for safety as witnessed in children who cling to abusive parents.
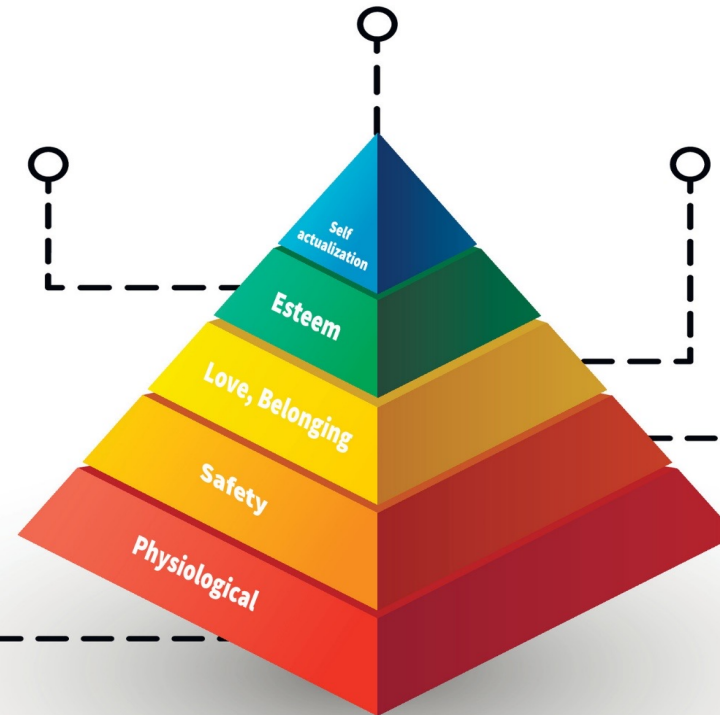
## Physiological needs

Physiological needs are the physical requirements for human survival. If these requirements are not met, the human body cannot function properly and will ultimately fail. Physiological needs are thought to be the most important; they should be met first.

## Safety needs

With their physical needs relatively satisfied, the individual's safety needs take precedence and dominate behavior. In the absence of physical safety – due to war, natural disaster, family violence, childhood abuse, etc. – people may (re-)experience post-traumatic stress disorder or transgenerational trauma. This level is more likely to be found in children because they generally have a greater need to feel safe.

Self actualization

Esteem

Love, Belonging

Safety

Physiological

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Leadership style that believes different situations call for adjusted responses in the management style. The theory states, "what an individual actually does when acting as a leader is in large part dependent upon characteristics of the current state of affairs".

A. Gap Theory

B. Lewin's Leadership Styles

C. Hersey-Blanchard Theory

D. Maslow's Leadership Theory

Leadership style that believes different situations call for adjusted responses in the management style. The theory states, "what an individual actually does when acting as a leader is in large part dependent upon characteristics of the current state of affairs".

A. Gap **Theory**

B. Lewin's **Leadership** Styles

C. Hersey-Blanchard Theory

D. Maslow's **Leadership** Theory

**C – The Hersey-Blanchard leadership theory assumes that different situations call for different responses. According to this group of theories, no single optimal psychographic profile of a leader exists.**

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Which of the processes below outline a 4-point analysis of a learning and development program?

A.  Kirkpatrick Training Assessment Model

B.  Gap Analysis

C.  SWOT

D.  ADDIE Model

Which of the models below outline a 4-point analysis of a learning and development program?

A. **Kirkpatrick Training Assessment Model**

B. Gap Analysis

C. SWOT

D. ADDIE Model

A – The Kirkpatrick Training Assessment Model helps H.R. assess the efficiency of a particular learning program by asking 4 questions.
1. Did the learner **enjoy** the program?
2. Did the learner **retain** the knowledge?
3. Was **application** of the knowledge apparent in the workplace?
4. Did the training have an **impact** on the organization?

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