

OPWL Program Learning Goals

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OPWL 592 Portfolio

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WORK SAMPLES DEMONSTRATED:

- Instructional Design: Iowa Gravel Series

TABLE 1. OPWL LEARNING GOALS

Five OPWL Learning Goal	Demonstrated in which work sample?	Explanation
1. Apply systematic and/or systemic methods to performance improvement work.	Instructional Design	A systemic process is holistic and takes into account how different parts of the system interact. In this case, I followed the Learning and Performance Support (LeaPS) instructional design model. It is systemic because it is made up of different components that work and interact with each other: 1) Empathize & Analyze, 2) Design & Develop, and 3) Implement & Evaluate. In retrospect, I could not follow the process as closely as intended due to limitations in time and the client's willingness to provide access to the learners. In particular, I could not complete the iterative aspect of the process due to limited feedback and the unavailability of input from other stakeholders.
2. Apply established professional ethics and standards to performance improvement work.	Instructional Design	The professional standard that I followed was the ISPI's Performance Improvement Standards. I worked in partnership with the client to design the training, making sure that the KSAs were highly relevant and contextual to the roles/positions of the learners. I focused on results/outcomes by having the learners practice the skill in decision-making activities throughout the training. This provided the learners with feedback and prepared them for the final assessment. I took on a systematic view when identifying the KSAs at the beginning of the project by analyzing the learners' environment, characteristics, and work tasks. I collected information from multiple sources to determine the key skills and abilities required to perform specific role tasks. I also considered outside factors that contributed to the learners' performance and the best solution to solve the client's problem based on their monetary and time constraints. In retrospect, I was not able to evaluate the results of the training. While the client piloted the training with board members and gave positive feedback, it would have been better to test the training on learners and use their feedback to further improve the course.

3. Align performance improvement solutions with strategic organizational goals and make recommendations to produce results valued by organizations.	Instructional Design	One of the main goals that the organization is currently working on is expanding by offering more races and attracting more participants. I used the LeaPS Instructional Design to identify that this is an opportunity for the organization and aligned it with a solution: to create a training that could be delivered to many people at once and easily replicated. I created deliverables for an instructor-led training, including a slide deck, instructor guide and job aids, as well as a simple self-led training consisting of a slide deck with voice-over. The instructor-led training will help streamline the training process. The current process involves one-on-one phone calls, meaning that one 45-minute training session has the potential to train an entire volunteer cohort. The simplified self-led training is a compromise based on the resources available (time, expertise) and the client's request (a version to be used when it is not possible to attend the live training). Together, the two types of training will result in savings of hours of work for every race. For the first few weeks, I did not completely understand the client's requests regarding the self-led training, which caused a lot of back-and-forth discussions. In retrospect, I should have insisted on clearing this up at the very beginning to avoid uncertainty and confusion in the design process. The organization and stakeholders identified that being able to train volunteers in less time is a valued result because it contributes to their goal of scaling and expanding. My recommendation was to provide a live, instructor-led training either in person or virtually. This keeps the initial training investment low, but the impact high. I would have liked to be able to offer e-learning as a deliverable option, but I did not have the time or expertise to produce it.
4. Collaborate effectively with others, in person and virtually, and communicate effectively in written, oral, and visual forms.	Instructional Design	During the project, my team and I met multiple times throughout the week to collaborate on the project. We interacted with each other through Google chat and Zoom. We were able to create a self-paced virtual training, slides, an instructor guide, and job aids to support performance improvement initiatives from clients. In order to successfully collaborate with one another in virtual settings, we established clear guidelines on team roles and communication strategies under a team charter. Each of our virtual meetings also encompassed clear agendas and action items that were discussed within the time of each meeting. Overall, the collaborative activities within the team were successful. In retrospect, if we had more time, we could have used collaborative whiteboard software to aid in the design of our training modules.
5. Apply theory and evidence to performance	Instructional Design	An evidence-based practice is a methodology that prioritizes scientific research and empirical data to guide the development and implementation of learning experiences and performance

improvement work.		interventions. It focuses on research, data-driven decisions, a learner-centered approach, and measurable outcomes. Within my work on the ID project, I used multiple theories to guide the analysis design and development of the training, including the LeaPs model, Knowles' adult learning principles, Gagne's 9 events of instruction, cognitive load theory, and multimedia learning principles. Due to constraints previously mentioned, I was not able to provide an e-learning deliverable to the client. If the client chooses to use the slide deck with voice-over as a primary form of training, it would not be effective according to adult learning principles. If I had more time and resources, I would have preferred to deliver an e-learning to ensure that the client was satisfied and the deliverable was effective.
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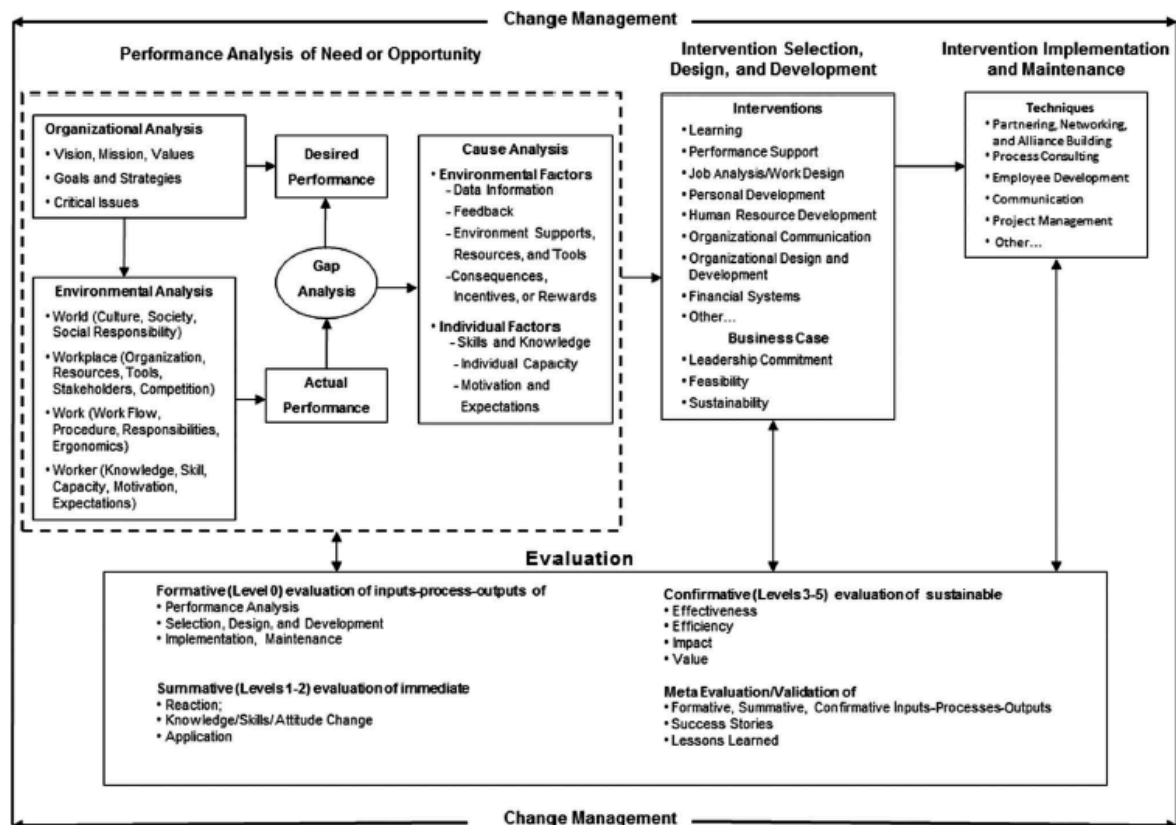
TABLE 2. OPWL TOOLS/PHASES

	Section 2 – HPT	Performance Analysis of Need or Opportunity	Intervention Selection, Des.& Dev.	Intervention Implementation & Maintenance	Evaluation	Change Management
Phase	Section 1 – OPWL Tool					
1.	Gilbert's first, second and third leisurely theorems					
2.	Rummeler's and Brache's performance matrix					
3.	Langdon's language of work (LOW)					
4.	Mager's and Pipe's performance analysis flowchart					
5.	Kaufman's organizational elements model (OEM)					
6.	Marker's synchronized analysis model (SAM)					
7.	Kellogg's program logic model					
8.	Brinkerhoff's success case method (or only training impact model)					
9.	Chyung's 10-step evaluation procedure					
10.	Kirkpatrick's 4-level model of evaluation					
11.	American Evaluation Association (AEA)'s guiding principles for evaluators					
12.	ISPI's code of ethics					
13.	ISPI's standards for performance improvement		X			
14.	Thorndike's Law of Identical Elements					
15.	Principles of Reinforcement from radical behaviorism					
16.	Cognitive Information Processing Model (computer analogy)					
17.	Knowles' Core Adult Learning Principles		X			
18.	Bloom's taxonomy of educational objectives					
19.	Mager's 3-part method for writing instructional objectives					
20.	Keller's ARCS model for motivational design of instruction					
21.	Harless' 13 "smart" questions					
22.	Procedural analysis, learning hierarchy analysis or other established task analysis method		X			
23.	Bronco ID model or another established ID model		X			
24.	Merrill's first principles					

25. Gagne's 9 events of instruction		X			
26. Authentic learning assessment					
27. Broad & Newstrom's strategies to promote transfer of learning					
28. Business Logic Model of Silber and Kearny					
29. Marker's Six-P Framework for Evaluation					
30. Five Stage Change/Implementation model (Based on Rogers and Kotter)					
31. SWOT Analysis					
32. Force-Field Analysis					
33. Double-Loop Feedback					
34. Cognitive load theory (CLT)		X			
35. Cognitive theory of multimedia learning principles		X			
36. Other – Describe an established tool that is not listed in this matrix:					

Figure 1

Performance Improvement/HPT Model.



Source: Dessinger, J. C., Moseley, J. L., & Van Tiem, D. M. (2012). Performance improvement / HPT model: Guiding the progress. *Performance Improvement*, 51(3), 10-17. <https://doi.org/10.1002/pfi.20251>