Port City Java:
Wired for Performance Improvement

A Change Management Plan

Proposal

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Executive Summary

Port City Java Incorporated (PCJ) is a retail and wholesale coffee company that serves a global market. Based in Wilmington, North Carolina, PCJ operates eleven corporate-owned coffee houses and cafes, and several hundred franchised stores all over the world. The relevant operating system includes the PCJ headquarters with all management, corporate-owned stores and employees within those stores.

Currently, PCJ hourly employees (baristas) take an average of eight minutes per customer to complete an order. Stakeholders want baristas to decrease the time it takes to serve a customer by 25%, without compromising customer service. The average time for completing an order should be six minutes, while the level of customer service is maintained at the already high standard.

Data indicates that the cause of this problem is lack of an effective training program for store managers and baristas. Performance analysis indicates that the baristas lack the skills and knowledge to consistently perform tasks efficiently. There is also a lack of structured guidelines for managers to follow which detail how to increase the efficiency of employees by focusing on their strengths during peak business hours and stationing them appropriately to complete their tasks.

The recommended solution to solve this performance problem is to develop an instructor-led training program that will include materials for PCJ trainers, managers and baristas. The manager training materials will focus on the process that managers should follow in order to effectively train their hourly employees. The program will also include information on how to properly use instruments designed to assess learners for conceptual understanding, task-oriented skills and overall training effectiveness. Training both managers and hourly employees will result in more structured and effective training for baristas, which should increase overall efficiency and, in turn, reduce the average amount of time that it takes for baristas to serve each customer.

This proposal describes a three-phase project that entails developing a training program aimed at increasing efficiency for the PCJ trainers/instructors, managers and baristas. Phase I of the project involves planning, selecting, designing and evaluating all aspects of the instructional materials. Phase II involves developing the materials to support implementation and the actual implementation program. The final phase of the project entails contracting an evaluation specialist who will conduct a summative evaluation of the overall training program.

The Problem

Port City Java operates eleven corporate stores in Wilmington, North Carolina and there are currently plans for three more stores to open in the area during the next several months. The company employs approximately sixty baristas who are all responsible for customer service and satisfaction, food and drink preparation, store cleaning and sanitation, money handling and reports, and being a team player. They are supervised by one manager, in each store, who is also responsible for customer service and satisfaction, as well as their managerial duties.

Currently, PCJ baristas take an average of eight minutes per customer to complete an order. Stakeholders want baristas to decrease the time it takes to serve a customer by 25%, without compromising customer service. The average time for completing an order should be six minutes, while the level of customer service is maintained at a high standard.

PCJ measures customer service by the number of complaints/compliments that are mediated by the Director of Operations. To clarify to their employees what it means to provide customer service, PCJ states in the *Barista Boot Camp Training Manual* that "it's our job to determine the needs of every guest who joins us and then strive to exceed their expectations. When we do that, we will be providing excellent customer service." Interviews with baristas indicate that this explanation is not adequate and that the procedure for handling complaints is unfair and one-sided (what the customer says goes).

Observations of PCJ employees in several locations indicate that baristas are spending excessive time conversing with one another instead of performing job duties. Their job performance is also inconsistent as they do not use the same (or correct) procedures to complete their tasks. During peak time observations many of the baristas and managers became hurried and skipped steps, which resulted in sub-standard products, a lot of waste and dissatisfied customers.

Solving this performance problem is important to PCJ stakeholders because they want to improve upon the existing organization in order to be more competitive in a global market. An additional factor is that the corporate units are the model stores for every existing and future Port City Java. Because this is the case, the corporate stores need to establish an effective training program that can be used in all stores around the world.

Proposed Solution and Rationale

The recommended solution to solve this performance problem is to develop an instructor-led training program that will include materials for PCJ trainers, managers and baristas. Implementing this program within the corporate stores will enhance the overall system by bringing effective training tools into an already thriving business. Port City Java is one of the fastest growing retail and wholesale coffee companies in the southeastern United States today. By integrating an effective systematically designed training program, PCJ stands to not only gain efficient and highly skilled employees, but also a reputation for offering quick consistent customer service.

In addition to these benefits, employees will gain from the training program as well. Newly hired managers and baristas will be trained quicker and more effectively, which reduces the amount of time and effort that seasoned co-workers must put into filling in the training deficits. Another benefit for employees who are effectively trained in this program is the skills that they will master. Being a proficient barista is a marketable skill that is employable around the world. Choosing to develop and implement this training program is the best solution to increase employee efficiency because the problem is performance-based and effective training is an empirically derived viable solution.

The proposed training program development plan is divided into three phases. During phase one, the instructional design team, comprised of an instructional designer, instructional developer, editor/writer, PCJ trainer/subject matter expert, secretary and test developer, will conduct an overall project planning session. Once the planning is complete, the team will begin designing the instructional development plan using the widely endorsed systematic instructional design model by Dick, W., Carey, L. & Carey, C. (2005). During the second and final phases of the project plan, the training program will be implemented throughout the corporate stores and a summative evaluation will be conducted after a period of three months to assess the effectiveness of the program. Using this methodology to design and evaluate the training materials ensures that the instruction will be efficient and effective.

Once all of the instructional components are designed, the instructor/trainer, manager and barista materials will be developed. All three guides will include the appropriate printed materials. The instructor guide is entirely print-based and will be utilized by the PCJ trainers to instruct all managers and will also include materials designed for barista training as well. The

primary purpose of the instructor's material is to serve as a guide for delivering the training to managers. It includes materials for training baristas, but it will only be used if there is no manager available to deliver the training themselves. The instructor's guide includes front-end materials, training methods, presentation guidance and a reference section.

The manager guide will include the printed materials needed to train hourly employees (objectives, lessons, assessments, etc.) as well as a supplemental instructional video and a computer-based instructional (CBI) component for the managers themselves. The purpose of the manager guide is two-fold because it serves as an instructional guide to train baristas and it will also include materials needed for the managers' training as well, which will be delivered by the PCJ trainers. The instructional guide will include front-end materials, training methods, presentation guidance and a reference section for the manager/trainer part and a separate lesson guidance, instructional video and CBI for the manager/learner part. The instructional video will demonstrate effective strategies that managers can use to increase the efficiency and team-building skills of their hourly employees. The CBI will be developed as a supplemental piece to further the learners' understanding of the material through a virtual medium.

The barista guide will include printed materials in addition to a supplemental video and computer-based instruction. This guide will be used to train newly hired employees with varying levels of experience. The store manager will be responsible for delivering the barista training using the proposed manager's guide. The barista training guide will include front-end materials, lesson guidance and assessment instruments. The supplemental video will include information pertaining to the various store layouts, positioning of materials within the stores and procedural demonstrations. The CBI will be developed to supplement the manager-led training, but could also be designed as a mini-self-instructional module that employs a variety of methods in order to cater to a variety of learning styles.

All training will take place in the existing Port City Java headquarters. This building is currently being used as their primary training facility, in addition to housing the administrative offices. The training facility includes a fully functioning mock store setup where the trainees get their first hands-on experience. The proposed training program will include activities which utilize the mock setup in a variety of ways including role playing, product creation and assessment.

Products

The instructional design team will plan, design, develop and deliver products to meet the training needs of Port City Java. The team will create clear and concise products which aid in the effective resolution of the performance problem. The following products will be developed for the Port City Java "*Wired for Performance Improvement"* instructor-led training program.

- **Development Plan**: after completing the planning session, the instructional design team will deliver the rough draft of the development plan to the PCJ Corporation.

- **Instructor's Guide**: print manual developed for the trainers to train the managers and baristas. Guide will contain all needed content materials, instructional support sections, references, assessments and answer keys.

- **Manager's Guide**: print manual for manager training and instructional guide for training baristas, both containing all necessary content materials.

- **Barista Guide**: print manual for barista training containing all necessary content materials.

- **Assessment items**: based on the performance objectives for all instructional materials.

- **Manager video**: video developed for managers which will model, demonstrate improved efficiency procedures.

- **Barista video**: video developed for baristas to demonstrate and clarify improved efficiency techniques and procedures specific to the three line variations among store locations.

- **Manager Computer Based Instruction**: instructional tool developed to deliver content of training through individualized means to provide more support through a different medium of delivery for the PCJ managers.

- **Barista Computer Based Instruction**: instructional tool developed to deliver content of training through individualized means to provide more support through a different medium of delivery for the PCJ baristas.

- **Web page**: designed and delivered to support awareness activities, which aid in project implementation and adoption. Will be added to the current PCJ web site for managers, baristas and other corporate affiliates to view.

- **Awareness activities**: emails will be sent out to disseminate awareness of the training program.

- **Formative evaluation materials**: pre-tests, post-tests, observation check lists, surveys, semi-structured interview questionnaire (1-1 evaluation)

- **Summative evaluation materials**: an outside evaluator will be contracted to assess if performance problem was solved, as well as overall effectiveness of the training program.

Project Description

This project is divided into three phases. The first phase includes the planning, analysis, design, development and evaluation of all instructional materials. This phase also includes the development of all support materials that will be needed to successfully implement this project. The second phase consists of the implementation of the training program. During this phase all training will be executed. Phase III involves the summative evaluation process, which will be conducted by a contracted evaluation specialist. For each item below the individuals responsible for each task are listed, as well as the estimated amount of time it will take to complete the task. The milestone events and activities are listed in Appendix 1. The staffing plan is listed in Appendix 2 and the budget can be found in Appendix 3.

Phase I: Designing the Instructional Materials   5/2/05-8/22/05

Phase one begins with an overall project planning session with all instructional design team members including the instructional designer, instructional developer, editor/writer, PCJ trainer (SME), secretary and test developer. After the overall planning session, the following tasks will be completed: writing instructional goals, conducting instructional analysis, analysis of learners and context, creating the task analysis, writing performance objectives, developing assessment instruments, developing instructional strategies, reviewing and evaluating content of tasks with the subject matter expert, reviewing and approving the development plan and selecting the instructional products. Additionally, Phase one will include the development of instructor/trainer, manager and barista training guides, awareness activities and the formative evaluation of all materials.

Writing instructional goals   5/3/05-5/5/05

Team members: Instructional designer, instructional developer, editor/writer

The team members will come together to formulate the instructional goals of the training program. Once the instructional goals are developed the team will then review the goals, revise if necessary and finally approve them.

Conducting instructional analysis   **5/5/05-5/16/05**

Team members: Instructional designer, instructional developer

The team will conduct an instructional analysis in order to classify the instructional goals into the appropriate domains of learning. A goal analysis will be conducted by team members as well. After the instructional analysis is complete the team will review the analysis and approve.

Analysis of learners and context   **5/3/05-5/11/05**

Team members: Instructional designer, instructional developer

The team members will conduct an analysis of the learners in order to define the characteristics of the target population that are pertinent to the development of the instruction. A contextual analysis will also be conducted in order to clearly identify aspects of the learning context and eventual performance site relevant to the training program. After the learner and context analysis is completed, the team will review the analysis and approve.

Creating the task analysis   **5/16/05-5/25/05**

Team members: Instructional designer, instructional developer

The team members will complete the task analysis in order to identify all steps required in accomplishing the instructional goals. After completing the task analysis the team will review the analysis in order to finalize and approve.

Writing performance objectives   **5/26/05-6/2/05**

Team members: Instructional designer, instructional developer, SME

The team will work together to develop the performance objectives for all skills that have been identified in the instructional analysis. The objectives will include the conditions under which the skill will be performed, the skill to be performed and the criteria to be used to assess learner performance. After the performance objectives are written the team will review them until they are finalized and approved by the team.

Developing assessment instruments   **6/2/05-6/9/05**

Team members: Instructional designer, instructional developer, evaluation specialist and test developer

The team will work together to develop the instruments based on the approved performance objectives.   An assessment item will be created for each performance objective that was approved. The team will then review the assessment items in order to finalize and approve.

Developing instructional strategies   **5/16/05-5/20/05**

Team members: Instructional designer, instructional developer, SME

Based on the learning outcomes and the performance objectives, the team will work together to select and develop instructional strategies. The team will synthesize all necessary information in order to plan the learning components of each guide based on the instructional strategies. The instructional strategies will be reviewed, finalized and approved by the team.

Reviewing and evaluating content and tasks with SME   **6/9/05-6/16/05**

Team members: Instructional designer, instructional developer, SME, barista trainer,

The team will work together to review the content that has been developed for all instructional materials.   The team will work with the SME in order to evaluate the content for accuracy. Revisions will be made in order to finalize and approve the content.

Reviewing and approving the plan &   **6/16/05-6/16/05**
Selecting the instructional products

After a comprehensive review of all material development plans, the team will give their approval. They will then work together to clarify the specifications for all instructional products that will be developed for the training project. The team will review the selection of instructional products in order to finalize and approve.   After it is approved the team will begin the development process of the training materials.

Developing the Instructional Materials   **6/20/05 – 8/22/05**

The following products will be developed: instructor guide, manager guide, barista guide, assessment items, manager video, barista video, manager CBI, barista CBI, awareness activities (web page, email), formative evaluation materials, and summative evaluation materials. Development and production of instructional materials will be conducted by a team consisting of: instructional designer, instructional developer, test developer, evaluation specialist, and an editor/writer.

The development plan must be complete and approved prior to the actual development of instructional materials. Once the development plan is completed and approved, team members will be provided with relevant information in order to proceed with planning for the development of instructional materials. The team will decide upon the organization of the instructor, manager, and barista guides, with regard to front end materials, presentation guidance, and reference materials. The team will decide upon the organization of the CBIs. They will make decisions about the content of the training video, and will explore options for laying out the manuals, web site, and email.

Using the plan as a blueprint, the team will begin working concurrently on the guides for instructors, managers, and baristas. Rough drafts of each of the manuals will be critiqued by the subject matter expert, and revisions will be made accordingly. At this point, the team will begin developing the web site and HTML email. At the same time, a videographer will be brought in to produce the demonstrative video, and a computer programmer will be brought in to produce the CBI. Both the videographer and computer programmer will collaborate with the instructional designer and instructional developer during the production of these products.

Revised rough drafts of the three manuals will be created for use in the formative evaluation. The products will be tested in one-on-one evaluations with potential adopters and revised accordingly. Next the two CBIs will be tested in one-on-one evaluations with potential adopters and revised accordingly. Then the videos will be tested in one-on-one evaluations with potential adopters and revised accordingly. The team will conduct evaluations of the web site and email by potential users. Revisions will be made as needed. Following the one-on-one evaluations, two rounds of small group evaluations will be conducted to test the manuals, video, and CBI. Final revisions will be made.

Develop Instructor, Manager, and Barista Guides   **6/20/05 – 6/24/05**

Team Members: Instructional Designer, Instructional Developer, Test Developer, Evaluation Specialist, and an Editor/Writer.

The team members will be working concurrently to develop the three guides. The first step will be to organize the product into front end and lesson materials for the manager and barista guides. Next the team will organize the information presentation and reference materials for the instructor guide.

Develop Front End Materials   **6/24/05 – 7/21/05**

Team Members: Instructional Designer, Instructional Developer, Test Developer, Evaluation Specialist, Subject Matter Expert, and an Editor/Writer.

The team will create a table of contents, instructions for using the materials, a detailed overview of content, a logistics section, a lesson by lesson list, a glossary of terms, and a bibliography for the instructor, manager, and barista guides. Upon completion of these components, the team will develop lesson guidance for the manager and barista guides. Finally, the team will develop instructional/training methods, presentation guidance, and the reference guide for instructors. Next the instructional designer, instructional developer and subject matter expert will collaborate with the graphic designer and editor/writer to draft materials. Revisions will be made as needed, and the team will print a draft of all the instructional materials.

Develop Instructional Videos   **6/20/05 – 8/22/05**

Team Members: Instructional Designer, Instructional Developer, Videographer

Two videos will be produced as part of the training to improve efficiency of managers and baristas. One video will be geared toward managers, modeling strategies they can use to improving their training of baristas. The second video will be geared toward baristas, modeling ideal performance within the context of the three different Port City Java line setups. The videographer will join the team at this stage, collaborating with the instructional designer and instructional developer to produce the videos.

Develop Computer Based Instruction   **6/20/05- 8/22/05**

Team Members: Instructional Designer, Instructional Developer, Test Developer, Evaluation Specialist, Editor/Writer, and Computer Programmer

In addition to print based instruction, a CBI for manager and barista training is being developed in order to reach all learning styles. The CBI also will be a convenient and cost-effective method for providing refresher training. The computer programmer will join the team at this stage, collaborating with the team to produce a manager and a barista version of the CBI.

Develop Formative Evaluation Materials   6/20/05 – 7/8/05

Team Members: Instructional Designer, Instructional Developer, Test Developer, Evaluation Specialist, Subject Matter Expert, and an Editor/Writer.

During the early stages of the design process, the team will begin planning for the development of formative evaluation materials. The team will establish key issues to be addressed in the formative evaluation. Then they will create the instruments that will be used to conduct interviews, surveys, and the observation checklist. The pre- and post- tests were developed at an earlier stage in the instructional design process, but they will be utilized as tools during the formative evaluation. All of these instruments will be used to measure the success of the instructional materials. On a micro-level, evaluation will concentrate on whether or not the learners are acquiring specific skills, knowledge, and attitudes. On the macro-level, the team will look at the implementation of the entire system to determine whether or not the components work as they should: if the instruction appears to be user friendly to potential adopters; if the program fits the delivery system constraints; and if the delivery system actually is using the program in the way that it is designed.

Develop Awareness Activities   6/20/05 – 7/8/05

Team Members: Instructional designer, Instructional Developer, Evaluation Specialist, Subject Matter Expert, Editor/Writer, Computer Programmer

Concurrently, with the development of formative evaluation materials, the team will be developing awareness activities materials. Materials will include an email and an additional page to Port City Java's existing Web site. The email should be well-designed and graphically pleasing. The email announcement will explain the new training, the status of its development, the benefits of the program, and anticipated training dates. The email will go out to all corporate stakeholders, staff, and affiliates, including franchisees. Within days of sending the email, a new page should be published on the Port City Java web site. The page should feature top notch graphics and flash animation to maximize the excitement of the new program. The page will

announce and explain the new training program, and its benefits. The team should update the page regularly to build anticipation and increase the likelihood of buy-in among potential adopters. The page also should be updated regularly to reflect the current status of the program's development and projected training dates. Potential adopters will be recruited to evaluate the email and new web page via survey questions and short interviews. Revisions will be made accordingly.

Conduct one-on-one formative evaluations   **7/12/05 – 7/26/05**

Team Members: Instructional designer, Instructional Developer, Evaluation Specialist, Subject Matter Expert, Port City Java Trainer, Port City Java Manager, Port City Java Barista

After the first draft of the manuals, the CBIs, and the rough-cut of the videos are completed, potential adopters will be used to evaluate the instructional materials. One-on-one formative evaluations will be conducted in separate sessions for each of the products: the manual, the CBI, and the video. One-on-one formative evaluations also will be conducted with the three potential adopter groups, instructor/trainers, managers, and baristas. The team will be conducting a total of nine one-on-one formative evaluations. Prior to the delivery of instruction, a pre-test will be given. Instruction will be delivered, and the user will communicate areas of concern throughout the course of the instruction, then a post-test will be administered. Surveys, informal interviews, and the observation checklist will be used to assess the effectiveness of the delivery system and user attitudes. The post-test and observation checklist will be used to assess learning. Following all the formative evaluation sessions, the data will be analyzed, and the team will generate recommendations for revisions.

Revise Instructional Materials   **7/12/05 – 7/26/05**

Team Members: Instructional Designer, Instructional Developer, Test Developer, Evaluation Specialist, Editor/Writer, Videographer, Computer Programmer, and Subject Matter Expert

Recommendations from the formative evaluation will be reviewed and incorporated into the training manuals, CBIs, and demonstrative videos.

Set up Training Facility   **7/26/05 – 7/27/05**

Team Members: Instructional Designer, Instructional Developer, Port City Java Training Department

The instructional designer and instructional developer will collaborate with the Port City Java training department to make sure that the mock café training facility is equipped and ready to accommodate the needs of the small group formative evaluation. Team members will make sure that the computers are operating properly and connected to the Internet. Team members will also make sure that the restaurant equipment is operating properly and that supplies are sufficiently stocked.

Print/Publish Training Materials   **7/26/05 – 7/27/05**

Team Members: Instructional designer, Instructional Developer, Computer Programmer, Print Shop

The instructional designer and instructional developer will make sure that the revised manuals for instructors, managers, and baristas are completely and accurately collated. They will deliver the materials to the print shop and order three copies of the instructor guide, three copies of the manager guide, and a dozen copies of the barista guide. The instructional designer and instructional developer will need to collaborate with the computer programmer to make sure that the CBI and streaming version of the demonstration videos are accessible via the Internet and working as they should.

Conduct Training   **7/27/05 – 7/29/05**

Team Members: Instructional designer, Instructional Developer, Evaluation Specialist, Subject Matter Expert, Port City Java Trainer, Port City Java Manager, Port City Java Barista

The team will conduct two rounds of small group formative evaluation over the course of two days. The first round will focus on manager training, led by a Port City Java instructor, who will be following the instructor guide to deliver the training. The second round will focus on barista training, led by a manager, who will be following the manager guide to deliver the training. Evaluators will gauge the effectiveness of the train-the-trainer instruction. The sessions will be observed by the instructional developer and instructional designer who will record any problems or questions that come up during the training.

Conduct Formative Evaluation of Training and Analyze Results   **7/29/05 – 8/2/05**

Team Members: Instructional designer, Instructional Developer, Evaluation Specialist, Subject Matter Expert

Following each small group sessions, the participants will be given a survey. The team will analyze the results of the pre- and post-tests, the recorded observations, and the surveys to measure the success of the instructional materials to determine whether or not the learners are acquiring specific skills, knowledge, and attitudes. The team also will look at the implementation of the entire system. Formative evaluation should indicate whether or not the components work as they should; if the instruction appears to be user friendly to potential adopters; if the program fits the delivery system constraints, and if the delivery system actually used the program in the way that it is designed.

Revise Materials   **8/2/05 – 8/11/05**

Team Members: Instructional designer, Instructional Developer, Evaluation Specialist, Subject Matter Expert, Editor/Writer, Computer Programmer, Videographer

Revisions will be made as needed, based on recommendations from the small group formative evaluations.

Phase II: Implementation of Training Program   **Date: 8/22/05-8/29/05**

After all instructional materials have been developed, evaluated and final drafts are approved, the implementation of the training program will begin. This will occur during Phase II of the project. The implementation of the training will begin on August 22, 2005 at the Port City Java Corporate Headquarters Training Facility. The PCJ trainers/instructors will deliver the training program to the learners. The trainers/instructors will use all developed materials in order to implement the training program with the PCJ Store Managers. All needed training materials will be delivered to the training site prior to the training implementation start date. This training program will follow the train-the-trainer model as the PCJ managers will be using developed training materials in order to train their hourly employees. The Port City Java store managers will be training their employees among the eleven corporate PCJ locations.

Phase III: Summative Evaluation   **Date: 8/29/05-9/27/05**

In order for the Port City Java Corporation to determine if the training solved the performance problem, a summative evaluation will be conducted. After the training program is implemented,

the project will move into Phase III. Phase III will focus on evaluating the impact of the instruction on the learners, the performance problem and the operating system. Phase III will begin with the instructional design team meeting in order to compile all data that will be necessary to verify the effectiveness of the project. The team will compile data from assessments, performance checklists, surveys, as well as any qualitative data that is pertinent. An outside evaluator will be contracted in order to objectively evaluate the effectiveness of the training program. All needed data will be provided for the evaluator. After the evaluator has completed this process they will provide a report to the instructional design team and the appropriate Port City Java staff members. After the report is provided by the evaluator, the team will meet to review the report and make any necessary revisions to the program.

Appendix A: Milestone Events and Activities

[Click here to view network diagram PDF](#)

Appendix B: Staffing Plan

Resource Name	Hourly Rate	Hours on Project	Total
Instructional Designer	$31.25	1,120	$35,000.00
Graphic Designer	$21.00	360	$7,560.00
Illustrator	$18.00	360	$6,480.00
Editor/Writer	$26.00	762	$19,812.00
Evaluation Specialist	$23.50	168	$3,948.00
Instructional developer	$20.00	1,724	$34,480.00
Computer Programmer	$30.00	472	$14,160.00
SME-Barista Trainer	$25.00	179	$4,475.00
Test Developer	$30.00	152	$4,560.00
Secretary	$14.00	32	$448.00
Videographer	$20.00	720	$14,400.00
Outside Evaluation Consultant	$75.00	168	$12,600.00
		Total	$157,923

Appendix C: Budget

Resource Name	Hourly Rate	Hours on Project	Total
Instructional Designer	$31.25	1,120	$35,000.00
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Secretary	$14.00	32	$448.00
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Outside Evaluation Consultant	$75.00	168	$12,600.00
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