Instructional System Design Process

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Instructional Systems Program
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INTRODUCTION

Overview

This is a report requested by the President of Polynesian Cultural Center (PCC or the Center) to improve their current organization-wide Training and Development Program (TDP). The TDP is under the control of the Human Resource Department (HRD). The purpose of the report is to formulate an Instructional System Design Model (ISD) for the Center. This ISD model serves as a path for all PCC departments to create a systematic and systemic process to produce effective, efficient and timely TDPs. This model is also to be used to reestablish the PCC’s business and performance objectives through improved instructional and non-instructional interventions. These interventions are developed based on ISD analyses. This ISD process will align the organization’s performance with the objectives and core values to improve PCC services to the public. This ISD project is also created with involving the key stakeholders of the PCC community in mind, so that they have a sense of ownership in Center development during the project development and thereafter.

ORGANIZATION CHARACTERISTICS

Organizational Background

The Polynesian Cultural Center was founded in 1963 by the Laie community, which consists of local residents, Brigham Young University-Hawaii (BYUH) students and faculty. Years before this development, Laie was a sugar cane plantation community. When the University was built in 1955, many students worked in the plantation to finance their schooling. As the number of students increased over the years, the plantation was no longer able to provide enough jobs for the students. A group of community members started a weekly beach luau event for passersby. Through word of mouth this small authentic luau became the second largest tourist destination in Hawaii.

Today, the Polynesian Cultural Center is one of the top Hawaii tourist destinations. It is the largest private living museum in Hawaii. The Center covers a 42-acre facility located in Laie, on the North Shore of Oahu Island. The Center consists of 7 Polynesian Villages, 5 restaurants, 4 snack bars, 2 Canoe Pageants, 1 Performance Arena, 1 IMAX Theater, and souvenir shops. For the last 6 years, the Center has hosted over a million visitors annually, which is about 16 percent of the total visitors to Hawaii. The annual number of visitors to the Center is second only to Pearl Harbor, which is estimated to be over 3 million visitors a year. The Center operates 6 days a week, from Monday through Saturday. It is closed on Sundays, Thanksgiving Day, and Christmas Day. The daily average count of visitors is about 3250 people. During the summer and Winter breaks, the Center receives visitor counts as high as 5500 visitors per day and as low as 1200 visitors per day during the months of January, September, and October.
Today, there are about 1400 employees from the community working at the Center serving over a million tourists per annum. Over 1000 employees are students from BYUH and 400 are from the North Shore community. Among these students, 700 students are under a work-study program, called the International Work-Experience Scholarship (IWES). The IWES program assists less fortunate international Pacific Islanders and Asian students to pursue tertiary education within the United States. Many of these students would never have the chance to receive an education without this program. In return these students sign a contract promising to return to their home countries to fulfill their careers and also serve the Church and society upon completion of their education.

Over the last couple of decades, the PCC-BYUH partnership has also provided consultation services to major universities in China, Tibet, India, Ghana and Romania, who are building similar entertainment and education institution partnerships like the PCC model. In order for the PCC to deliver entertainment to this great number of tourists using these unskilled student workers, the Human Resource Department (HRD) is taking on the enormous responsibility of monitoring these successes. The PCC TDPs is one of the keys to these successes.

Since opening in 1963, the PCC has supported over 17,000 students. In 2005, the Center’s estimated annual profit was approximately USD 6.5 million and has maintained that same level of profits to date. The actual revenues are never disclosed to the public, because it is a non-profit organization and the PCC Board of Directors, The First Presidency of the Church of Jesus Christ of Latter-Day Saints (LDS, Church), reserves the right to not to disclose their financials. On top of the sales, every year PCC receives many private donations made to the Center from alumni around the world to support more international students to go to school at BYUH.

**Organization Structure**

Besides the Board of Directors, the PCC is assisted by an advisory board and the State of Hawaii’s Department of Business, Economic Development & Tourism. The advisory board consists of three parties, the Marriott Foundation Chairman, the BYUH President, and the Director of Hawaii Reserve, Inc. (APPENDIX A) The advisory board serves to broaden the PCC’s view of both internal and external issues that affect PCC development.

From the managerial view of the PCC organization, the President of the PCC is the head of the organization. He is appointed by the Board of Directors. He has three Vice Presidents (VP) working under his direction; the Operations VP, the Financial VP, and the Promo VP. These VPs oversee their respective areas; however, the responsibilities of the Operations VP are by far the largest of all. The Operations VP has six departments for which he is responsible. These departments are Human Resources (HR), Marketing and Sales, Maintenance, Food and Beverage (F&B), Retailing, and Entertainment. (APPENDIX B) Each of these departments is divided into divisions. The HR department is divided into 4 divisions: the recruitment, training and development (TD), compliance, and compensation and benefits (CB) divisions. (APPENDIX C)
The TD division of the HR department is responsible for providing, preparing, designing, and implementing the IDS instructional and non-instructional interventions to improve the TDPs through out the PCC. Table 1.0 is a list of all the Operation Departments, Divisions and Sub-divisions.

Table 1.0: PCC Operation Departments, Divisions, Sub-divisions

<table>
<thead>
<tr>
<th>Operation Departments</th>
<th>Divisions</th>
<th>Sub-divisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Human Resources</td>
<td>Recruitment</td>
<td>Full Time, Part-Time, In/Out –bound employees, Performers</td>
</tr>
<tr>
<td>Training and Development (TD)</td>
<td>Monitoring training, education, and development of all departments, Consultancy.</td>
<td></td>
</tr>
<tr>
<td>Compliance</td>
<td>Safety, Security, First-Aid Team, State and Federal Law and Regulation Compliance, Insurance</td>
<td></td>
</tr>
<tr>
<td>Compensation and Benefits (CB)</td>
<td>salary ranges for job descriptions, merit-based programs, bonus-based programs, commission-based programs, wages, retirement package</td>
<td></td>
</tr>
<tr>
<td>2 Marketing and Sales</td>
<td>In-bound Ticketing</td>
<td>Front-Desk Ticketing</td>
</tr>
<tr>
<td>Out-bound Ticketing</td>
<td>Honolulu Ticketing Center, Out of State Sales</td>
<td></td>
</tr>
<tr>
<td>Promotions and Advertising</td>
<td>Market Research, Call Centers,</td>
<td></td>
</tr>
<tr>
<td>3 Maintenance</td>
<td>Cleaning, Fixture, Repairs, Renovation</td>
<td>Lagoon, Village Grounds, Parking, Purchasing</td>
</tr>
<tr>
<td>Safety Regulation</td>
<td>OSHA</td>
<td></td>
</tr>
<tr>
<td>4 Food and Beverage (F&amp;B), Restaurants</td>
<td>Gate Way Restaurants, Ambassador Dinning</td>
<td></td>
</tr>
<tr>
<td>Snack-bars</td>
<td>Village Snack-bars, Banyan Tree Food Court.</td>
<td></td>
</tr>
<tr>
<td>Luaau</td>
<td>Aloha Luau, Ohana Luau, Ka’ui Luau</td>
<td></td>
</tr>
<tr>
<td>5 Retailing</td>
<td>In-bound and Out-bound Retailing</td>
<td>Retail Shops, Gifts</td>
</tr>
<tr>
<td>Purchasing</td>
<td>Purchasing for all departments except maintenance department.</td>
<td></td>
</tr>
<tr>
<td>6 Entertainment</td>
<td>Performance</td>
<td>Village Performance Team, Canoe Pageant, Night Shows, Costume Design, Luaau Shows, IMAX Theater</td>
</tr>
<tr>
<td>Customer Services (CS)</td>
<td>Tour Guides, Front Desk CS Assistant</td>
<td></td>
</tr>
<tr>
<td>Annual Special Events</td>
<td>Fire Knife Competition, Laie Day, Polynesian Pageant Competition, Fire Poi Ball Competition, Halloween Lagoon, Facility Rental</td>
<td></td>
</tr>
</tbody>
</table>
Mission Statement

PCC hold a very noble statement with a single mind to the mission statement below.

The Polynesian Cultural Center is a unique treasure created to share with the world the cultures, diversity and spirit of the nations of Polynesia.

In accomplishing this we will:

- Preserve and portray the cultures, arts and crafts of Polynesia.
- Contribute to the educational development and growth of all people at Brigham Young University-Hawaii and the Polynesian Cultural Center.
- Demonstrate and radiate a spirit of love and service which will contribute to the betterment, uplifting and blessing of all who visit this special place.

Organization Goal

In order to fulfill the mission statement above, PCC management believes strongly in organization-wide customer service-based oriented goals.

- We value our customers.
- We provide excellent service by exceeding customers’ expectations.
- We impress customers with the quality of our customer service by providing it in a pleasant, friendly, and timely manner.
- We are honest.
- We act with honor and goodwill.
- We provide genuine and consistent work ethics.
- We practice teamwork.
- We reach out for opportunities to support our colleagues to create a better working environment for all.
- We treat everyone as we wish to be treated; with integrity and respect.
- We welcome innovation and change in our daily task.
- We will encourage and support employee innovation, creativity, and adaptability to change.

Below is a list of PCC CS’s core value beliefs and principles that all employees embrace:

- Accountability -- Be responsible for your action.
- Cleanliness – Constantly look out for work-place’s cleanliness.
- Integrity -- Be honest with day-to-day activities and do what is right all the time.
- Leadership -- Set the example and takes initiatives in a timely and decisive manner.
Introduction to Instructional Systems Design

- Quality -- Take pride in assigned tasks and responsibilities.
- Respect -- Be cooperative by being sensitive to others needs.
- Safety -- Know your job and limitations and perform all tasks in a safe manner.

These goals and core values will be used in the PCC ISD Model development.

PROBLEM ANALYSIS

Market Analysis

Since the end of 2006, PCC management has become increasingly concerned with the decline in the number of tourists visiting Oahu. The number of tourists is dropping between 6-8% per annum. A Market Analysis was conducted to determine the Center’s attractiveness in the market, and to identify the opportunities and threats as they relate to the strengths and weaknesses of the firm. Below are a few results from different dimensions of market analysis:

Market Size

According to the 2008 Annual Visitor Report of the Department of Business, Economic Development & Tourism of Hawaii (DBEDT, 2009), there is an average of an eleven percent decrease of tourists from all the countries except Japan. Although Japanese tourism increased 15%, the number is insignificant to the overall tourist arrival to Oahu Island. The number dropped from 7,496,820 (2007) to 6,713,436 (2008) visitors. The department is hopeful of increase in 2009 and 2010; however, with the predicted continued economic decline forecasted for 2009, it is anticipated that the number of visitors to the PCC will continue to decline by 5-8% in 2009.

PCC reserves the right not to disclose their finances; they provided the quarterly visitor data. (Table 2.0) This data shows a huge drop in visitors to PCC up until the last quarter (May-Aug 09). However, the projected number of visitors to Oahu by the DBEDT shows no promise of increase.

Table 2.0 Quarterly number of visitors to PCC since Sep 2006 (*data compare to previous year quarterly data)

<table>
<thead>
<tr>
<th>Period</th>
<th>Sep-Dec 06</th>
<th>Jan-Apr 07</th>
<th>May-Aug 07</th>
<th>Sep-Dec 07</th>
<th>Jan-Apr 08</th>
<th>May-Aug 08</th>
<th>Sep-Dec 08</th>
<th>Jan-Apr 09</th>
<th>May-Aug 09</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Tourists</td>
<td>288000</td>
<td>319000</td>
<td>330000</td>
<td>240000</td>
<td>285000</td>
<td>310000</td>
<td>230000</td>
<td>265000</td>
<td>320000</td>
</tr>
<tr>
<td>Qtr % changed</td>
<td>-6%*</td>
<td>-10%*</td>
<td>-5%*</td>
<td>-17%*</td>
<td>-10.6%</td>
<td>-6%</td>
<td>-4%</td>
<td>-7%</td>
<td>3.2%</td>
</tr>
</tbody>
</table>
Market Growth Rate and Trend
The Department of Business, Economic Development & Tourism of Hawaii predicted that there will be a continuous decrease in tourist expenditures from $12,811 million (2007) to $11,399 million (2008). They expect a continued decline in tourist expenditures in 2009 of 12.6% to 9,959 million dollars. The market is expected to decrease until end of 2010.

Thus said, the PCC is expecting a decrease of visitors and sales from visitors. The only promise trend from the visitors’ market has no promise for any near future growth for PCC.

From the Market Analysis, the PCC will continue to attract a large number of tourists to the daily performances. However, the impact of the downturn in the economy and its continued forecasted direction coupled with the competition PCC faces from newly built Polynesian Luaus in downtown Honolulu will hinder near-future for the PCC.

Competitor Analysis

Over the years, PCC became the largest paid tourist attraction center in Hawaii. A number of entrepreneurs have started similar profitable businesses. There are four competitors who survived through thick and thin of the economy and are major competitions. Four of these serving similar are:

1) Germaine’s Luau – It is a backyard-style, family oriented type of party where family and friends gather together to enjoy "All-you-can-eat" buffet, drink, and entertainment located at a private beach on the west coast of Oahu. The various pre-dinner and pre-show activities keep everyone entertained and involved throughout the evening, which concludes with Polynesian Revue and features a Samoan Fire-knife Dancer.

2) Magic of Polynesia – It is luau dinner with a unique blend of Polynesian entertainment and amazing illusions.

3) Creation - A Polynesian Journey: this is Sheraton's Polynesian dinner and cocktail show in Waikiki. The show presents a chronological story through the South Pacific Islands with an accomplished cast of performers representing the cultural music and dances of Tahiti, New Zealand, Fiji, the Marquesas Islands, Samoa and Hawaii.

4) Paradise Cove Luau – It is located on a 12 acres oceanfront private beach. Guests are able to view a beautiful sunset during the luau dinner while watching Polynesian luau shows.

These four competitors have a number of advantages over the PCC.

a) Location – all these 4 competitors are located either downtown or near downtown Honolulu. They are all about half an hour drive from Waikiki.

b) Distance – Since all of them offer the same type of dinner (luaus), it is much more convenient and time saving to visit these destinations as opposed to driving to Laie, which is 2 hours away from Waikiki.
c) Time – these locations only open in the evening. They attract those who do not spend a lot of days in Hawaii, which are majority of them.

d) Attractiveness - This place is very similar to PCC’s Luau and Night Show combination. They serve a Luau dinner and with exotic Polynesian dances. Unlike PCC, their dancers are professional dancers and better choreographed than those performed by the PCC student dancers.

e) Customer Service – They have excellent Customer Service. Everyone working for these competitors are paid higher, more motivated and more experienced than PCC workers and therefore their guests receive better customer service. A number of PCC customers have made comments about these differences.

f) Job Performance – Compared to the PCC, they have lower employee turnover. Most of the workers stay on the job longer. They leave their position either for promotion or employment with another company. The PCC workers are mainly students. They are temporarily stationed in Laie and over 98% of them leave the community after graduation. Every 4 months, there are over 100 students who quit their job at PCC, moving on to other careers or returning home after graduation.

Both the competitors and the PCC have the same objective, which is to provide better entertainment services to visitors. Somehow PCC is falling behind the competition on customer service and overall operation efficiency. PCC’s success over the years has come from competitive pricing, the historical intrigue of the PCC, and the night show. With relatively the same admission price charged over the years (between $70-100), PCC guests start their activities at noon. The guests tour through the 7 seven villages, watch a canoe pageant; participate in a canoe ride, and then have dinner before the night show. Guests get their money’s worth at the PCC.

Due to the Center’s policies and location, points a, b, and c are external factors which PCC has no control, where as d, e, and f are competitions that PCC employees are able to improve on.
Although the numbers of the visitors to the center are slowly recovering from low tourism numbers to Hawaii and facing competition from the local competition, PCC is facing an organization-wide crisis. Signs of weak customer service show that PCC staff requires assistance in improving staff behavior, task knowledge, and efficiency. Chart 1.0 shows the increasing number of complaints since January 2008.

Chart 1.0: Staff complaints from Sep 2006-Aug 2009 Statistics

The increasing complaints on staffs’ behavior, task knowledge, and inefficiency concern PCC’s near future business performance in. Couple with the reduction of visitors and strong competition, PCC customer service is not making the situation better.
GAPS IN CURRENT TRAINING PROCESSES

The current customer complaints are handled case by case basis. The HRD receives notes on complaints and leave the complaint diagnosis and corrections that were generated by staff errors to the respective sub-division supervisors. The flow chart below shows how complaints are being process to retraining employees.

At the end of each day, the Customer Service Division summarizes and identifies all complaints (1) to the different departments (2) and submits a summary copy of the day’s complaints to the HRD (3). Then, if there is any further complaint or law suit on those cases, the HRD will refer to those records. The identified department supervisor will then distinguish the complaints to either it is an instructional issues or environmental issue (4). If the complaint is an instructional issue, the supervisor will do a verbal instructional training with the particular individual or department as a whole (5). If the complaint is an environmental issue, complaint and a suggestion of intervention will be submitted to the maintenance department (6). Both the environment and training will be observed (7) and evaluated (8) after the issue is diagnosed. If
there is no reoccurrences, the issue will be left aside (9). However, if the same issue occurs again, then the process of verbal training starts all over again.

**Current Training Process**

There is no formal training program for each department. At the beginning of each BYUH semester, there is a large group recruitment to replace those who have left PCC for good after graduating from BYUH and for those who received promotions or who have transferred to new departments. When new recruits join the PCC student employee forces, most of them are new to working with guests and customers in the entertainment industry. Most of these student employees are from Asia and Pacific Islands.

The new student recruits training (steps 4, 5, 6, 7, and 8) are similar to the steps 5, 7, 8, 9, and 10 of the retraining in the CS complaint process. The only difference is that all new recruits must complete a 3-day Basic CS training. Once a person finished this training, he is not required to return to this training again.
Lack Employee Behavioral Analysis

All the complaints are assumed to be student employee errors. The management considers all student employees are young and therefore mistakes are unavoidable due to their lack of experience. However, there is no formal analysis carried out to assess the concerns of student employees.

Lack Training Analysis

Currently, all PCC departments, divisions, and subdivision are conducting all the training, except the PCC’s basic CS training. Some of the departments have manuals training specific positions only. However, most of the training is verbal through seniors. Many of these seniors have not been there very long. A good example is the tour-guide department wherein all new hires are trained by following seniors touring the center for a week or two. Most of these recruits are receiving Trainer-Centered training. At the end of 6 hours of listening to training, very little are retained in the trainee.

Lack Training Design

Since all trainings are verbal and very few are written, practically one can say there is no designed training. When an employee receives a complaint about what he did, he will be sent for retraining. However, the retraining is only knowledge based training and has nothing to do with behavioral or efficiency performance. This also shows the weakness of evaluation methods within PCC. This lack of design leads to many more unwanted issues.

Proposal Area of Concern

The main area of concern of PCC Operation is lack of training development and complaint case handling process model. When trainings are handled through verbal processes, there is no tracking of what was done to trace the root causes of an error. The model proposed to handle those issues.

The Training Development Process is to be used to prepare organized training courses for all departments, divisions, and subdivisions. With the mind that the PCC HRD is planning to centralize all training programs, it is the goal of the Center to organize and develop all training programs with a single model. This involves recording, creating, and cataloging all PCC training programs. This will improve overall employees’ behavior, task knowledge, and inefficiency. The recommended new ISD model is in reference with the IBM’s Course Development Model created by Tom Warner and John Keller. However, the Pilot Test component is taken out from Implementation phase and move into Stage 8 of the new model. Furthermore, Summative Evaluation is separated from the Phase 9 and move into Stage 11.
Proposed ISD Model for Training and Development Programs

1. Getting Started
2. Program Prioritization
3. Analysis
4. High Level Design
5. Resources
6. Detailed Design
7. Development
8. Pilot Test
9. Production
10. Implementation
11. Summative Evaluation
12. Maintenance
1.1 Objectives:
   1.1.1 This is prioritizing urgency and vitality of the training programs.
   1.1.2 Identify division personals’ eagerness to assist in developing training program for respective department.
   1.1.3 Distinguish the instructional training programs from non-instructional interventions.

1.2 Steps:
   1.2.1 Schedule and meet with Divisional Managers and Sub-divisional Supervisors
   1.2.2 Review all trainings within the Division and Sub-divisions
   1.2.3 Problem analysis
   1.2.4 Identify urgency and vitality of the existing trainings
   1.2.5 Prioritize the training programs to be develop under ISD Model

1.3 Expected Outcome:
   1.3.1 Identify all training programs within the Division and Sub-divisions
   1.3.2 Prioritize training programs to be developed by urgency and vitality that will have immediate affects to organization.
   1.3.3 The prioritization list is justified by how it will have immediate effects on customers and employees.

1.4 Stakeholders:
   1.4.1 HRD ISD Personnel
   1.4.2 Department Head
   1.4.3 Divisional Manager
   1.4.4 Sub-divisional Supervisors

Stage 1.0 Getting Started
2.1 Objectives:
2.1.1 Identify which three levels of needs assessment of the training programs belong.
2.1.2 Prioritize all training programs in organizational analysis, task analysis and individual analysis.
2.1.3 Conclude which top 5 training programs to be first developed.
2.1.4 Set dateline completion.

2.2 Steps:
2.2.1 Complete Stage 1 meeting with all 6 departments.
2.2.2 Conduct an organization wide meeting with all department head and divisional managers.
2.2.3 Distinguish which of the three levels of needs assessment these training programs belong.
2.2.4 Prioritize the distinguished training programs in each of the three levels.
2.2.5 Set datelines for the first 5 chosen training programs to be completed.

2.3 Expected Outcomes:
2.3.1 All training programs are divided and prioritized into the organizational analysis, task analysis and individual analysis.
2.3.2 All department heads and divisional managers able to come to conclusion with top five training programs would start on ISD development.
2.3.3 Completion datelines are set for the first 5 training programs.

2.4 Stakeholders:
2.4.1 HRD ISD Personnel
2.4.2 Department Head
2.4.3 Divisional Manager
3.1 Objectives:
3.1.1 Identify appropriate analyses on behavior and characteristics of potential learner group and subject matter experts who will be involved in the training development.
3.1.2 Produce analysis reports of the task assignments and environment of each job
3.1.3

3.2 Steps:
3.2.1 Conduct an assessment of the behavior and characteristics of potential learner group and subject matter experts who will be involved in the training development.
3.2.2 Conduct needs analysis
3.2.3 Conduct job/task analysis
3.2.4 Write the assessment and analyses report

3.3 Expected Outcomes:
3.3.1 Identify employees’ behavior and characteristics.
3.3.2 Identify the knowledge, skills, attitudes, and tasks required for the duties of each job.
3.3.3 Identify environments settings and

3.4 Stakeholders:
3.4.1 HRD ISD Personnel
3.4.2 Divisional Manager
3.4.3 Sub-divisional Supervisors
3.4.4 Sub-division employees
4.1 Objectives:
4.1.1 Establish an instructional purpose
4.1.2 Provides an overview of a solution, platform, system, product, service, or process.
4.1.3 Provide a work flows or data flows between system components.
4.1.4 Establish evaluation plan

4.2 Steps:
4.2.1 State the sequence of terminal objectives
4.2.2 Conduct content analysis
4.2.3 Develop training units
4.2.4 Prepare training improvement plan
4.2.5 Institute an evaluation stratagem for the entire ISD development

4.3 Expected Outcomes:
4.3.1 Create a blueprint of detailed course design.
4.3.2 A document may also depict the work flows between component systems.

4.4 Stakeholders:
4.4.1 HRD ISD Personnel
4.4.2 Divisional Manager or Sub-divisional Supervisors
4.4.3 Respective Employees
5.1 Objectives:
5.1.1 Conclude an estimation of required resources needed in developing the training programs.
5.1.2 Efficient resources allocated for the project.

5.2 Steps:
5.2.1 Prepare information for all activities in all process instances generated during ISD development of the trainings
5.2.2 Prepare a training maintenance plan
5.2.3 Conduct a cost-benefits analysis. Estimate all the costs of training assessment, design, development, implementation, evaluations, and maintenance.
5.2.4 Propose estimate costs and resources needed to the management for approval

5.3 Expected Outcomes:
5.3.1 A spreadsheet of training costs
5.3.2 A budget plan that meet the fund allocation
5.3.3 Resource approved by the management

5.4 Stakeholders:
5.4.1 HRD ISD Personnel
5.4.2 Department Head
5.4.3 Finance Representative
5.4.4 Sponsors
6.1 Objectives:
6.1.1 The specifications are clear, precise, and meet the training objectives.
6.1.2 Prepare specification for the training course.

6.2 Steps:
6.2.1 Prepare a design plan
   6.2.1.1 Align design plan with training objective
   6.2.1.2 Create a design training course template
   6.2.1.3 Get the plan approve by the stakeholders
6.2.2 Design measurements
   6.2.2.1 Outline design measurements
   6.2.2.2 Plan instruments to be used in the design
   6.2.2.3 Get approval from the trainers
6.2.3 Design training lessons
   6.2.3.1 Determine training strategies
   6.2.3.2 Determine training content
   6.2.3.3 Determine training activities
   6.2.3.4 Determine training motivation
   6.2.3.5 Align training determinants with course specification and Objectives
   6.2.3.6 Get approval from trainers on the contents

6.3 Expected Outcomes:
6.3.1 Instructional Objective
6.3.2 Instructional Strategy
6.3.3 Learning material layout and template
6.3.4 Unit lesson of the training
6.3.5 Detail training activities
6.3.6 Motivationally structured
6.3.7 Training materials are aligned with objectives

6.4 Stakeholders:
6.4.1 HRD ISD Personnel
6.4.2 Sub-divisional Supervisors
6.4.3 Sub-division employees
6.4.4 Subject matter experts
7.1 Objectives:
7.1.1 Develop the course using collected knowledge content, learning activities and materials.

7.2 Steps:
7.2.1 Prepare a development plan
   7.2.1.1 Training material development plan
   7.2.1.2 Get approval for the plan
7.2.2 Develop or obtain measurement instruments
   7.2.2.1 Check existing usable instrument availability
   7.2.2.2 Purchase or obtain the instrument
7.2.3 Develop and test lesson prototype
7.2.4 Develop all activities and materials
   7.2.4.1 Specification of the activities
   7.2.4.2 Activities are align with lesson objectives
   7.2.4.3 Get approval for using the activities in specific part of the training materials
7.2.5 Review materials with subject matter expert for accuracy throughout the development

7.3 Expected Outcomes:
7.3.1 Training materials are specified
7.3.2 Training materials use media instruments

7.4 Stakeholders:
7.4.1 HRD ISD Personnel
7.4.2 Sub-divisional Supervisors
Stage 8.0 Pilot Test

8.1 Objectives:
8.1.1 Respondent understanding of training materials
8.1.2 Appropriateness of response categories
8.1.3 Material clarity

8.2 Steps:
8.2.1 Get permission for employees to participate in pilot test
8.2.2 Administer the same way as for the actual training.
8.2.3 Ask respondents to critique questions and directions.
8.2.4 Check consistency, thoroughness and accuracy of answers.
8.2.5 Check time adequacy of the participants

8.3 Expected Outcomes:
8.3.1 All errors are removed from the training materials
8.3.2 Respondents understand the training materials
8.3.3 Materials are ready for production

8.4 Stakeholders:
8.4.1 Sub-divisional Supervisors
8.4.2 Sub-division employees

Stage 9.0 Production

9.1 Objectives:
9.1.1 Produce training materials

9.2 Steps:
9.2.1 Prepare and conduct production plan
9.2.2 Find producers
9.2.3 Get Print Samples and Quotations
9.2.4 Match Productions with allocated budget
9.2.5 Get approval for printing expenses

9.3 Expected Outcomes:
9.3.1 Find quality and cost effective printer
9.3.2 Production meets the standard of stakeholders

9.4 Stakeholders:
9.4.1 Department Head
9.4.2 Divisional Manager
10.1 Objectives:
10.1.1 Implement trainings using the ISD modeled material
10.1.2 Trainers are trained to use ISD methods

10.2 Steps:
10.2.1 Assess the current stakeholders’ behavior
10.2.2 Courseware readiness
10.2.3 Announce the completion of new training materials
10.2.4 Integrating training into organization structure and assigning responsibilities
10.2.5 Train trainers to use the new ISD developed training program
10.2.6 Assess new training materials acceptance by the trainers and employees
10.2.7 Prescribe intervention to reduce resistance toward new training materials and methods

10.3 Expected Outcomes:
10.3.1 Trainers and trainees not accept new training methods and training materials.
10.3.2 Apply change management

10.4 Stakeholders:
10.4.1 Department Head
10.4.2 Divisional Manager
10.4.3 Sub-divisional Supervisors
10.4.4 Trainers
11.1 Objectives:
11.1.1 Determining attitudes and achievement related to using a primer after it has been used in a training course
11.1.2 Measure the effectiveness of training and make proper revision of the course to meet the business needs

11.2 Steps:
11.2.1 Plan summative evaluation using Kirkpatrick’s 4 Level evaluation
   11.2.1.1 Reaction - how the learners react to the learning process
   11.2.1.2 Learning - the extent to which the learners gain knowledge and skills
   11.2.1.3 Behavior - capability to perform the learned skills while on the job
   11.2.1.4 Results - calculate monetary, saving, and efficiency with ROI calculations
11.2.2 Report Evaluation results to Operation Head

11.3 Expected Outcomes:
11.3.1 Trainees improve behavior, task knowledge, and inefficiency
11.3.2 Improve Customer Service

11.4 Stakeholders:
11.4.1 Sub-divisional Supervisors
11.4.2 Sub-division employees
11.4.3 Trainers
12.1 Objectives:
12.1.1 Training materials are updated
12.1.2 Make necessary modification to meet the business needs

12.2 Steps:
12.2.1 Conduct annual evaluations using Kirkpatrick’s level 1 and 2 evaluations
12.2.2 Revisions
12.2.3 Update the course
12.2.4 Reproduction of material

12.3 Expected Outcomes:
12.3.1 All recommendations from evaluation must be supported by data
12.3.2 Relevant changes takes place after thorough analysis takes place.

12.4 Stakeholders:
12.4.1 Divisional Manager
12.4.2 Sub-divisional Supervisors

CONCLUSIONS

This implementation of the new ISD model will open a new position. This position is housed in the PCC HRD TD, and collaborates with all other departments, subject matter experts, and employees to create training programs and opportunities, along with full time and part time employee trainings around particular skills and content areas in at PCC. Currently, PCC will only open one position to coordinate all levels of employees to build training programs. Any future hire is not known, unless more ISD personnel are requested.

Below is a list of essential duties and responsibilities of the ISD personnel:

- Accountable for training development and performance support projects.
- Design training programs and activities primarily for students, and staff.
- Work with Subject Matter Experts to develop learning objectives and training content, and ensure that the information is current, accurate, and complete.
- Collaborate within the scope of instructional media needs
- Develop training that is aligned with the organization's goals and mission.
- Design and develop interactive learning content including learning objectives, simulation scenarios, graphical art/media, and valid/reliable assessments.
• Develop and maintain assessment processes that monitor and evaluate performance skills based on outcomes tied to organizational effectiveness.
• Maintain and revise materials developed as needed.
• Independently design moderately complex training programs and topics that meet the needs of the organization.
• Develop, promote and maintain knowledge of adult learning theory and practice.
• Evaluate training programs and trainer effectiveness through the collection of data and feedback from customers using established tools.

The effectiveness of the proposed model can only prove its effectiveness in the PCC TDPs while in the first round process. The formative evaluation will increase the likelihood for the new model to succeed. However, the end results are the only determinants of a successful model. Since this will be the first ISD model ever used by PCC, there is no comparison to other models. The current model was developed out of culture and simple verbal procedures. These traditional verbal training has no record of its successes. The Summative evaluation in Stages 11 and 12 uses Kirkpatrick’s 4 level of evaluation. This evaluation process will provide valid data to determine success of this model. Below are the 4 levels.

Level 1 – Reactions: This level measures how those who participate in the training program react. This level is measured with attitude questionnaires (smile sheets) that are passed out after most training classes. This level measures one thing: the learner's perception (reaction) of the training.

Level 2 – Learning: Measuring the learning that takes place in a training program is important in order to validate the learning objectives. The learning evaluation require post-testing to ascertain what skills were learned during the training.

Level 3 – Transfer: This evaluation involves testing the trainees’ capabilities to perform learned skills back on the job.

Level 4 – Results: This evaluation defined as the final results that occurred because the participants attended the program: the ability to apply learned skills to new and unfamiliar situations. This application new knowledge is measure during and after post tests.

In recent years, training program evaluation programs added an important evaluation in assessing outcome. It is the return on investment (ROI) approach. This approach derived from
the a cost-benefit analysis (CBA). CBA is used to calculate actual organization result. In calculating result CBA consist of three steps. 1) Determine the financial benefits to the organization 2) Determine the total cost of training and 3) Calculate ROI and report results.

The ROI calculation formula is the benefit (return) of an investment is divided by the cost of the investment; the result is expressed as a percentage or a ratio.

\[
\text{ROI} (%) = \frac{\text{investment}}{\text{cost of investment}} = \frac{(\text{Revenue} \ - \ \text{Cost})}{\text{Cost}} = \frac{(\text{Operational Savings}/\text{cost of training})}{100}
\]

The cost of investment, cost, or cost of training is referring to the total resources invested in to the training program development. Whereas, the investment, profit, or operational savings are referring to gains or lost from productivity, cost reduction, monetary increase, and non monetary investments.

The results of PCC’s ROI on the new model can be proven its validity by calculating the current situation against future PCC condition.

**Rational of the proposed model**

Although PCC and IBM are two distinctly different types of organization, but the Phases used in IBM are applicable at PCC. This model is simple, direct, and easily understood by readers. The reason for using the word Stage instead of Phase is that PCC workers use the word “phase” to distinguish unrelated even. Stage on the other hand is commonly use as parts of a chain of events.

Furthermore, this IBM ISD model is very similar to the ADDIE model, which is commonly used by student workers from BYUH. The ADDIE model is well recognized by the employees, this easily help those involve in the training program development grasp the idea.

The model is complete with systematic and holistic view. With the continuous development of the training programs, this model allows reevaluation iteratively over and over again.

This proposed model will lay a path to organize and improve the PCC training programs. When new trainee is hire, the senior will spend less time training and more time servicing the guest. This increases effectiveness of using time. Furthermore, organized training program provides a full development guide and reference to each trainee.
This is the first time PCC using any kind of ISD model to develop training programs. There will be obstacles preventing the ISD personnel to enforce these training programs. From the 12 stages of the model, Stage 10, Implementation would be the number one obstacle. Many of the PCC full time and senior employees have been working there for years. They are used to the fact that verbal training is sufficient to duplicate their work.

In order to prevent this obstacle, the ISD personnel must include their participation from the beginning of the process and allow them to have a sense of ownership of this development without knowing this plan. The stakeholders’ ownership of the project means the chances of implementing this project is possible.
Resources


APPENDIX A: Polynesian Cultural Center Board

The Church of Jesus Christ of Latter-Day Saints
The First-Presidency

Asia and Pacific Local LDS Church
Ecclesiastical Endorsers

Polynesian Cultural Center

State of Hawaii Department of Business, Economic Development & Tourism

Marriott Foundation Chairman
Richard E. Marriott

Brigham Young University Hawaii
President

Hawaii Reserves, Inc.
Director