

## Implementation

I will insert my digital story into the beginning of the unit to serve as an introductory piece for the course. My story does not introduce the activities within the course; instead it introduces the theme of the course. Its message is the desired outcome – teamwork and collaboration to create a more efficient and accurate department. Therefore, my digital story works best at the beginning of the session, an icebreaker of sorts.

In my unit plan I wrote that the participants will view my digital story and after reflecting on its meaning, create their own story about how teamwork and collaboration have positively impacted their performance on the job. Upon further reflection, I believe that the course should include an instructor-led discussion after the story viewing but before the participants present their individual stories, about the meaning of my story. Since my story is a metaphor comparing a rock band to the teamwork required in a corporate environment, the instructor-led discussion will ensure that the participants make the connection between the two.

## Resources

All of the needed resources are already in place at my company. We have an experienced training department with seasoned personnel and available facilities. Our classrooms are equipped with internet connections, computers featuring MS Word and an LCD projector. We have a trainer in place who works with the Loan Administration group. (Escrow Administration falls under Loan Administration.) The trainer will complete a “train the trainer” session prior to facilitating the course in which he will be educated about the goals, content and sequence of the course.

## Delivery

The Firm uses Microsoft’s SharePoint for the corporate intranet and file storage. I will be hosting the story on SharePoint in addition to my personal web site. It can be launched from any internal computer connected to the corporate intranet using Windows Media Player. It can also be viewed on my personal web site, if necessary, from a computer connected to the internet but not the corporate intranet. In the classroom, the facilitator will launch the story from the facilitator PC connected to the LCD projector.

## Obstacles

I think my biggest obstacle will be getting buy-in from the business and course participants. Any time you do something different, someone is bound to object. This course is different in that it requires higher level cognitive learning skills. The participants will not be fed all of the answers via a traditional classroom lecture and then asked to regurgitate them on a test. That has its place. Unfortunately, though, that is all that many people know and understand and straying from that model sometimes leads to a lack of support. This course requires the students to think and collaborate and arrive at their own conclusions regarding why they believe each team is

important to the other teams and the department. I have spoken with the leadership in the training department and they are supportive. I think it will be critical to educate the other departments about what we are doing and why we believe it will be effective.

## Student Diversity

I intentionally designed the course activities to be completed via group work to accommodate the different levels of the participants in the course. The facilitator guide states, “The class will separate into groups where they will collaborate and participate in learning activities and answer a series of questions. The class requires a minimum of two participants representing each Escrow Administration team. Additional participants can easily be accommodated by creating additional breakout groups, as long as each team is represented in each group.” Ideally, the two members in each group representing a team will have varying levels of experience – at least one experienced team member and one less experienced team member. The inexperienced participants will be able to learn from the more experienced team members. Additionally, each “team” within each group will learn from the other teams in the group. Since the class is not a traditional lecture, the facilitator’s responsibilities will include observing each team’s discussions and coursework development processes to guide the groups in the right direction, if necessary.

## Evaluation

Outside of their performance in the classroom it will be difficult to create any definitive measurement of the effectiveness of the class. My hope is that by learning more about the other teams and departments that an individual works with, the individuals will be better equipped to solve problems that occur during the typical workday, will be less inclined to submit poor work and will begin to think about how they can change their work processes to improve the overall functionality of the organization. If effective, this will manifest itself in the levels of accuracy reported by the audit department during their quarterly examinations of the department’s operations. This will include factors such as the number of escrow analysis errors and regulatory violations that are reported, the amount of financial loss that occurs because of these errors and the number of “tasks” that are created to ask for assistance outside of a team or department. (A task is a method of messaging built into the financial management system that we use. Tasks are created to fix errors or request additional information.)

Additionally, we would like to see a decrease in the number of issues that are escalated to management. If fewer issues occur due to more accurate implementation and more employees are able to resolve issues independently, then we should see a decrease in the level of issues that are escalated.