

GRANVILLE ACADEMY AND GMU COLLABORATION

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Performance Analysis

A Performance Analysis is conducted to identify the goals of the organization, drivers and barriers that would impact the project goals, and to elicit multiple perspectives from clients and stakeholders.

Client and Stakeholders

The client for this project is Granville Academy of Northern Virginia. The mission of the Granville Academy Northern Virginia is to provide youth grades 8 through 12 whom have an interest in business and college students whom are studying business, with the fundamental skills in business, finance, science and engineering in bi-weekly sessions over five years. After learning new skills the students will be better equipped to overcome barriers and assimilate into the economic mainstream. It is intended that the students share their knowledge with others and ultimately help build strong inner city communities based on free enterprise.

Granville Academy is a national after school program that trains youth in basic business principles. William Granville Jr. started this program in Trenton, New Jersey in 1983. Growing up Bill Granville was the leader of a street gang in Trenton, NJ. One of his teachers saw his potential and persuaded him to change the direction of his life. He has never forgotten that teacher or the confidence that his teacher gave him. His way of repaying the support from this teacher is to teach and train inner city youth the dynamics of business and entrepreneurship. In 19 years the program has expanded to seven cities. Each program or affiliate operates independently with the support from the national office.

Granville Academy Northern Virginia is a 501c 3 non-profit organization and was established in 1992. Meetings are held bi-weekly on the campus of George Mason University in Fairfax Virginia. Their website www.granvilleacademynova.org lists when classes are held, suggested readings, upcoming events and information about scholarships. Granville Academy National hosts an annual conference each year allowing students from all the affiliates to participate in a number of activities and seminars.

Data Gathering:

Performance Analysis

The initial Performance Analysis will consist of a meeting with the Subject Matter Expert (SME)/Client.

The purposes of our performance analysis will be to:

- Identify drivers and barriers
- Identify organizational/client goals
- Elicit multiple perspectives

Preliminary Findings

Data Sources

To assess what learners will find desirable in a computer-based instructional environment, we may provide the current students and graduates with a brief survey to determine learning styles and other necessary information about the target audience. In addition to surveying the students, it might be beneficial to interview faculty and or administration. These interviews can be conducted over the phone or in-person by the GMU Team. Meeting with the client and reviewing the Granville Academy webpage will provide us with relevant information pertaining to the organization.

The GMU team anticipates gathering information from the following sources:

- Students currently enrolled in courses offered by Granville Academy

- Graduates of Granville Academy
- Faculty
- Administration
- Granville Academy Webpage

Data Gathering Methods:

The following methods will be employed to gather data which will enable the GMU Team to identify client goals, drivers, barriers, student characteristics and student needs.

- Online Survey- An online survey is a useful way to assess learners.
- Interviews
- In-person
- Phone
- email
- Content:
- Search of Internet Resources- There are several free online templates.
- Search of Relevant Journals and Other Publications

Drivers

Based on the project proposal and our preliminary analysis, we identified several drivers that will assist in the success of this project:

- The client has shown himself to be open minded and flexible toward the solution designed and has the freedom to make decisions related to this project without requiring input from affiliate or national organizations.
- There is not a dictated set of tools that must be used nor a specific timeline required for delivery of the final product.
- We have access to some of the students who would be users of the product.

Potential Barriers

The main barriers to the success of the project that we identified were:

- The client has a variety of interesting ideas that are larger in scope than can be completed in one semester. We will need to work with him to prioritize and scope the project.
- The content area of ‘Black Business History’ is very broad. We will need to work with the client to define a clear scope of content to be included.
- We do not have much data regarding what students in the target audience already know about this subject. We will want to work with our client to research available data.

Priorities for Training or Development

The following information related to development/training is representative of the knowledge gained through the interpretation of Granville Academy’s project proposal and the GMU teams information gathering processes thus far.

- **Cognitive Theory**
 - Base development on cognitive theory of how people learn
- **Audience**
 - Gear development to the interest/needs of the target audience
 - Students ages 13-18 interested in business
 - College Students studying business
- **Curriculum**
 - History of black business in America
- **Technology**

- The client has suggested an interactive game with video and music. The GMU Team will assess whether or not this delivery method will meet the needs of the students and will align with the project/client instructional goals.
- **Website**
 - The client has suggested a website to support the game (rules, list sponsors, study resources, advertise upcoming competitions) and a data base of pictures, articles and video clips related to black business history. The GMU Team will assess whether or not this delivery method will meet the needs of the students and will align with the project/client instructional goals.

Recommendations:

Will be determined based on data gathered during the client meeting.

Questions

Ask Ahead Questions

- What are the goals for this project?
 - **Fine tune my ideas for a commercially successful product**
 - **Develop and update an instructional prototype**
 - **Create a detailed design plan**
- What kind of interaction do you envision between the students?
 - **As a competition I envision interaction between team members to agree on the winning answer.**
- Are there any supplemental learning or growth outcomes you would like to have addressed through this effort?
 - **Not sure**
- How do you think you would measure success? Do you have a specific outcome/level or participation goal in mind?
 - **I would measure success by the demand for the final product.**
 - **Not sure what you mean to second question.**
- Are the other Granville affiliates or the National Office to be involved in decision making for this project?
 - **No, I will be making all the decisions**

Interview Questions

1. Customer/People

- 1.1. Who will benefit from this project?
- 1.2. What type of things do you think the students will respond to?
- 1.3. What type of instruction do you think suits the majority of your students?
- 1.4. How might you prioritize the need for this project within your student body (e.g. age, grade etc. – depending on the learning goals, we may need to narrow to address only 1 segment, and/or provide a scaffolded approach so that a younger player or older player could use it. One example providing a base question with increasing ‘hint’ levels to make it address different knowledge levels – from an assessment (or even game) perspective, scoring could be influenced by the number of hints required)

2. Content/Tasks

- 2.1. What websites, games, and/or instructional software do your students currently use?

2.2. Do you envision something that teaches the content, or something that measures understanding of content learned through other means?

2.2.1. Follow up questions if not clear from goals –is cognitive or affective domain the priority. (Is the focus learning the facts presented in the content, or on motivating the students, building confidence, generating ideas etc).

2.2.2. Within this discussion, look for cues to gauge the level of comprehension desired in either or both domains(e.g. Bloom's taxonomy: Cognitive: Knowledge: Comprehension: Application: Analysis: Synthesis: Evaluation. Affective: Receiving: Responding: Valuing: Organization: Internalizing

2.3. What aspects of a game format do you think would be particularly useful?

2.4. Are there recommended sources for content, do you have specific sources in mind?

2.5. What are the major topic areas and related subtopics to be included?

2.6. Have you seen something similar online that you think is a good model?

3. Technology

3.1. How do you envision delivering/presenting the project to your students?

3.2. When you say pc-based, does this mean the project should be usable without Internet?

3.3. What kind of PCs/version of windows?

3.4. Are there resources /staff who would be responsible for maintaining this effort?

3.5. Are there resources /staff who would assist with development of this effort?

3.6. How often would you want to update it?

3.7. Is there an expectation to share the solution outside of Granville/Nova

4. Context

4.1. How does the relationship between affiliates/home office impact decisions? (may be redundant depending on ask ahead question along these lines)

4.2. Who would have to be involved in signing off on this project? (as above)

4.3. Is there a known source for budget (while an actual budget amount may be outside of the scope it may be valuable to understand if funding is expected to

come from a particular partner or sponsor – this could influence considerations about how it is developed).

References

- Rossett, A. (1998). First Things Fast : A Handbook for Performance Analysis.
Pfeiffer
Granville Academy of Northern Virginia Website, downloaded January 24, 2006:
<http://www.granvilleacademynova.org/>