

Oasis Residential Motivational Instruction Project
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Statement of Problem

Oasis Residential is a luxury property management company headquartered in Dallas, Texas, but with locations throughout the United States. The company currently employs approximately 500 employees. A quarter of the employees are in higher-level, decision-making and strategy positions, while the remaining three quarters fall under managers, assistant managers and entry-level positions. Those hired at entry-level positions must complete an extensive training program that covers the mission of the company along with the tasks and responsibilities associated with their position.

Through observation and record keeping, we have noticed a significant drop in engagement and professionalism. Entry-level employees are not receiving adequate guidance and recognition in their position. As a result, retention has been difficult. By implementing a training/workshop program for managers, focusing on skills that provide motivational and management strategies, engagement will be elevated. Therefore, this process will create higher levels of retention.

Needs Assessment

Currently, Oasis Residential has encountered a significant decline in employee retention among entry-level employees. While turnover with this position is common, the rate at which retention has decreased is abnormally high. This decrease is significantly costly, both fiscally and time invested in the employee.

Through interviews (exit and on-the-job) and surveys, employees in entry-level positions have stated they have little to no ownership in their work. They believe that their position has no relevance and no merit. They believe there is little to no guidance on projects. Some of the employees have stated that they are only working to earn an income and are not engaged to

exceed what is expected. Lastly, some stated that they are not trusted by their management to complete the tasks accurately. Manager interviews and surveys have indicated that management does not know how to motivate and engage their employees effectively.

Unfortunately, considering time constraints, a full needs assessment could not be completed. If time permitted, steps a full assessment needs assessment would be conducted to develop a solution. Issues such as the ones described above can be resolved through increasing motivation and engagement for entry-level employees. In order to effectively do so, those in managerial positions will need to learn and demonstrate more effective motivational and communication skills.

Goals Analysis

The purpose of the workshop is to increase the leadership and motivational skills of managers and assistant managers. The goals for the participants completing the instructional leadership and development course for managers are:

1. To improve engagement with those they manage
2. To become skilled motivators in the work place
3. To use components of the ARCS model in their daily routine
4. To improve interdepartmental relationships
5. To show an increase in leadership skills and knowledge
6. To improve retention rates

Learners Analysis

General characteristics

The learners for this training will be the District and Property Managers for Oasis Residential. There will be 80 learners participating per training session. The learners range in age

from 25 to 45 years old and are predominantly female. Most individuals have at least five to ten years within management positions. It is expected that the majority of the learners have an educational background of at least a bachelor's degree (or equivalent experience).

Ethnically, the company is diverse, and resembles the ethnicities within each region. Because of their years of experience and educational background, the learners should possess at least a minimal understanding of leadership and motivation and its relation to engagement and retention. Despite this minimal knowledge, it is clear that the knowledge is not utilized in daily interaction with staff.

Specific Entry Characteristics

- Must be in leadership position within company (District and Property Manager)
- Understand the need for motivational techniques to keep staff engaged
- Organization and communication skills are required
- Management and team development experience
- Regional and District Managers have managed on larger scale

Personal and Social Characteristics

- High-level maturity level
- Ability to work as a team
- Low ability to keep staff engaged
- Aspire to expand the company and to develop within the company

Context analysis

The purpose of the training is to develop the engagement and motivation strategies for those currently in managerial positions. Upon completion, the learners will have acquired skills to facilitate motivation and engagement among their staff. It is important the learners

comprehend that the skills will improve not only performance, but also the overall internal and external retention. This instructional program will be conducted over a three-day time frame at the corporate headquarters in Dallas, Texas.

Instructional environment

The instruction will be conducted face-to-face with a team of four instructors. This instruction will be oriented within a large conference room or hall with comfortable, ample seating. The facility will need to be equipped with multimedia capabilities, including a projector, screen, HDMI connectivity, and high-quality sound systems. Learners will be provided with a Leadership Tool Kit (LTK), which will include all necessary materials needed for the various training sessions. The LTK includes a notepad, pens, and a flash drive containing the content of the various group sessions. The LTK also includes resources utilized during the training that can be used by the manager in their own office setting. It is to provide resources and reminders about what was discussed during the training. The LTK will be provided and reviewed by the participants upon entering the training. It is imperative that there be availability of a break area, as well as, a space for individual group projects and discussion.

Transfer context

The first instructional sessions should be scheduled during the Fall 2014 and Spring 2015 to ensure that all Property and District Managers will have the ability to participate in the training. After the first year of sessions, there will only be one session offered in the spring for all new company District and Property Managers. Existing management who previously completed the training will be responsible for completing an annual web-based tutorial. This program will be developed after the implementation of the first year of training.

Task Analysis

Because the instruction will cover the concepts of leadership, engagement and motivation in the workplace, a Topic Analysis is the necessary type of analysis to create the content of the instruction. This analysis focuses on the facts, concepts, and principles surrounding implementing effective leadership and motivational strategies in everyday engagement with staff members.

1. Leadership

A. Governing of appropriate district/properties

1. Knowing company and governmental policies
2. Managing effectively

B. Generating employee development

1. Empower staff members
2. Increase worker productivity

C. Building effective teams

1. Employ interpersonal skills
2. Develop team building activities
3. Elaborate on the importance of team communication

D. Utilize communication skills

1. Effectively communicate purpose of project/request
2. Describe requirements of tasks

E. Effective and creative problem solving

1. Look for the best solution
 - 1.1 implement new ways for solving problems

2. Understanding of where the complaints and issues are stemming from

2. Engagement

A. Keep staff focused on company goals

B. Establish a comfortable working environment

1. Review/Familiarize government and company workplace policies/statutes

1.1 Health and safety statutes

1.2 Sexual harassment statutes

1.3 Company workplace policies

C. Develop teams within various departments

1. Disseminate teams based on skills and knowledge

1.1 Construct team-building exercises

1.2 Review progress of the team building to establish engagement success

2. Provide feedback on team progress

2.1 Construct plan to adjust any gaps with team progress

3. ARCS model

A. Generating staff Attention

1. Perceptual Arousal

1.1 Providing novelty and surprise to tasks

2. Inquiry Arousal

2.1 Stimulate interest in tasks

3. Variability to keep attention

3.1 Incorporate range of methods to complete tasks

3.2 Introduce new ways to solve a problem or situation

B. Creating Relevance of tasks and work

1. Goal Orientation

1.1 Understand goal setting

1.2 Implement goal setting

2. Motive Matching

2.1 Discuss staff personal motives within company objectives

2.2 Create environment to foster personal motives

3. Familiarity

3.1 Utilize familiar situations

C. Fostering Confidence in staff members

1. Successful Opportunities

1.1 Provide new challenges staff can complete

1.2 Grow their experiences

2. Personal Responsibility

2.1 Praise successful completions

2.2 Provide feedback

2.3 Encourage future successes

D. Satisfaction

1. Intrinsic Reinforcement

1.1 Assigning tasks that serve a purpose

1.2 Allowing choice in how to complete tasks

2. Extrinsic Rewards

2.1 Providing appropriate positive feedback and reinforcement

2.2 Reward systems

2.3 Positive public recognition for work tasks completed

3. Equity

3.1 Rewarding all employees the same

3.3 Consistency in feedback and reinforcement

3.3 Avoid playing favorites

4. Retention

A. Setting retention goals

1. Review current retention rates

2. Survey current and former employees through web polls and exit interviews

B. Implement retention strategies

1. Designate retention committee

Instructional Objectives

After the workshop the learners will be able to:

1. Apply leadership knowledge and skills acquired to create an environment conducive to positive interaction among management, employees and clients with company guidelines.
2. Manage an environment that fosters employee engagement in company practices and tasks.
 - Prepare a variety of activities to build effective teamwork with staff in the office setting
3. Apply the four stages of the ARCS model in daily interaction with staff members.

4. Demonstrate effective interpersonal and communication skills given to improve interdepartmental relationships in the workplace.
 - Recall proper communication skills to clarify daily tasks and projects following company procedures.
5. Interpret and utilize retention data to improve rates to company norms and standards

Sequencing of Objectives

Content Expertise Sequencing

1. Apply the four stages of the ARCS model in daily interaction with staff members.
2. Manage an environment that fosters employee engagement in company practices and tasks.
 - Prepare a variety of activities to build effective teamwork with staff in the office setting
3. Demonstrate effective interpersonal and communication skills given to improve interdepartmental relationships in the workplace.
 - Recall proper communication skills to clarify daily tasks and projects following company procedures.
4. Apply leadership knowledge and skills acquired to create an environment conducive to positive interaction among management, employees and clients with company guidelines.
5. Interpret and utilize retention data to improve rates to company norms and standards

Objective Strategies

1. Apply the four stages of the ARCS model in daily interaction with staff members.

Initial Presentation: The instructor will present a visual presentation to the learners about each component of the ARCS models and its application to the workplace. A pamphlet located in the

learner's "tool kit" will give a step-by-step representation of "What is the ARCS model?"

Through this visual presentation, the instructor will guide the learners through each step in order for them to develop a better understanding of the different components of the model and its importance to the instruction. The learners are encouraged to ask questions and take additional notes.

Generative Strategy: The learners will review their notes and "tool kit", and then be asked to recall appropriate strategies for applying ARCS. The learners will also be supplied with several instances that require them to elaborate on how they would react to the situations using a component of ARCS.

2. Manage an environment that fosters employee engagement in company practices and tasks.
 - Prepare a variety of activities to build effective teamwork with staff in the office setting

Initial Presentation: An overview of company practices and tasks (considerable expectations) will be brought to the attention of the learners. They will then be presented with researched examples of successful implementation of positive psychology in the workplace.

Generative Strategy: The learners will break up into groups and role-play various situations, acting as different characters, in the workplace. These situations will be similar to those relayed through the previous objective. They will then be asked to reflect on how the activity and give feedback to each other, as well as instructor.

3. Demonstrate effective interpersonal and communication skills given to improve Interdepartmental relationships in the workplace.

- Recall proper communication skills to clarify daily tasks and projects following company procedures.

Initial Presentation: The learners will view a series of multimedia segments that depict positive and negative communication techniques and skills. The instructor will discuss with the group what aspects were correct or incorrect.

Generative Strategy: The learners will break out into group and discuss how to correct the incorrect and what makes the proper ones correct. The learners are encouraged to refer to their workbook for clues and proper techniques. They will also be asked to demonstrate, through role-play, the proper ways to handle a variety of situations using communication skills learned.

4. Apply leadership knowledge and skills acquired to create an environment conducive to positive interaction among management, employees and clients with company guidelines.

Initial Presentation: The instructor will present a visual presentation on key elements of leadership knowledge and skills. The learners are encouraged to take note and ask questions throughout the presentation. The presentation will explain leadership topics, including coaching, approachability, and problem solving. The visual presentation will review communication and motivation techniques. Last, the instructor will read a few scenarios and apply the leadership skills previously discussed.

Generative Strategy: The learners will be given the opportunity to facilitate different parts of leadership through role-play activities. After reviewing their notes they will need to recall best leadership practices and apply them into given scenarios in breakout groups and case studies.

5. Interpret and utilize retention data to improve rates to company norms and standards

Initial Presentation: The learners will be presented with statistical data including turnover rates and confidential responses from former employee exit interviews. The instructor will go in

specific detail as to what the data means and what affects it has on the company both in morale and financial contexts.

Generative Strategy: Learners will be asked to interpret the data of their specific property and to generate a course of action for their specific property utilizing the information provided.

Instructional Unit

The two units of instruction that have been chosen to demonstrate are learning objective (1.) The learner will apply the four stages of the ARCS model in daily interaction with staff members, and objective (3.) the learner will demonstrate effective interpersonal and communication skills given to improve interdepartmental relationships in the workplace. As stated in the instructional strategies, the learners will view a visual presentation for both instructional units and have small breakout sessions after to reinforce the learning through role-play or through expansion on given situations.

Unit 1- ARCS Model Instruction

The delivery method for this instructional unit will be face-to-face in the conference room setting. The materials will include a PowerPoint instructor lead discussion on the ARCS Model. The materials in the instruction will depict the following objectives:

- 1.1 Learner will be able to know and understand how to generate staff attention
- 1.2 Learner will be able to create relevance of daily tasks for staff members
- 1.3 Learner will acquire skills and knowledge of how to foster confidence in employees
- 1.4 Learner will be acquire knowledge on how to increase employee satisfaction
- 1.5 Learner will be able to expand on examples of how to best use each point of ARCS in the work place

1.6 Help Learners identify situation-specific characteristics of motivation related to daily work tasks

1.7 Provide framework to apply situation-specific techniques to influence staff member motivation

[ARCS Model Instructor Guide](#)
[ARCS Model Instructional PowerPoint](#)

Unit 2- Communication Skills

This instructional unit will be conducted through face-to-face interaction in a conference. It is preferred that this interaction be done after the learners are separated into groups based on the color of their flash drives located in the “tool-kit”. The flash drive will include multimedia with examples of scenarios and appropriate communication. The students will then be asked to pick, a random, a scenario from various scenarios provided via- “spinner” or through cards. They will be asked to role-play this scenario using effective and appropriate communication. Through this unit the learners will obtain the following objectives:

1.1 Learners will be able to understand the importance of effective and appropriate communication skills with managers and staff

1.2 Learners will be able to learn key phrases

1.3 Learners will be able to create comfortable work environments for through effective communication

[Communication Instructional Unit](#)

Formative Evaluation

Expert review

Subject Matter Experts (SME) will be asked to review both of the instructional units. Prior to participating in the review of materials, the expert will receive a brief overview of the

workshop and its purpose. They will review the material for comprehensiveness, accuracy, and content. The analysis of their suggestions will be reviewed to make any necessary changes to the material. One of the SMEs will be J. Smith from Motivational, Inc. Mr. Smith is currently has been working for Motivational, Inc. for the last 5 years as the National Motivational Director. Through his position, he has created and developed programs designed to increase motivation and engagement for K-12 students and teachers. Although Mr. Smith focuses on K-12 student motivation, his insight will assist us to infuse tactics into the program. Another SME will be Denise Nielsen, Sr. Vice President of Continuous Improvement for Oasis Residential. Ms. Nielsen has over 15 years of managerial experience. She will provide an in-depth look into the property management industry and the specific trends regarding retention.

Small Group

Following the review of the material by the SMEs, a small group evaluation of the material will be conducted. Because this workshop will host a large number of people, a small group evaluation containing a sample of the target population will help best create informed decisions. This group will include 4 Regional Managers and 4 Property Managers from the company. The population will review both the ARCS Model instructional unit as well as the communication instructional unit. The group will be asked to participate in and review the materials for both segments of the workshop. Members of the group will be asked to share their thoughts on ease of understanding, completeness, ambiguity, and to bring to attention any aspects that are unclear or extraneous. These topics will be covered through attitude/acceptance surveys, student comment logs, and debriefings. The surveys will be distributed via company email. After an analysis, any corrections and/or additions to the instruction will be made.

Sample questions for the small group evaluation will include the following:

- Were there areas of the instruction that did not seem relevant to your work environment?
- Did any of the sections seem repetitive or ambiguous? Please explain.
- What areas of the presentation made you feel motivated or engaged?
- Referring to your comment logs, what areas did you highlight for improvement?
- Did you feel that the order of the instruction was appropriate?

Pilot Test

Following all reviews and corrections suggested by the first two types of evaluation, if budget allows, a pilot test should be run including the presenters to ensure that all elements of the workshop are established. The primary concern with implementing this form of evaluation is the financial component. However, this form of evaluation would allow the designer and primary intended users to confirm previous revisions made to instruction, view effectiveness, and generate any additional revisions. This evaluation also provides the opportunity to ensure that those who are instructing and leading the course are a good fit for the workshop. It is imperative that the instructor is deemed as the “right fit” for the final presentation. While it might seem financially overbearing, assurance that the instructor is sufficient to motivate and engage the learners (two primary focuses of the instruction) is essential. The questions used during the pilot test will be the same as the questions asked during the small group evaluation.

Summative Evaluation

The purpose of the summative evaluation is to ensure that the objectives and goals for the workshop were reached, and were effective and efficient for the company. It is used to gauge the amount of knowledge and skills transferred to the participants during the workshop.

Attitude/End evaluation

All participants will be asked to complete a survey about their overall workshop experience. They will also be asked about the knowledge and skills presented. This evaluation will include Likert scale and open-ended questions. This survey will be conducted as a paper survey to be submitted at the end of the program.

Indirect Checklist/Rating Measure (Implementation Survey)

One month after completing the workshop all attendees will complete an electronic survey to see if the knowledge and skills presented during the workshop have been implemented in their daily routine. Similar to the Attitude/End evaluation, the survey will include Likert scale and open-ended style questions to allow for quantitative and qualitative data to be collected. In addition to the survey, a checklist will be sent to the individuals who participated for them to check of the items that they have exhibited in the workplace. The items listed will be things that may be challenging to witness on a daily basis, but are being performed. This checklist may also remind individuals of items they learned during the workshop and help them become more vigilant at performing them. The survey and checklist will be distributed to the participants through their company email address. The survey and checklist will run for two weeks and an email reminder will be sent after one week and on the last morning.

Assessment

To assess the performance of the learners, a Managerial Climate Survey will be sent directly to the non-managerial positions through their company email address. This survey will include Likert Scale and open-ended style question. The purpose of this survey is to see how the tactics presented through the instruction impact the environment of the company leadership. All

responses will remain 100% anonymous. This will guarantee confidentiality for the responders.

This survey will include the following questions:

Likert Scale:

- My manager keeps me engaged.
- My manager enables me to think outside the box.
- I feel comfortable with the way my manager communicates with me.
- I enjoy my job.
- I see myself working for the company for many years to come.

Open-Ended Questions

- What ways would you like to see your experience improve?
- Can you explain a situation that your manager really motivated you?
- Can you explain a recent situation where there was a lack of communication?
- How often does your manager go out of their way to make you feel engaged?
- Can you describe a situation(s) where you felt you worked as a team?

A dichotomy of the responses along with the manager reflection will be analyzed and presented to both company leadership and non-managerial staff. This analysis will assist in ensuring that participants in the workshop are applying the newly obtained knowledge and skills.

Confirmative evaluation

Because the overall goal of the workshop program is to improve leadership and motivation among managers in order to increase retention rates of the company, a confirmative evaluation is necessary. The evaluation will take place 7 months after the initial workshop (6 months after the second summative survey) to view any changes in responses and implementation of the skills and knowledge acquired in the workshop. This survey will be styled

similar to that of the second summative evaluation (Indirect Checklist/Rating Measure). A random sampling of individuals who attended the conference will also be interviewed to gain further insight into what worked in the program and what can be improved upon in the future. It is also important that actual statistical information from the company be utilized to ensure purity of the evaluation.

Assessment

The performance of the learners will be assessed through the retention rates. Success will be determined by the increase in employee retention. Improvement of the instruction will be based on stagnant and decreasing retention rates. The retention rates will be the results will be analyzed within two months and information gathered will be distributed to the company stakeholders.