**Running Head: Design Team**

**IDT610 (Advanced Instructional Design and Technology II):**

**Design Team and Stakeholder Plan**

Submitted in partial fulfillment of the requirements for the degree of

Master of Science in Instructional Design and Technology (MSIDT)

By

**Jeanne R. Perrone**

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To

**Dr. Lisa Johnson**

# Design Team

## Organizational Alignment

The project will be supported by the Academy of Veterinary Dental Technicians (AVDT). It will include Veterinary Technician Specialists in Dentistry (VTS-Dent) and external stakeholders chosen by the AVDT. The AVDT (2018) is the organization responsible for educating mentoring and providing a credentialing process for veterinary technicians to obtain their specialty in dentistry. Another facet of the AVDT is the training of veterinary staff in dental skills, predominantly radiology. The goal of dental education is to teach best practices to improve the quality of patient care.

Currently, the members of the organization serve as independent contractors for many of the companies that sell dental equipment, corporate and independent clinic training support. Many of the members are dentistry instructors in veterinary technology programs. Lastly, many of the members are dentistry presenters at veterinary conferences. The AVDT does not as an organization provide dental training, but we aid those that offer training.

If the AVDT wanted to be the source of dental training, AVDT sponsored courses would need to be designed. The members of the AVDT would serve as the course and face-to-training facilitators. The courses would need to be standardized so the trainers would disseminate the same instructions and skills. The instructional design of these programs would need to begin with a list of dental skills, prioritized by those most performed in the veterinary clinic. The tasks to perform those skills would be listed. Next, the skills would be developed into a course and a facilitator's guide written. The last step would be for the organization to apply to the American Association of Veterinary State Board's Registry of Approved Continuing Education (RACE) to

become a provider. Recognition as a continuing education provider would an additional benefit to the user.

This MSIDT project provides a prototype course to present to the AVDT as a potential project for the organization. This project would provide the framework to build future courses for the AVDT. The benefits of AVDT designing their own courses are to develop standardization of dental skills and a stream of revenue to provide more scholarships and awards to those technicians that are coming into the specialty program. Hopefully, these new members will become involved in the education program.

**Recruitment**

A notification of recruitment for the Dental Radiology Training project will be sent by email to all members of the Academy of Veterinary Dental Technicians, the National Association of Veterinary Technicians of America and the Association of Veterinary Technician Educators. Print notifications will also be posted on the Facebook pages of the previously mentioned organizations.

Personnel for the project will be interviewed and chosen based on their dentistry knowledge, instructional experience, teaching philosophy, and vision of the project. Team members for this project are required to be VTS-Dentistry or a credentialed veterinary technician with experience of two years or more teaching dentistry with a focus on radiographic positioning. The focus of the team should be to develop a training curriculum based on the current needs of the veterinary practice. The team member's training experience will be utilized to determine performance objectives, researched best practices training protocols, course development, and testing. Team members must have a flexible schedule to allow time to execute project activities.

## Stakeholder Involvement

On the instructional design team, the stakeholder is commonly the one who requests the project. They usually hold a position of authority within an organization. According to Varvasovszky (2000), the role of the stakeholder can also provide information and support for the project. A stakeholder analysis Stakeholders that will be involved with the project need to be chosen through a stakeholder analysis. Makan, et al. (2015) stress that a stakeholder analysis is used to identify those people who could have an invested interest in the project. Secondly, stakeholders could have an influence, which could increase the acceptability of the project upon release.

The stakeholders that would best benefit this project will be chosen based on their knowledge of dental radiology, veterinary dental education experience, and eLearning expertise. The stakeholders will provide feedback on the effectiveness and efficiency of the content and delivery at each project milestone. The feedback from the stakeholders, along with the testing data, will be used to make revisions as the project moves forward. The stakeholders will be allowed access to the course and materials and provide feedback through a survey. The survey results will be shared at the appropriate weekly project team meeting.

## Stakeholder Management and Support

The stakeholders will be contacted initially by telephone with a brief overview of the project to see if there is interest and set up a meeting to discuss their feedback about the project after they have read the project material. If the stakeholder is interested, an invitation will be sent by email requesting the stakeholder to join the Dental Radiology Training project. The invitation will have attached documents that include the executive summary, the management plan which includes the measures of performance (MOP) which will define what the expected, single results of the project will be and the project preliminary scope statement (Baca, 2007). The project preliminary scope statement defines the purpose of the project and includes the objective,

constraints, assumptions deliverables. The email will provide a reminder of the date and time of the meeting. The scheduled meeting will allow the stakeholder to discuss the project and field any questions from the stakeholder.

## Relationship Management

For this project, all members of the team will need to meet remotely via email, phone, or virtual meeting. An initial survey will be sent out to gather schedules, preferred language, and preferred mode of contact for anything other than face-to-face, potential personal or family commitments. With a large group, full team meetings are kept to a regular schedule. A directory will be published so team members can communicate with each other as needed. Lastly, a video conferencing location will be determined for the regular full team meetings or if the members want to meet in small groups.

For this project, the role of the stakeholder will be to provide support and initial feedback on how effective the project fits the needs of the organization. Although not a face-to-face group, team members must interact with each other to perform the tasks needed to complete the project. Individuals will have distinct personalities that will need to be brought together to develop the team's interaction style. Potter and Balthazard (2004) noted that negative and positive behaviors could contribute to team performance even in a virtual environment. Positive behaviors can increase the feeling of comradery and improve communication and collaboration. Negative behaviors can decrease efficiency through communication breakdowns and loss of motivation. In the computer-based communication mode, performance problems can become apparent. Open communication can increase interactivity and social presence, which builds trust and helps the team perform constructively.

The relationship between the project team and the stakeholders is a relationship. Rothwell, Benscoter, King, and King (2016) note that the interaction between the team and the stakeholders may cause stress because it requires the team members to act in new ways as they acclimate to each other until they can interact effectively. Rothwell et al. also note that according to the Management Section Number 21 of the IBSTPI, the building of interpersonal skills is crucial to the success of the instructional design field (Koszalka, 2013, p. 30). It is vital to establish trust and rapport to work effectively with, through, and for the stakeholder.

## References

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