



# Osmosis Proposal

for

## Business Ethics Training for Health Care Cooperative

Submitted to:  
**Health Care Cooperative**

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## 1.0 Understanding of the Instructional Requirements

### 1.1 Background and Understanding

#### Health Care Cooperative

Founded in 1983, Health Care Cooperative (HCC) provides business services for health care providers in the areas of records management, patient billing, and compliance training. With approximately 500 employees in eight offices throughout the United States, HCC is an industry leader in its field and is committed to conducting its business affairs ethically and complying with all of the laws that govern its operations. HCC's training products focusing on the Health Insurance Portability and Accountability Act of 1996 (HIPAA) are nationally recognized for their ability to engage learners and effectively train workers in hundreds of small provider offices across the country. As such, HCC is looking for a company to provide high quality training for its management team and has found such a company in Osmosis.

#### Ethics Training

With a company motto of “Do the right thing in all business and personal situations,” HCC has established itself as a company of outstanding ethics and integrity. Its five foundational principles of accountability, honesty, integrity, openness, and respect guide HCC's work and are reflected in everything they do. With such high standards, it follows that HCC would invest in high quality ethics training for its employees and that they would select a likeminded company such as Osmosis to partner with in this effort.

To support its focus on “doing the right thing in all business and personal situations,” HCC has distributed a Request for Proposals to develop ethics training for its entire leadership team. This target learning audience consists of 100 senior- and mid-level managers throughout the company. The focus of this training will be on creating a company-wide perspective on business ethics and the potential impact that unethical behavior can have on the company and individuals. HCC also wants to prevent violations or breaches of ethics in the conduct of its business.

In the past, HCC has provided mandatory ethics training at its annual company meeting held at an off-site location. Once managers and supervisors returned to their offices, they were expected to communicate key concepts learned during this training to all HCC employees. This training provided HCC's management team information and opportunities to discuss specific problems that surface in the company with their peers. HCC has repeatedly expressed that one of the primary values of this training was the opportunity it provided for managers to collaborate and learn from others. Osmosis' proposed training solution builds upon this strength.

#### Why Create New Training?

Conducting an off-site meeting as HCC has done in the past can be very costly. Costs may include but are not limited to:

- ▶ Meeting space
- ▶ Hotel rooms for staff
- ▶ Meals and per diem
- ▶ Airfare and ground transportation
- ▶ Production of meeting materials
- ▶ Staff time out of the office

Reducing these costs while still providing exemplary and effective ethics training is a key goal of the Osmosis solution.

A further incentive for creating an ethics training solution for HCC is that the Federal Sentencing Guidelines make all organizations, no matter what their size or purpose, liable for their employees' conduct. The Guidelines state:

Criminal liability can attach to an organization whenever an employee of the organization commits an act within the apparent scope of his or her employment, even if the employee acted directly contrary to company policy and instructions.<sup>1</sup>

### Federal Sentencing Guidelines and Ethics Training

The Federal Guidelines define a compliance and ethics program as "a program designed to prevent and detect criminal conduct." Section §8B2.1 of the Guidelines focuses on the definition of an "Effective Compliance and Ethics Program." It says:

- (a) To have an effective compliance and ethics program ... an organization shall—
- (1) exercise due diligence to prevent and detect criminal conduct; and
  - (2) otherwise promote an organizational culture that encourages ethical conduct and a commitment to compliance with the law.

Such compliance and ethics program shall be reasonably designed, implemented, and enforced so that the program is generally effective in preventing and detecting criminal conduct.

The Guidelines go on to say:

The organization shall take reasonable steps—

(A) to ensure that the organization's compliance and ethics program is followed, including monitoring and auditing to detect criminal conduct;

(B) to evaluate periodically the effectiveness of the organization's compliance and ethics program; and

(C) to have and publicize a system, which may include mechanisms that allow for anonymity or confidentiality, whereby the organization's employees and agents may report or seek guidance regarding potential or actual criminal conduct without fear of retaliation.

Appendix C, Chapter 8 of the Federal Sentencing Guidelines, focuses on Sentencing of Organizations; however, the details of the Guidelines can be extremely complex and nuanced. If Osmosis is awarded this project, our subject matter experts will work closely with HCC to review all applicable State and Federal laws that apply to HCC and draft a code of ethics that is appropriate for HCC's size and type of business.

## What Does This Mean for HCC?

One of the two factors that mitigate punishment of an organization under the Federal Sentencing Guidelines is the “existence of an effective compliance and ethics program.” The Guidelines go on to say:

The potential fine range for a criminal conviction can be significantly reduced—in some cases up to 95 percent—if an organization can demonstrate that it had put in place an effective compliance and ethics program and that the criminal violation represented an aberration within an otherwise law-abiding community.<sup>2</sup>

Conversely, absence of such a program can be grounds to increase an organization’s punishment. For this reason, it is in HCC’s best interest to create a training solution that is trackable and effective. The Osmosis training solution meets this goal for HCC.

In addition to Federal laws, HCC is also affected by applicable State laws that apply to its eight offices. For example, California adopted new training requirements that require:

...public and private employers with 50 or more employees to provide at least two hours [of] sexual harassment training and education to all of its supervisory employees by January 1, 2006, and once every two years thereafter commencing January 1, 2006. New supervisors are required to receive sexual harassment training and education within six months of assuming a new supervisory position.<sup>3</sup>

With an office in Los Angeles, HCC is required to satisfy this new law. For this reason, Osmosis is recommending expanding HCC’s ethics training suite to include a two-hour training course focusing specifically on sexual harassment awareness. In addition, we are recommending that this course be an online-only option to allow flexibility for when new hires may take the training.

We think you will find that Osmosis is the only company whose bid satisfies this legal requirement and we believe our attention to detail reflects our focus on HCC’s best interests. This is only one example of the many ways that Osmosis has designed a training option that is tailored to meet HCC’s needs while also providing the best cost/value option.

## How We Can Help

Osmosis provides high quality training targeted to the unique needs of your organization. Our training is based upon measurable learning objectives with clear outcomes so you can be assured that your employees can apply legal requirements and your company values to their personal conduct, use of company assets, and understanding of sexual harassment. More details about these three training areas are included below.

**Employee Personal Conduct.** Creating a positive work environment where everyone feels respected is key to creating a workplace that employees are proud to be a part of. In addition to establishing respectful boundaries of conduct, training in personal conduct can also incorporate other ethical considerations.

Figure 1.1: HCC Ethics Training Course Matrix

Course Content	Modules	Level of Learning Targeted*	Length
<b>Course 1: Employee Personal Conduct</b> <ul style="list-style-type: none"> <li>▶ Harassment and Discrimination</li> <li>▶ Giving or Receiving Gifts</li> <li>▶ Appropriate Interactions with Clients</li> <li>▶ Confidential and Proprietary Information</li> <li>▶ Use of Information Systems</li> </ul>	Module 1: Online	Level 1: Knowledge Level 2: Comprehension	1.5 hours
	Module 2: Face to Face	Level 3: Application	2 hours
<b>Course 2: Appropriate Use of Company Assets</b> <ul style="list-style-type: none"> <li>▶ Tangible Assets</li> <li>▶ Intangible Assets</li> </ul>	Module 1: Online	Level 1: Knowledge Level 2: Comprehension	1 hour
	Module 2: Face to Face	Level 3: Application	2 hours
<b>Course 3: Sexual Harassment Awareness</b>	Module 1: Online	Level 1: Knowledge Level 2: Comprehension	2 hours

\*Levels of learning refer to Bloom’s Taxonomy of learning objectives.<sup>4</sup>

**Appropriate Use of Company Assets.** Company assets may be broadly grouped into two categories: tangible (e.g., facilities, computers, employees, supplies, and funds) and intangible (e.g., intellectual property, reputation, and communications networks). Training on the appropriate use of assets would educate HCC employees about how to safeguard company assets in keeping with the company’s values of accountability, honesty, integrity, openness, and respect.

**Sexual Harassment Awareness.** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct explicitly or implicitly affects an individual’s employment, unreasonably interferes with an individual’s work performance, or creates an intimidating, hostile, or offensive work environment. In addition, it is helpful for the victim to inform the harasser directly that the conduct is unwelcome and must stop.

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Training on the areas of employee personal conduct, the appropriate use of company assets, and sexual harassment awareness will be enhanced by the inclusion of real-life scenarios, which will enable the learner to transfer knowledge to workplace situations. The exact treatment of the content will be determined upon further needs analysis in conjunction with HCC as described in Section 1.3.

### Our Successful Training Solution for HCC

After our dialogues with HCC's representatives, we believe the ideal solution for your training needs combines the flexibility and trackability of online components with the collaboration of face-to-face sessions. Both facets of our proposed solution are discussed below.

#### Course Description

The Osmosis training proposal is designed to meet mandatory Federal Guidelines for ethics training and California's State laws regarding sexual harassment awareness training. As such, we have prepared our timelines and budget to develop a training program for HCC that meets minimum legal training time requirements. The current courses are as follows:

- Course 1: Employee Personal Conduct
- Course 2: Appropriate Use of Company Assets
- Course 3: Sexual Harassment Awareness

To take advantage of the benefits of both the online and face-to-face training modalities, we recommend breaking Courses 1 and 2 into two modules as follows:

- Module 1 of Course 1 will consist of a 1.5-hour Web-based training module for all employees
- Module 1 of Course 2 will consist of a 1-hour Web-based training module for all employees
- Module 2 of Courses 1 and 2 will each consist of a 2-hour face-to-face training course (four hours total) for senior- and mid-level managers, to follow the Web-based courses and enhance and deepen learner understanding and ability to apply skills related to the topic.


In addition, to meet California State law regarding training on sexual harassment awareness, Osmosis proposes to develop one 2-hour online course for senior- and mid-level managers on Sexual Harassment Awareness. As mentioned above, we recommend having all two hours of this training be online so that new managers can satisfy the legal requirement of taking the training within six months of hire.

Figure 1.1, HCC Ethics Training Course Matrix, summarizes our training solution.

#### Content

Based on our discussions with HCC, Osmosis proposes developing a course on Employee Personal Conduct that covers the following topics:

- Harassment and Discrimination
- Giving or Receiving Gifts
- Appropriate Interactions with Clients
- Confidential and Proprietary Information
- Use of Information Systems



The basic areas which we recommend be covered in Appropriate Use of Company Assets include:

- ▶ Tangible Assets
- ▶ Intangible Assets

Further topics may be included in either course on the basis of a detailed needs analysis or on request of HCC. Any requests to increase coverage of topics will require an update to the Project Plan and Budget.

### Online

The cornerstone of the proposed Osmosis solution for HCC is an online component delivered entirely in HTML format. This browser-ready approach ensures maximum compatibility with learners' computers and provides for flexibility in updating content as the field of ethics inevitably evolves.

Each course will contain assessments and feedback throughout. At the end of each course, the learner will have knowledge of the content covered and should recognize the appropriate behavior in relevant everyday situations.

At the end of each online module there will be an in-depth exercise where learners are presented with a real-life, open-ended scenario. Learners will be asked to make choices in the scenario based on what they have learned thus far in the course; however, after they make their choice learners will not receive immediate answers. Instead this online section will serve as the building block for the face-to-face element of the training, as described below. Learners' choices in the online scenario will serve as a springboard to get learners talking about the topic in the face-to-face session.

### Face-to-Face

As HCC knows, collaboration is an important component of learning. HCC described the importance of collaboration in past ethics training programs in the RFP: "Leaders were provided excellent training with high-quality presentations and opportunities to collaborate with peers to discuss specific problems that surface in the company from time to time." Addendum A went on to say, "We believe the best part of the training that has been done to date involved the interaction of participants with each other. We provided an opportunity for leaders to get together to discuss the repercussions of unethical behavior and share solutions on how to help create a more ethical workforce."

At Osmosis, we also agree that collaboration is an integral aspect of the training for HCC's managers. In our 20-plus years of training and development, we have found face-to-face training to be a tremendous bonus in solidifying a successful, effective management training program, which is our main objective for HCC. For Courses 1 and 2, we have included a face-to-face component into the training to build upon these strengths. Module 2 of Course 1 and 2 will contain two 2-hour face-to-face sessions at each HCC location; one session for each course.

Managers will leave the face-to-face training with the knowledge and skills to ensure their employees are displaying the appropriate ethical behavior HCC expects. In addition, as an added

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benefit to HCC's work environment, each manager who completes the face-to-face component will be able to replicate the experience, if desired, with his or her own employees to broaden the training's effects.

The face-to-face modules will be designed as a culminating experience to solidify what has been learned from the online modules. It will be developed for senior- and mid-level managers, as they are ultimately responsible for training their staff. More specifically, the face-to-face modules are intended to teach managers an application level of knowledge as described in Bloom's Taxonomy<sup>5</sup>. This is discussed further in Section 1.3: Approach.

### References

<sup>1</sup> Desio, P. (2004). An overview of the organizational guidelines. Washington, DC: United States Sentencing Commission.

<sup>2</sup> Ibid.

<sup>3</sup> U.S. Equal Employment Opportunity Commission. (2002). Facts about sexual harassment. Retrieved 9/10/2005, from [www.eeoc.gov/facts/fs-sex.html](http://www.eeoc.gov/facts/fs-sex.html).

<sup>4</sup> Bloom, B.S. (Ed.) (1956). Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York; Toronto: Longmans, Green.

<sup>5</sup> Ibid.



## 1.2 Tasks and Deliverables

### Task 1. Project Start Up

Activity 1.1. Create Final Schedule and Project Plan

Activity 1.2. Host Project Kick-off Meeting

- ▶ Deliverable: Final Schedule and Project Plan
- ▶ Milestone 1: Receive Sign-Off on Schedule and Project Plan

### Task 2. Needs Analysis

Activity 2.1. Complete Needs Analysis of HCC

Activity 2.2. Provide Needs Analysis Results and Learner Profile To HCC

- ▶ Deliverable: Needs Analysis Report

Activity 2.3. Develop Code of Ethics

- ▶ Deliverable: Code of Ethics
- ▶ Milestone 2: Receive Sign-Off on Code of Ethics and Needs Analysis Results

### Task 3. Design Training

Activity 3.1. Prepare Detailed ID Map for Each Course and Module

- ▶ Deliverable: ID Maps for All Courses

Activity 3.2. Prepare Project Flowcharts for Each Course and Module

- ▶ Deliverable: Project Flowcharts for All Courses

Activity 3.3. Plan Database For Trackability

Activity 3.4. Prepare Look and Feel

Activity 3.5. Provide Design Elements To HCC

- ▶ Deliverable: Designs of Look and Feel
- ▶ Milestone 3.1: Receive Sign-Off On Design Elements

Activity 3.6. Prepare Content Draft for Each Course and Module

Activity 3.7. Provide Content Drafts To HCC For Sign-Off

- ▶ Deliverable: Content Drafts
- ▶ Milestone 3.2: Receive Sign-Off On Content Drafts

### Task 4. Develop Training

Activity 4.1. Create Pilot for Each Course and Module

Activity 4.2. Deliver Pilots To HCC For Sign-Off

- ▶ Deliverable: Pilots of Each Course and Module

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- ▶ Milestone 4.1: Receive Sign-Off On Pilots

Activity 4.3. Revise Courses As Necessary

- ▶ Milestone: Receive Final Sign-Off On Pilots

### Task 5. Formative Evaluation

Activity 5.1. Pilot Test Courses

- ▶ Deliverable: Pilot Test Report
- ▶ Milestone 5.1: Receive Sign-Off On Pilot Test Changes

Activity 5.2. Revise Courses As Necessary

### Task 6: Implementation

Activity/Deliverable 6.1. Deploy Online Modules

Activity/Deliverable 6.2. Deploy Face-to-Face Modules

The following section describes how we intend to accomplish each of these tasks and activities.

## 1.3 Approach

### Task 1: Project Start Up

**Activity 1.1: Create Final Schedule and Project Plan.** Based on communications with HCC between proposal submission and start up, the Project Manager will develop a final schedule and project plan for approval and sign off by HCC staff.

**Activity 1.2: Host Project Kick-off Meeting.** The Project Kick-off Meeting will provide an opportunity for HCC and Osmosis staff to establish clear lines of communication, expectations for reporting as the project proceeds, and provide an opportunity for staff to discuss any updates to the project plan. This meeting should include the HCC Liaison, SMEs, and other relevant HCC staff.

- ▶ **Deliverable:** Final Schedule and Project Plan
- ▶ **Milestone 1:** Receive Sign-Off on Schedule and Project Plan

Figure 1.2: HCC Ethics Training Course Matrix

Course Content	Modules	Level of Learning Targeted*	Length
<b>Course 1: Employee Personal Conduct</b> <ul style="list-style-type: none"> <li>▶ Harassment and Discrimination</li> <li>▶ Giving or Receiving Gifts</li> <li>▶ Appropriate Interactions with Clients</li> <li>▶ Confidential and Proprietary Information</li> <li>▶ Use of Information Systems</li> </ul>	Module 1: Online	Level 1: Knowledge Level 2: Comprehension	1.5 hours
	Module 2: Face to Face	Level 3: Application	2 hours
<b>Course 2: Appropriate Use of Company Assets</b> <ul style="list-style-type: none"> <li>▶ Tangible Assets</li> <li>▶ Intangible Assets</li> </ul>	Module 1: Online	Level 1: Knowledge Level 2: Comprehension	1 hour
	Module 2: Face to Face	Level 3: Application	2 hours
<b>Course 3: Sexual Harassment Awareness</b>	Module 1: Online	Level 1: Knowledge Level 2: Comprehension	2 hours

## Task 2: Needs Analysis

**Activity 2.1: Complete Needs Analysis of HCC.** The first stage of the instructional design process will be to conduct a needs analysis to identify the audience, available technology, and the needs of the learner and client. The front-end analysis will consist of the following:

**Learner analysis.** Using the HCC Liaison and SMEs within HCC as the key sources of information, a learner analysis will be conducted to determine average education level, background knowledge, motivation for participating in the course, and the learning context. This audience analysis will inform the development of the course, guiding the choice of appropriate activities and interactives.

**Technology analysis.** A technology analysis will identify existing technology capabilities, including Internet connection speed and computer availability. To ensure that the delivery media is appropriate and accessible to all learners, how or if the training audience has access to various technology resources will be analyzed, such as sound cards and speakers, and the type of software commonly installed on employees' machines. The delivery platform with the lowest common denominator will be noted, keeping in mind at all times that the performance of technology-based training plan is only as good as the slowest computer on which it is delivered. It is also important to get an understanding of how comfortable learners are with computers.

**Assessment of learning needs.** It is important to ask about needs from both the learner and the corporate perspective. The needs assessment will ask two primary questions:

- ▶ What does the learner hope to gain from taking the course? (What are the learner's learning objectives?)
- ▶ What does HCC think the learner needs to take away from the course? (What are HCC's goals and objectives for learners? What does HCC want learners to be able to do at the end of the course?)

**Activity 2.2: Provide Needs Analysis Results and Learner Profile To HCC.** A summary of the needs analysis will be provided to HCC for review and comment.

### Overview of the Format for the Face-to-Face Session

#### I. Meet and greet—10 minutes

- ▶ Introductions
- ▶ Warm-up activity

#### II. Discussion—30 minutes

- ▶ Small group on situations presented online
- ▶ Large group sharing

#### III. Review ethics and laws—15 minutes

- ▶ Interactive /lecture

#### IV. Scenarios—30 minutes

- ▶ Small groups
- ▶ Assigned scenario
- ▶ Own scenario
- ▶ Present each to large group with follow-up discussion
- ▶ Group wrap-up

#### V. Round table discussion—30 minutes

#### VI. Wrap up—5 minutes

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- ▶ **Deliverable:** Needs Analysis Report

**Activity 2.3: Develop Code of Ethics.** As discussed in our previous meetings, HCC does not currently have a written Code of Ethics. As a part of the development of courses on ethics for HCC, Osmosis will work with HCC management and SMEs to draft a Code of Ethics, which will serve as the basis for the design of HCC's ethics training.

- ▶ **Deliverable:** Code of Ethics
- ▶ **Milestone 2:** Receive Sign-Off on Code of Ethics and Needs Analysis Results

### Task 3: Design Training

As indicated in Section 1.1, Osmosis will develop 3 courses as described in the Figure 1.2: HCC Ethics Training Course Matrix. Our approach to designing the instruction for each course is described below.

**Activity 3.1: Prepare Detailed Instructional Design Map for Each Course and Module.** Using the results of the needs assessment, the Code of Ethics developed under Activity 2.3, and the topics previously identified by HCC, the Senior Instructional Designer will develop a Detailed Instructional Design Map for each course that will identify specific learning objectives for each module of the course and learning activities to meet these objectives. The Instructional Design Map will reflect the instructional design model chosen for each module (for example, behavioral, cognitive, social constructivist) and appropriate learning activities that have been chosen. Appropriate learning activities will be selected to give the learner a chance to explore and process the subject matter and receive feedback and reinforcement.

Wherever possible, the following strategies will be used to facilitate learning:

- ▶ Provide appropriate amount and types of information for the audience and topic (chunking);
- ▶ Make the information meaningful and applicable to the user's work by providing real-life scenarios and examples;
- ▶ Use metacognitive approaches to get learners thinking about their own learning and the subject matter;
- ▶ Provide a frame of reference so that learners can connect prior knowledge with new information and skills;
- ▶ Provide many opportunities for practice and application; and
- ▶ Provide periodic feedback to the learner through quizzes spaced throughout the training to let the learner monitor their learning.

**Online Training Session.** Activities during the online portion of the training may include, but are not limited to, scenario-based instruction, scavenger hunts, guided discovery, learning games, and periodic quizzes. Each online course will be delivered through Web pages that will use a variety of informational, interactive, and educational features, such as:

- ▶ Text
- ▶ Pictures, Illustrations, and Demonstrations
- ▶ Interactives
- ▶ Printable Tools/Job Aids

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As described in Section 1.1, at the conclusion of Course 1: Employee Personal Conduct and Course 2: Appropriate Use of Company Assets, the learners will be presented with a specific, open-ended scenario where they will be asked to choose a course of action using the information they have learned throughout the course. However, they will not be given feedback on this choice until they participate in the face-to-face instruction (Module 2 of the Course). The facilitator of the face-to-face session will use learners' choices at a starting point for discussion and learning during that session. This gives managers a chance to formulate their own opinions while the on-line learning is still "fresh" and come to the group with their ideas and use a collaborative process to develop workplace best practices.

**Face-to-Face Collaborative Training Session.** The face-to-face training is meant as a culminating experience to solidify what has been learned from the online modules. It has been developed for managers as they are ultimately responsible for training their staff and need to be equipped to ensure their employees are effectively trained. The face-to-face sessions will provide a chance for managers to discuss their responses on how to best handle the situations presented online and come to a group consensus of best possible solutions.

As described in our Authorization to Proceed, HCC will provide the meeting room and Osmosis will provide a facilitator and the necessary equipment for the face-to-face sessions. There will be a strong focus on learning through collaboration in each session, including role playing, small and large group discussions, and open conversation. A roundtable discussion will summarize the session and recap the learning that occurred. Osmosis will record the session and will create documentation of the meeting, including a review of what was accomplished. We have found the face-to-face piece is a tremendous bonus in solidifying a successful, effective, management-training program, which is our main objective for HCC. More specifically, the face-to-face training is intended to teach managers an application level of knowledge as described in Bloom's Taxonomy.<sup>1</sup>

To that end, some specific objectives of the face-to-face portion may include:

- ▶ Managers will apply their knowledge of appropriate employee conduct and appropriate use of company assets in realistic simulations of day-to-day situations they face in HCC.
- ▶ Managers will collaborate to develop best practices to handle ethical situations they may face in their jobs.
- ▶ **Deliverable:** Final Schedule and Project Plan. Once an outline of instructional strategies has been developed, it will be submitted to HCC for review and comment. Once feedback from HCC is received it will be incorporated into a revised outline for final approval.

**Activity 3.2: Prepare Project Flowcharts for Each Course and Module.** Project flowcharts will serve as the description of the learner's progress through the online modules. Osmosis will also provide storyboards of what the learner will see, hear, and do when running the online course. The storyboards will include information about the following:

- ▶ The content the learner will see on screen
- ▶ Graphics or illustrations
- ▶ Interactivity

- 
- ▶ Navigation
  - ▶ Audio and animation (if applicable)

HCC will be given the flowcharts and storyboards for review and comment. Upon receiving HCC's feedback, final changes will be made and final storyboards will be submitted for approval.

- ▶ **Deliverable:** Project Flowcharts for All Courses

**Activity 3.3: Plan Database For Trackability.** Osmosis IT staff will schedule a time to meet with representatives from HCC's IT team to identify specific system requirements that relate to the online delivery of Courses 1 and 2. The Web Programmer will work with HCC's IT staff to plan the database that will allow for each learner's progress through the course to be tracked.

**Activity 3.4: Prepare Look and Feel.** Once the training design is complete and approved by the client, a design for the materials and Web-based interface will be created. If appropriate, this design will rely heavily on the look and feel of any current instructor-led trainings and HCC materials. Based on the approved training design, the user interface design will employ appropriate functionality, navigation, graphics, and links to ensure that the Web-based training is accessible, appropriate, and easily navigated.

**Activity 3.5: Provide Design Elements To HCC.** The Osmosis team will present two design concepts to HCC for review and comment.

- ▶ **Deliverable:** Designs of Look and Feel
- ▶ **Milestone 3.1:** Receive Sign-Off On Design Elements

**Activity 3.6: Prepare Content Draft for Each Course and Module.** Following the Instructional Design Map and the Project Flowcharts, the content will be broken into appropriate modules. The content will be "chunked" appropriately so the learner will not be overwhelmed by any particular topic area. Using this structure and in collaboration with a SME at HCC, a rough draft of a site map will be delivered to HCC for review. This site map will only describe the organization of the content; it will not describe the instructional strategies.

**Activity 3.7: Provide Content Drafts To HCC For Sign-Off.**

- ▶ **Deliverable:** Content Drafts
- ▶ **Milestone 3.2:** Receive Sign-Off On Content Drafts

## Task 4: Develop Training

**Activity 4.1: Create Pilot for Each Course and Module.** Once Osmosis has gathered feedback on its instructional design and graphic treatment of the courses, we will begin developing the actual online and face-to-face modules. The Web Designer will create a template based on the chosen graphic treatment for the Web pages. Meanwhile, the Junior Instructional Designers will finalize all the text and activities for the modules. Next, the Web Designer and Web Programmer will work to turn the text into interactive, engaging online content and activities that will have HCC's employees engaged in the topic.

**Activity 4.2: Deliver Pilots To HCC For Sign-Off.**

- ▶ **Deliverable:** Pilots of Each Course and Module

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### ► Milestone 4.1: Receive Sign-Off On Pilots

**Activity 4.3: Revise Courses As Necessary.** While in the development stage, HCC can make adjustments to the text in the courses as needed. If changes to the templates, instructional design map, activities, or design of the courses are requested at this stage, hours will need to be added to the Project Plan.

### ► Milestone 4.2: Receive Final Sign-Off On Pilots

## Task 5: Formative Evaluation

**Activity 5.1: Pilot Test Courses.** Whenever possible, it is important to conduct pilot tests of the learning materials to gather feedback on their effectiveness, design, and organization. Pilot tests should be conducted with learners who are representative of the target audience. Many times this step is skipped, but putting the extra time and effort into completing a pilot test will result in a better product in the long run and save money in revisions down the road.

While the pilot tests are being conducted, HCC staff and SMEs will also have an opportunity to review the materials and provide final feedback and changes.

► **Deliverable:** Pilot Test Report. Osmosis will collect data and feedback gathered during the pilot tests and provide a concise summary of results with recommendations for revisions to HCC.

### ► Milestone 5.1: Receive Sign-Off On Pilot Test Changes

**Activity 5.2: Revise Courses As Necessary.** Osmosis will revise the courses as agreed upon by HCC.

## Task 6: Implementation

**Activity 6.1: Deploy Online Modules.** Once the online training modules are ready for implementation, HCC senior- and mid-level managers can take the training at a time that is convenient for them. During this time, Osmosis will work with HCC staff to schedule the face-to-face training sessions. Osmosis IT staff will also be available to respond to HCC questions and concerns with the online materials.

**Activity 6.2: Deploy Face-to-Face Modules.** Osmosis will provide a facilitator at each of HCC's eight locations for the face-to-face training sessions. The Osmosis facilitator has several years experience with delivering this type of training presentation. They have been successful and effective in leading collaboration sessions to best meet the clients' needs in an allotted time period.

**Activity 6.3: Revise content as necessary.** Osmosis understands that HCC will likely make revisions to the content as situations and laws change. As a part of our offer, Osmosis will provide 40 hours of Osmosis staff time to make revisions to HCC's suite of ethics courses in the first year of implementation and 20 hours in the second year. In subsequent years, Osmosis and HCC will need to establish a mutually agreeable payment schedule for additional revisions.



## 1.4 Technical Requirements

As described under Activity 3.3 above, Osmosis IT staff will schedule a time to meet with representatives from HCC's IT team to identify specific system requirements that relate to the online delivery of Courses 1 and 2. The Web Programmer will work with HCC's IT staff to plan the database that will allow for each learner's progress through the course to be tracked.

## 2.0 Project Management Plan

### 2.1 Project Management Plan and Schedule

#### Working Relationship

The final Osmosis solution consists of five components: three online modules, ranging from an hour to two hours long; and two face-to-face modules, each two hours long. For practicality, the face-to-face modules may be offered in a single four-hour session. As HCC does not have any existing content in the areas of ethics covered, Osmosis will develop the content for all modules and will customize it to HCC's needs. Osmosis will retain the services of external subject matter experts (SMEs) where necessary to ensure the integrity of the content.

Osmosis will provide a highly skilled team to work with HCC throughout the project. More information about each core Osmosis team member can be found in Section 4.2: Key Personnel Biographies. In addition, Osmosis requests that HCC provide a representative who is our single point of contact throughout the development to ensure the product meets HCC's needs. More information about the estimated time required of key HCC staff can be found in Section 2.3: HCC's Role.

The core project team will strive to create a positive working relationship with HCC. The Osmosis project manager will maintain close contact with the HCC representative, updating them on the project at least every two weeks in addition to regularly scheduled meetings. Contact will be made via email, phone conversations, conference calls, and face-to-face meetings. If face-to-face meetings cannot be held in Denver, additional travel costs may be incurred with HCC approval, or alternative means of communication such as a teleconference may be considered.

#### Scheduling

The Project Management Plan shown in Appendix B includes a summary of timelines and dates for the proposed project. Assuming that the contract will be awarded on December 8, 2005, we have allowed for a contract finalization period, and have created all timelines with a project start date of January 4, 2006. This start date can be adjusted as necessary to meet HCC requirements, with the understanding that other key project dates will also be affected. At each milestone, we have allowed a 3-day review period for HCC to review materials and return them to Osmosis. Any delays in these review timelines will lead to a schedule change and may require budget adjustments.

However, there is flexibility built into this schedule. Upon being awarded the contract, a project kick-off meeting will be held. At that time, all key participants from both HCC and Osmosis will review a detailed project plan and timeline and will make adjustments as necessary.

The project will contain the following five phases:

- Phase I: Needs Analysis
- Phase II: Design

- Phase III: Development
- Phase IV: Formative Evaluation
- Phase V: Implementation

During each phase, Osmosis will be developing one or more deliverables for HCC (see Section 1.2: Tasks and Deliverables for a complete list of project deliverables). The conclusion of a phase will result in a deliverable being presented to HCC for sign-off approval. Where possible, the three courses—Appropriate Employee Personal Conduct, Appropriate Use of Company Assets,

Figure 2.1: HCC Staff Person Required—HCC Liaison/Stakeholder

Task	Start	Finish	Approximate Time (in hours)
Kickoff meeting	1/06/06	1/06/06	3
Review schedule and project plan and sign off	1/06/06	1/11/06	3
Complete needs analysis of HCC	1/11/06	2/8/06	20
Needs analysis results meeting	2/8/06	2/8/06	4
Review Code of Ethics and needs analysis and sign off	2/15/06	2/20/06	4
Determine system requirements for tracking	2/27/06	2/28/06	4
Design elements meeting	3/6/06	3/6/06	3
Review design elements and sign off	3/6/06	3/9/06	10
Content drafts meeting	4/6/06	4/6/06	2
Review content drafts and sign off	4/7/06	4/11/06	16
Pilot meeting	5/8/06	5/8/06	8
Review pilots and sign off	5/16/06	5/18/06	16
Review changes to pilot and sign off	6/2/06	6/6/06	5
<b>Total hours</b>			<b>98</b>

Figure 2.2: HCC Staff Person Required—HCC IT Manager

Task	Start	Finish	Approximate Time (in hours)
Determine system requirements for tracking	2/27/06	2/28/06	4
Plan database	2/28/06	3/2/06	4
Deploy Course 1, Module 1: Personal Conduct Online	6/7/06	6/7/06	8
Deploy Course 2, Module 1: Company Assets Online	6/8/06	6/8/06	8
Deploy Course 3: Sexual Harassment Awareness Online	6/12/06	6/12/06	8
<b>Total</b>			<b>32</b>

and Sexual Harassment Awareness—will be developed in tandem, reducing the project timeline and ensuring consistency across all courses.

### 2.2 Risk Analysis and Mitigation for Project Management Plan

**Risk 1:** HCC requires more than three working days to provide sign-off on a deliverable.

**Solution 1:** When the Project Management Plan is finalized, HCC will have ample notice of the key review periods, and the HCC representative has indicated that three working days allows sufficient time for the HCC Liaison to complete reviews. However, in situations where HCC requires more time for review, the Osmosis Project Manager will consult with the HCC Liaison to develop a suitable approach. If there is flexibility in the timeline at that point, Osmosis will be happy to accommodate HCC's needs. However, if staff cannot be temporarily re-purposed, HCC will be required to pay the appropriate hourly rates for Osmosis staff during the delay to ensure their expertise is retained on the project.

**Risk 2:** HCC requests additional content included in the products during the development process.

**Solution 2:** As indicated in the Project Management Plan, Osmosis employs a very consultative development process and has built in frequent reviews by HCC. Our goal is to create an optimum product that addresses all of HCC's needs. However, once sign-off has been received for each deliverable additional changes will be considered scope changes and will be subject to additional charges at an agreed-upon rate. Work will not proceed until a Project Modification Notice has been completed and signed, as described in Section 3.3: Risk Analysis and Mitigation for Budget.

**Risk 3:** Communication breaks down between Osmosis and the HCC Liaison.

**Solution 3:** Osmosis is very proactive in dealing with our clients, and we have not yet had a situation where communication has become difficult with a client. However, if for some unforeseen reason we are unable to communicate with the designated HCC Liaison, we will work with other designated HCC staff members to ensure the organization is kept apprised of our progress at all times.



### 2.3 HCC's Role

To facilitate the development process, we expect HCC to provide a representative who will be our single point of contact throughout the development process (the HCC Liaison), a resource from the HCC IT Department to assist with technical requirements, and a group of representative learners to pilot test each course. We consider designated HCC representatives key players in the Osmosis team for the duration of the project, and they will be included in all critical meetings. A preliminary estimate of the time required of key HCC staff is included below in Figures 2.1 and 2.2.

As the pilot test phase approaches, Osmosis will consult with HCC regarding the representative learners who will pilot test each course. The exact number of learners and the time required of them will be determined at this time.

## 3.0 Initial Cost Proposal

### 3.1 Resource Allocation

To make best of our staff assets and time, Osmosis prides itself on choosing the appropriate staff carefully for each project task. Figure 3.1 is a summary of how our staff will be allocated over the course of this project.

Figure 3.1: Staff Loading Chart

	Project Manager	Senior Instructional	Junior Instructional	Web Programmer	Web Designer	Subject Matter	Program Assistant	Trainer	HCC Liaison	HCC IT Manager
<b>Task 1: Project Start Up</b>										
Create final schedule and project plan	■								■	
Host kickoff meeting	■	■	■						■	
Receive sign-off									■	
<b>Task 2: Needs Analysis</b>										
Complete needs analysis of HCC	■	■	■				■		■	
Provide needs analysis results	■	■	■				■		■	
Develop Code of Ethics	■	■				■	■			
Receive sign-off									■	
<b>Task3: Design Training</b>										
Prepare Detailed ID Map for Each Course and Module	■	■	■			■	■			
Prepare Project Flowcharts for Each Course and Module	■	■	■				■			
Plan database for trackability	■			■	■		■		■	■
Prepare look and feel				■	■		■			
Provide design elements	■	■	■	■	■		■		■	



	Project Manager	Senior Instructional	Junior Instructional	Web Programmer	Web Designer	Subject Matter	Program Assistant	Trainer	HCC Liaison	HCC IT Manager
Receive sign-off on design elements										
Prepare Content Draft for Each Course and Module										
Provide content drafts to HCC for sign-off										
Receive sign-off on content drafts										
<b>Task 4: Develop Training</b>										
Create Pilot for Each Course and Module										
Deliver pilots to HCC for signoff										
Revise pilots as necessary										
Receive sign-off on pilots										
<b>Task 5: Formative Evaluation</b>										
Pilot Test Courses										
Revise pilots as necessary										
Receive sign-off on pilot test changes										
<b>Implementation</b>										
Deploy Online Modules										
Deploy Face-to-Face Training										

### 3.2 Budget

The total cost of the proposed Osmosis solution is \$233,048.00. This represents development and deployment of three courses, including three online modules and two face-to-face modules in each of HCC’s eight locations, as detailed in the table below. Our solution will provide online ethics training that will be available to all HCC staff, and additional face-to-face training for all mid- and senior-level managers.

The total cost has been broken down into a per-course estimate, as shown in [Figure 3.2](#).

Figure 3.2: Course Cost Matrix

Course	Length (hours)	Cost
Course 1: Employee Personal Conduct		
Module 1: Online	1.5	\$51,913.60
Module 2: Face-to-face	2	\$24,909.60
Course 2: Appropriate Use of Company Assets		
Module 1: Online	1	\$36,657.60
Module 2: Face-to-face	2	\$24,909.60
Course 3: Sexual Harassment Awareness		
Module 1: Online	2	\$58,257.60
<b>Total cost</b>		<b>\$196,648.00</b>

**Note:** Figure 3.2 above reflects development and deployment costs for all courses, exclusive of face-to-face course delivery. Delivery of Course 1, Module 2, and Course 2, Module 2, is priced as shown in Figure 3.3 below.

Figure 3.3: Face-to-Face Delivery Costs

Course	Length (hours)	Cost
Course 1: Employee Personal Conduct		
Module 2: Face-to-face delivery only	2	\$2,275 per location
Course 2: Appropriate Use of Company Assets		
Module 2: Face-to-face delivery only	2	\$2,275 per location
<b>Total cost</b>		<b>\$36,400 for all 8 locations</b>

**Note:** Delivery pricing has been calculated based on delivering both modules at a single location on the same day. This quote would need to be recalculated if these modules were to be delivered on separate days, or if the number of management staff to be trained at each location exceeded the number that could be accommodated in HCC facilities in a single session.

Figure 3.4: Payment Schedule for HCC

Deliverable	Date	Percentage	Payment Required
Code of Ethics and Needs Analysis Report	2/15/06	30%	\$58,994.40
Content Drafts	4/06/06	30%	\$58,994.40
Pilots of Each Course and Module	5/08/06	30%	\$58,994.40
Deploy Online Courses	6/12/06	10%	\$19,664.80
Deliver Face-to-Face Courses	6/16/06	-	\$36,400.00
<b>Total cost</b>			<b>\$233,048.00</b>

#### Payment Schedule

Figure 3.4 shows the payment schedule requested by Osmosis. Payment is staggered in a 30/30/30/10 schedule, linked to the completion of project deliverables in several major project stages. In accordance with the budget breakdowns above, payment for the delivery of face-to-face sessions is listed as a separate cost, to be invoiced on a per-location basis when these sessions are delivered.

### 3.3 Risk Analysis and Mitigation for Budget

**Risk 1:** HCC requires changes or additional content that impact the project scope.

**Solution 1:** Osmosis believes in integrity in all our business dealings, and we feel it is our responsibility to adhere to the quoted budget for the current scope of the project. However, if HCC requires additional material or changes outside the current scope, budget modifications may be required. In this situation, the Osmosis Project Manager will create a Project Modification Notice in conjunction with the HCC Liaison. This Project Modification Notice will detail the nature and scope of the additional work required, and will require HCC approval for development to proceed.

**Risk 2:** The cost of resources change between proposal submission and the commencement of the project.

**Solution 2:** Osmosis has built a margin into our quoted costs to take into account overhead, G&A, and other business-related costs. This margin also allows for any market-related changes in the cost of resources, so in the absence of scope changes the cost to HCC will not change from the quoted price.

## 4.0 Resource/Staffing Plan

### 4.1 Corporate Capabilities

Established in Denver, Colorado in 2002, Osmosis Ltd. has grown to include offices in Ireland, Australia, and India. We are a leading provider of training products and services across a broad range of industries including healthcare, education, and hospitality. Previous clients include the Australian National Training Authority, ResMed, Boulder Valley School District, and the Head Start Bureau.

Our vision is to enable our clients to reach their potential by maximizing training value. Company resources such as time and employees are increasingly valuable and businesses are looking for ways to leverage their investments for optimal returns. Osmosis training (delivered under the brand “Learning by Osmosis”) empowers employees to reach their potential and maximizes return on investment.

Osmosis brings over 35 years experience in instructional design and training to the table. Our founders specialize in instructional design, multimedia development, technical writing, and project management. We also draw on a staff of talented graphic designers, programmers, and highly knowledgeable subject matter experts to develop our training. With this wealth of knowledge and resources, we produce customized training solutions targeting your company’s needs, no matter how large or small.

Not only are we able to customize the content of the training solution to your needs, but also the delivery methods. Learning by Osmosis projects range from 10-week instructor-led courses to 2-hour Web-based sessions, and also include a number of hybrid delivery options.


Regardless of the size or type of training solution required, Osmosis designs individualized training options to meet the specific needs of each of our clients. Following this tailored approach, we have created a high quality training design for HCC—one that is well researched and based on your legal and business needs. We look forward to creating a solution with you.

### Our Approach to Instructional Design

Osmosis follows the Instructional Systems Design model that includes the phases of analysis, design, development, implementation, and evaluation, otherwise known as the ADDIE model. This model provides the most comprehensive approach to finding a successful training solution as it is not a linear process, but rather a circular one, allowing for continued formative evaluations, adjustments, and updates to training materials as needed.

Osmosis will use effective strategies to facilitate learning that are appropriate to the topic, learner, objectives, and desired learning outcomes, including:

- ▶ Collaborative training opportunities to share ideas, thoughts, challenges, and solutions

- 
- ▶ Authentic learning to make the information meaningful and applicable to learners and increase knowledge transfer
  - ▶ Opportunities for practice and application
  - ▶ Periodic feedback to the learner as they progress through the training to keep them on track
  - ▶ Accountability to ensure training is effective
  - ▶ Quantitative and qualitative evaluation methods

## 4.2 Key Personnel Biographies

### The Osmosis Founders

**Alyson Katz, M.S.**, Instructional and Learning Technologies. A seasoned instructional designer, trainer, and project manager, Ms. Katz brings more than 20 years of experience in the education and training arena. She successfully develops and implements training programs for adults in both business and education. With a focus on learner-centered environments, Ms. Katz employs differentiated training methods to reach learners with varying abilities. She was responsible for creating management-level ethics training and delivering it to over 1,000 employees over 11 locations in the judicial circuit in Florida. Recently, she developed the technology program for the entire Boulder Valley School District, targeting students with learning and behavioral disorders. As a part of this work, she was also responsible for developing and conducting training for adults in the district. With certifications in Project Management, Diversity and Equity Training, and Leadership Training, Ms. Katz analyzes client and learner needs and develops effective and efficient training solutions that deliver a high return on investment. Ms. Katz's project management expertise includes providing start-up oversight for Osmosis' newly awarded contracts, preparing budgets, and developing work plans. She also oversees quality control, meeting client and corporate standards.

**Jennifer McDonald, M.S.**, Instructional and Learning Technologies, blends her knowledge of print and electronic media with her background in education and instructional design to develop a wide range of innovative training materials for adult learners. As an instructional designer, she analyzes training needs, identifies competencies, creates measurable learning objectives, applies adult learning theories and designs training experiences. Ms. McDonald is currently designing an instructor-led training for Head Start staff across the country working with families experiencing domestic violence. In addition to her instructional design skills, Ms. McDonald also has a certificate in Interactive Multimedia and designs for many types of media, including Web sites, newsletters, training packages, CD-ROMs, and other educational and promotional materials. She managed two complex multimedia projects for the Head Start Bureau that involved budget development, writing, layout, design, and production of accompanying materials. She continuously analyzes user interfaces, recommending and implementing improvements as necessary. Ms. McDonald has also developed and conducted usability studies, using proven research to design the test plan, analyze results, and make recommendations for improvement.

**Trinity Ryan, M.S.**, Instructional and Learning Technologies, is a highly skilled instructional designer with more than seven years experience researching, writing, and designing training for

corporate clients. She applies adult learning theories and designs for a variety of training formats, including instructor-led and Web-based. Focusing on client needs, Ms. Ryan works with subject matter experts, designers, and developers for the duration of the project from needs analysis to delivery. Published in the field, Ms. Ryan has focused her research on producing multimedia training materials for teaching legal ethics and professional responsibility and combating online learner isolation. She has experience working on small- and large-scale design projects, including several with the University of Colorado at Denver that entailed developing stand-alone Web-based training on topics including conflicts of interest and workplace harassment. Ms. Ryan is Australian-born, and prior to her work with Osmosis she managed teams of instructional designers, graphic artists, and developers in Australia to produce cutting-edge educational, training, and conferencing software for commercial release.

### 4.3 Description of Project Staff

Osmosis is built on similar foundational principles as HCC. Our staff is chosen for their high quality work, in-depth project knowledge, integrity, honesty and accountability. Below is a summary of the project staff's responsibilities.

#### Project Manager

- ▶ Plans and manages the delivery of business systems solutions and associated application.
- ▶ Provides technical support services in support of business objectives and ongoing operations.
- ▶ Plans for project implementation.
- ▶ Responsible for estimating, executing, implementing and providing ongoing support.
- ▶ Responsible for functional business groups to ensure the efficiency and effectiveness of systems solutions deployed in support of business goals and objectives.
- ▶ Responsible for application staff development and technology vendor relationship management.
- ▶ Responsible for application systems/project planning, estimating, tracking and management.
- ▶ Responsible for business functional areas, and external customers and vendors in defining systems/project priorities, scope, approach, resource requirements, timing, deliverables and funding.
- ▶ Responsible for all application business systems and services.
- ▶ Provides leadership and direction to the development staff.
- ▶ Responsible to manage technology and consulting vendor/partner relationship, service delivery and overall performance.

#### Subject Matter Expert (SME)

Specializes in:

- ▶ Ethics and human dimensions, including company assets and personal conduct.
- ▶ Technology transfer.
- ▶ Technical writing.
- ▶ Community and formal education.
- ▶ Resource interpretation, and environmental education.



Serves as:

- ▶ Training consultant.
- ▶ Trainer, facilitator.
- ▶ Conflict management facilitator.
- ▶ Strategic planning trainer.
- ▶ Curriculum consultant.
- ▶ Lecturer.

SMEs envision new business processes and applications that behave differently from existing ones. SMEs participate in business modeling and requirements definition activities. Each SME is willing to provide input to and make decisions about detailed requirements. Osmosis will select our consultant SMEs for their proven track record and depth of knowledge about the field of ethics.

### Senior Instructional Designer

- ▶ Responsible for the entire lifecycle of instructional design projects.
- ▶ Designs e-learning and traditional learning applications.
- ▶ Responsible for direct interaction with customers and subject matter experts to conduct analyses; determine client's needs, and develop appropriate learning objectives and outcomes.
- ▶ Provides a collaborative environment with other instructional designers.
- ▶ Utilizes knowledge of Instructional Systems Design and experience using the ADDIE model as applied to e-learning and traditional learning/training, with heavy emphasis on analysis and design.
- ▶ Provides knowledge of adult learning theory and various instructional strategies.
- ▶ Designs performance based assessment tools and standardized testing products.
- ▶ Familiar with technologies such as Learning Management Systems, Learning Content Management Systems, Knowledge Management Systems, and Learning Object Design. Familiar with current SCORM and Section 508 Standards.
- ▶ Responsible to lead development efforts from concept through implementation, to include development of associated training and instructional support materials, job aids, etc.

### Junior Instructional Designer

- ▶ Designs e-learning and traditional learning applications.
- ▶ Responsible to work in a collaborative environment with other instructional designers.
- ▶ Provides knowledge of Instructional Systems Design and experience using the ADDIE model as applied to e-learning and traditional learning/training, with heavy emphasis on analysis and design.
- ▶ Works with clients to determine needs.
- ▶ Provides knowledge of adult learning theory and various instructional strategies.
- ▶ Designs performance based assessment tools and standardized testing products.

### Web Designer

- ▶ Responsible for the design, creation, deployment, and maintenance of Web pages.
- ▶ Provides main client contact and interface regarding design issues.

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- ▶ Responsible to represent Web design team in meetings with clients.
- ▶ Provides input in determining project scope; defines design parameters of the project.
- ▶ Determines standards and style for design capabilities to ensure a high level of design and coding efficiency consistent with current standards and trends.
- ▶ Collaborates with project manager on Web team assignments, workflow, and scheduling.
- ▶ Produces Web and multimedia design.

### Web Programmer

- ▶ Develops software development and documentation.
- ▶ Develops applications that link information from databases to Web-based user display.
- ▶ Documents code consistently throughout the development process.
- ▶ Maintains extensive documentation for all projects.
- ▶ Maintains online Programmer manual.
- ▶ Provides prompt and professional response to bug reports.

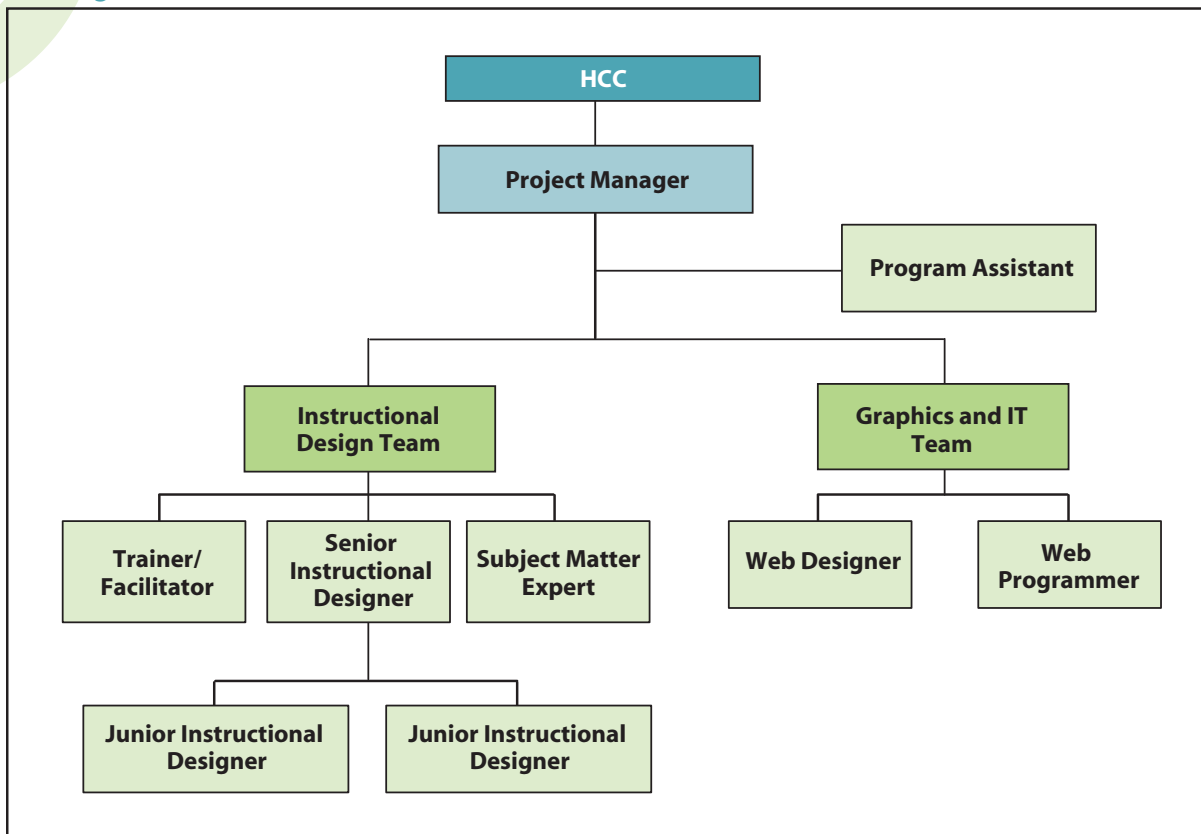
### Trainer

- ▶ Assesses relevant training needs.
- ▶ Stays informed as to relevant skill and qualifications levels required for effective performance
- ▶ Produces strategies and plans to meet training and development needs.
- ▶ Manages training delivery.
- ▶ Manages measurement and follow.
- ▶ Ensures all training activities and materials meet with relevant organizational and statutory policies, including health and safety, employment and equality laws.
- ▶ Monitors and reports on activities, costs, performance, etc, as required.
- ▶ Develops self, and maintains knowledge in relevant field at all times.

### Program Assistant

- ▶ Performs routine clerical tasks as assigned and for other departments as needed.
- ▶ Orders and maintains office supplies.
- ▶ Operates a variety of standard office machines, including a personal computer and a variety of computer software, phone, fax, calculator, shredding machine and photocopy machine.
- ▶ Communicates verbally and in writing between customers/suppliers/visitors/enquirers and relevant staff, and interpret and respond clearly and effectively to spoken requests over the phone or in person, and to verbal or written instructions.

## 4.4 Organizational Chart



## 4.5 Management and Reporting

At Osmosis, we pride ourselves on our open, honest communication, both internally and with our clients. Our communication plan for this project with HCC is detailed below.

### External

Communication will be established on a regular basis between HCC and Osmosis. This may take various forms including face-to-face meetings, email, phone conferences, and written reports. Regular contact with the HCC Liaison will occur throughout the project. The HCC Liaison is a point of contact both for the Osmosis project team, and the HCC management—although HCC is also welcome to contact Osmosis directly at any time.

We will provide a monthly written review and report informally every two weeks. The report will provide an update on various components of the project status relevant to the progress at the time of reporting.

### Internal

The Osmosis project team meets face-to-face every other week to keep all team members apprised of project progress and any relevant changes. Communication in the interim is done via

email, phone, and written reports. Additionally, each Osmosis team member provides a weekly update to the Project Manager.

### 4.6 Risk Analysis/Mitigation of Staffing Issues

**Risk 1:** Key Osmosis staff member(s) leave during the project timeframe.

**Solution 1:** The three Osmosis founders have a vested interest in the success of this project and a possible ongoing relationship with HCC and are therefore extremely unlikely to leave during the project timeframe. However, it is recognized as a business reality that other staff members may leave during this time. While Osmosis retains a staff of efficient and productive employees, we also actively cultivate a pool of seasoned contractors who may be tasked to fill an open position with short notice, thereby ensuring the project will remain on budget and on time.

**Risk 2:** Changes to the project timeline mean that staff are not required for significant periods of time on this project.

**Solution 2:** As discussed in Section 3.3, Risk Analysis and Mitigation for Budget, staff will be re-purposed to other ongoing projects wherever possible to accommodate timeline changes. However if the delays are the result of extended review cycles beyond the agree-upon periods, HCC will be responsible for paying a fair hourly wage for these employees in order to retain their expertise on this project.



## 5.0 Other Considerations

### 5.1 Quality Assurance Procedures

Osmosis incorporates a thorough quality assurance process in the development of all our courseware. This is particularly true in the design and development phases, when team members conduct reviews for the following quality assurance issues before submitting the deliverables to HCC for review and sign-off:

#### 1. Content

- ▶ Accurate spelling and grammar
- ▶ Adheres to HCC style guide, if standards exist
- ▶ Includes all critical information
- ▶ All content is accurate and up-to-date

#### 2. Supporting documentation

- ▶ All content is up-to-date and accurate
- ▶ Conforms to same standards as content

#### 3. Media and graphic design

- ▶ Appropriate instructional graphics
- ▶ Accurate spelling and grammar
- ▶ Graphics are minimal in file size

#### 4. Technical compatibility

- ▶ Compatible on all user platforms
- ▶ Compatible on all user browsers

#### 5. Usability

- ▶ All links function correctly
- ▶ Accessible to users with disabilities
- ▶ Conforms to principles of usability and effective design

As demonstrated in the detailed Project Management Plan (Appendix B), Osmosis invites HCC to review deliverables throughout the development process. Time has been scheduled to make any necessary corrections or adjustments following HCC review of critical elements. This schedule will ensure that HCC is satisfied with the finished product, while keeping the project moving forward.

Furthermore, Osmosis invites HCC to provide representative members of the target learner audience during the Pilot Test phase of the project. Feedback from this test group will be incorporated into the final products, ensuring that the courses developed meets learners' needs and preferences.



## 5.2 Program Evaluation Plan

Upon completion of implementation, we are recommending evaluating the program's success. The method found to be most effective for this involves both a short and long-term approach.

Osmosis recommends the following program evaluation plan based on Kirkpatrick's phased approach:<sup>1</sup>

### Phase 1: Reaction

- ▶ Include an evaluation at the end of the course to get learners' immediate feedback.

### Phase 2: Learning

- ▶ Send out a follow-up evaluation to learners within one week of course completion. This can be used to determine whether learners have mastered the skills and concepts.
- ▶ Survey learners again three to four weeks after training to determine how the training has been applied on the job, how the training is being used and how helpful the course was. There will be incentives for completing the follow-up evaluation form--for example, Amazon.com points, entrance in a drawing for tickets or certificates, free lunch pass, and so on.

### Phase 3: Behavior

- ▶ Conduct surveys with managers to determine whether training made an impact in meeting objectives. Since it may be difficult to measure ROI formally, managers' feedback on the value of the training can help support and justify its expense.

Osmosis will be responsible for developing and administering the evaluations and surveys in conjunction with HCC. The resulting data gathered will be compiled and presented to HCC in periodic formal reports.

## 5.3 Measuring Return on Investment

It is difficult to assign a dollar figure to learning's most important benefits. E-learning's less tangible improvements are no less valuable than the savings in travel expenses, but intangibles are more difficult to document and justify. It is therefore valuable to examine ROI from both a human and business performance perspective.

### Formulating Training's Value

To calculate the total benefits of a training program, you need to evaluate the tangible results of training and assign a monetary value to such factors as: increased productivity, improved quality, reduced turnover, reduction in lost time, injury reduction, and increase in customer satisfaction, to name a few. These benefits are often called "hard benefits" because they can be converted to a monetary value. Other training benefits such as improved communication, enhanced corporate image, improved conflict resolution, increased sensitivity to human diversity, improved employee morale, and increased employee loyalty are less tangible, and more difficult to convert to dollar figures. This latter type of returns are called "soft benefits."

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### Soft Benefits

Soft benefits are important, and although they cannot be directly measured, they can be inferred or indirectly measured by associated outcomes. One way to approximate the value of soft benefits is to give a monetary figure for these intangibles. We at Osmosis can talk to employees, managers, supervisors, and executives to assess a value for these soft benefits and then take an average of the numbers we receive to calculate your return on investment in training.

By carefully measuring the results of training and tying training to the strategic metrics HCC uses to measure its business success, HCC can increase—and demonstrate the increase in—its return on training dollars.

### Hard Benefits

Using the figures supplied by HCC, we have calculated that in the past HCC has spent \$900.00 per person for one day of ethics training per year, which may not have been maximally effective or provided compliance with all applicable laws. In contrast, Osmosis is offering a comprehensive and fully compliant package, including both online and face-to-face ethics training. The face-to-face training is offered in each of HCC's locations, saving employee travel and downtime. We are also providing sexual harassment awareness training that will ensure HCC is compliant with Californian State laws. All of this is offered for \$1000.00 per employee for the first two years, based on 100 management employees taking all courses. The cost is significantly reduced in the following years as HCC will pay only for updates to the training.

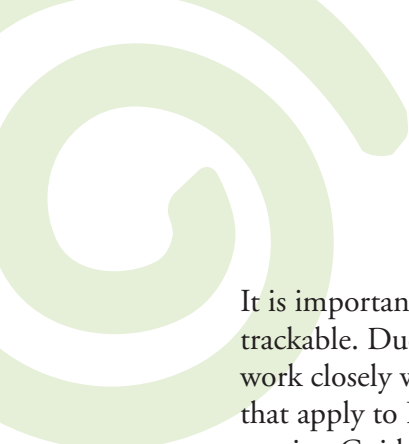
A further benefit of the Osmosis solution is the fixed-price approach for the courses – HCC only pays once to have all courses developed. As a result, the online training cost per learner is greatly reduced as the numbers trained are increased; therefore, HCC could greatly increase the reach of their ethics training by offering the online modules to all employees at no additional cost. E-learning can be done at the learner's convenience and can be taken as many times as desired, so if there is employee turnover, new hires can be trained easily and effectively without additional cost to HCC.

Finally, there is financial benefit to being compliant with all appropriate State and Federal laws in the area of ethics. As stated in Section 1.1, Background and Understanding, the Federal Sentencing Guidelines make all organizations, no matter what their size or purpose, liable for their employees' conduct.

One of the two factors that mitigate punishment of an organization under the Federal Sentencing Guidelines is the “existence of an effective compliance and ethics program.” The Guidelines go on to say:

The potential fine range for a criminal conviction can be significantly reduced—in some cases up to 95 percent—if an organization can demonstrate that it had put in place an effective compliance and ethics program and that the criminal violation represented an aberration within an otherwise law abiding community.

Conversely, absence of such a program can be grounds to increase an organization's punishment.



It is important for HCC to be aware that all Osmosis training is Federally compliant and fully trackable. Due to the complexity of the laws governing ethics, our subject matter experts will work closely with HCC to ensure compliance with all applicable State and Federal guidelines that apply to HCC. For more details on the laws, see Appendix C-Chapter 8 of the Federal Sentencing Guidelines and Appendix D-California Law Regarding Sexual Harassment Training.

When viewing the financial benefits of the Osmosis solution alongside the quality and effectiveness of the training we provide, we believe our proposal delivers the optimum cost/value proposition to HCC.

## 5.4 Intellectual Property Considerations

As mentioned in Section 5.3, Measuring Return on Investment, the Osmosis proposal is intended to be used by HCC for their internal training purposes only. Under the pricing included in this proposal, HCC may train an unlimited number of their direct employees for as many years as they wish, with the only additional costs being delivery of the face-to-face modules, and any updates HCC requests.

HCC will also retain ownership of their Code of Ethics developed under this proposal. However, Osmosis will retain ownership of all content and source code. If HCC wishes, we look forward to discussing entering into a partnership arrangement together to develop and distribute this and other courses to a wider audience.

## References

<sup>1</sup> Chapman, A. (2005). Donald Kirkpatrick's learning evaluation model; review, remaining material, design and code. Retrieved 9/10/2005, from [www.businessballs.com/kirkpatricklearningevaluationmodel.htm](http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm).