

Mastery of Yoga for the Digital Age



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Technology Change Plan Proposal

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About the Client

Yoga Shala School of Yoga and Ayurveda (Yoga Shala) is a small, privately owned yoga school in Charlotte, NC. The owner, Hollace Stephenson, serves as the director of programs and primary instructor among other roles such as bookkeeper, building maintenance, sales, and marketing. Services provided by Yoga Shala are currently held in a leased 1000 square foot studio space. Yoga Shala's services include teacher training, workshops, public classes, and private yoga sessions. All current Yoga services are face-to-face and instructor-led. Teacher training and workshop capacities are approximately eighteen students per enrollment, and public classes hold up to twenty-two students. Since the yoga school opened in 2012, it has served more than 2,500 students.

Purpose

The primary purpose of the proposed change is Yoga Shala's need to increase its client base and revenue. In addition, Yoga Shala's owner wants to remain competitive with today's technology trends and meet learner demands for more services convenient to busy schedules. To accomplish this, the owner wants to offer online yoga training, workshops, and public classes.

Scope

Many organizational changes will occur because of this technology change. The transition process will shift delivery method of yoga content from 100% live face-to-face, instructor-led to a student-centered blended learning environment. The desired learning environment will include asynchronous online modules with some live face-to-face meetings, depending on the yoga service provided. New systems, components and processes will need to be developed and others may diminish or go away. In addition to the existing process of delivering yoga instruction and the activities that support it such as building maintenance, marketing, and accounting, Yoga Shala will need to develop a system for instructional design, development, implementation, management, and evaluation. In addition, the owner will need to rely on other individuals with necessary skills by hiring a small team to plan, develop and implement the change. The following organizational changes will be necessary:

Increased Reliance on Human Resources – Yoga Shala will need to hire a team of knowledgeable, skilled individuals to plan, execute, manage and evaluate the change.

Larger Focus on Instructional Design Processes - Instructional design and development processes will become a large part of Yoga Shala's business practices.

Investors or Business Loan - Securing and allocating necessary funding is key.

Marketing Strategy –Yoga Shala will update its current marketing to reach a broader audience.

Software and Hardware Requirements – An LMS will be selected, configured, implemented and managed. In addition, other hardware and software updates may be required.

Virtual School – With this change comes potential to shift away from a long-term lease and maintenance expenses of a brick and mortar building to occasional space rental at reduced rates when live services are provided. The percentage of asynchronous online versus live face-to-face instructional time in the blended learning environment will vary depending on content and service category. A breakdown of each service category and projected change in delivery method is presented in Appendix A.

Reason for Change

The change was initiated by Yoga Shala's owner. Several internal and external factors were involved.

Internal Factors

Limited instructional staff – Yoga Shala currently has one primary instructor and approximately three substitute instructors for yoga classes. With this limited number of instructional staff, it is not possible to increase live face to face services to reach a broader audience.

Limited availability of owner and primary instructor – Yoga Shala's owner and primary instructor designs, develops and implements curriculum, maintains records of student accounts, performs bookkeeping, markets services and maintains facilities. She cannot continue all these duties and add additional live face to face services or travel to other geographic locations to increase reach and revenue.

Limited space – Yoga Shala's current studio space can only hold up to 22 students per class and approximately 20 students per workshop or teacher training. This creates a limit to the total number of students Yoga Shala can serve.

Student requests for additional classes, workshops, and training – The owner receives frequent inquiries from current students to add more services to the schedule. She cannot meet the needs of the students because she does not have the capacity.

Live face to face services is time-consuming. – To provide live face-to-face yoga services requires planning, preparation, instructional, and clean-up time.

Limited Budget – Restraints of staff, capacity and space limits business growth and revenue. A significant portion of current income is allocated to monthly rent, utilities, and building maintenance. Also, occasionally Yoga Shala invites guest instructors to contribute to teacher training curriculum. These guest instructors often require substantial fees for services and travel expenses.

External Factors

Technology Advancements – Technology advancements are changing the way the world learns and does business. Businesses cannot compete if they do not keep up with change. People desire and expect to learn at times that are convenient for their schedules.

Socio-cultural elements – Due to hectic schedules and increased stressors on society, people find it hard to implement healthy habits into their lives. Offering yoga services through an online learning environment meets today's clients' demands for anytime anywhere access to learning.

Competition – Many national and international yoga schools are providing services online. To grow its student base, Yoga Shala needs to remain competitive.

Demand from out of town yoga schools – Several other yoga schools around the US have requested the owner and primary instructor travel to their destination to provide live face-to-face yoga instruction. Traveling to provide training is expensive and time-consuming.

Outside requests for additional classes, workshops, and training – The owner receives frequent inquiries from potential new students to add more services to the schedule. She cannot meet these demands because she does not have the time capacity.

Resources and Funding

The owner of Yoga Shala has subject matter expertise in yoga as well as instructional design knowledge and skill that are instrumental for this technology change; however, several other resources detailed below are needed to successfully implement the proposed change:

Human Resources – A team of individuals will need to be hired to plan, develop, implement, manage and evaluate the technology change. Necessary team members along with their roles and responsibilities are discussed in the Change Management Team section below.

LMS – The learning management system selection process was started last year but a decision has not been finalized. An LMS will need to be adopted based on criteria such as hosting (cloud-based), course authoring tools, collaboration and communication tools, accountability and assessment tools, performance tracking, certificate generator, technology and customer support services, e-commerce, usability, scalability, customization, responsive design, accessibility, security, SCORM compliance, Tin Can (xAPI) compliance, current customer reviews and one time and recurring costs.

Hardware and Software – Depending on the capabilities of the selected LMS additional hardware and software may need to be purchased. The owner currently uses a 15-inch MacBook Pro purchased in 2016. After a complete needs analysis is performed, the LMS is selected and multimedia production staff are consulted a newer, more powerful computer may be necessary. It will not be necessary for

Yoga Shala to purchase hardware and software to produce media files since the multimedia specialists contracted will own and operate industry specific technology such as recording equipment, computers and software for audio, video and text file editing. Yoga Shala's current website will need to be updated by the current web designer, however no new software is required. The internet connection will need to be sufficient to make uploading large media files to the LMS efficient.

Funding – There are some funds necessary to initiate the project. After a complete budget analysis is performed and budget projection is created, the owner of Yoga Shala will need to consider securing additional money through investors, a small business grant or a small business loan.

ADKAR Change Model

The ADKAR Model has been selected to guide change process primarily because of the elements it addresses, the flexibility and guidance it offers, and it is appropriate for the size of the business, people involved and value system of Yoga Shala. ADKAR approaches change from two dimensions, the people side and the business side. It addresses five major outcomes an individual must achieve for successful change: awareness, desire, knowledge, ability and reinforcement. Awareness and desire for change are established with the owner, but she needs to explore areas of knowledge, ability and reinforcement with the team she'll hire. The team will not need to be convinced to support this change because they will be hired specifically to execute it. This model will allow the team to address business needs and operations while they examine their individual contribution of knowledge, ability and reinforcement. This self-exploration approach aligns well with Yoga values of self-interest, self-discovery and self-transformation. ADKAR guides the change process by providing the team with templates to develop action steps within the five major areas of change.

Affected Systems

Yoga Shala's current curriculum must be redesigned and redeveloped for an online learning environment. This creates higher input, more processes and outputs for **instructional design and development** systems. **Human resources** will be impacted as several contractors need to be hired and added to the **payroll** for planning, design, development, implementation and evaluation processes. Human Resources will also need to consult a lawyer to draw up the contracts. Tasks performed by the **accounting** system will be affected as cash flow increases. The **marketing** system will have increased responsibilities to ensure branding and advertising are consistent and effective. Once the virtual school is successfully established, **building maintenance** processes will change and potentially end if the owner decides not to renew a long-term lease. Current **students and guest instructors** will have access to classes, workshops and trainings at their convenience, that may not include the studio space or face-

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to-face time to which they are accustomed. Consideration of student and guest instructor opinions and emotions is key to a successful transition.

Change Team Roles and Responsibilities

There will be a **change team** to manage the change and an **operational team** to execute activities related to planning, development, and implementation of the change. The operational team will consist of **core members** with significant responsibilities and peripheral members. The core members will need to meet throughout the entire process. The peripheral members will be consulted on an as needed basis.

Teams will be comprised of the following individuals and responsibilities:

	Stakeholder	Roles and Responsibilities
Change Team	Owner/Yoga Director Hollace Stephenson	Project sponsor, subject matter expert, lead instructional designer, Human Resources director. Primary point of contact.
	Change Management Leaders Carrie Wright, Susan Hitt	Provide insight and guide the operational team as they follow the ADKAR model; Facilitate communication among teams and members
	LMS Administrator	Coordinate with LMS's customer service staff to customize and configure the LMS; Input, upload organize content to the LMS; track student progress and trouble shoot technology issues with IT specialists from the LMS; serve as the SCORM, x API, ADA and data security specialist.
Operational Team	Assistant Instructional Designer	An additional instructional designer will be contracted to review instructional designs and to offer feedback and suggestions. This person will develop content in the LMS using authoring tools provided within the LMS software or other authoring software when needed and will be responsible for assisting in the upload of content to the LMS as it is produced as well as troubleshooting content issues.
	Graphic Artist/Web Designer Daynya Quigley	Developing brand and educational graphics; updating the website
	Audio and Video Specialists Michael Quigley Alexis Bruce	These individuals will be contracted to provide input during the planning process for recording audio and video content. They will determine and provide the necessary hardware and software needed to ensure high-quality recordings (microphones, cameras, lights). In addition, they will work with the LMS to ensure files are compatible with LMS SCORM, xAPI and ADA compliance standards.
	Marketing Specialist Leigh Fowler	Promote virtual school; Create online newsletters; Design social media and browser ads; Manage student email information in Constant Contact
	Guest Instructors Jessica S., Jenni F., Tanya B., Katie S.	Provide content and LMS opinions; create content; pilot testing
	Students Solestine L., Sue K., Lisa H., Caroline G., Chelsea M., Ravi R., Bruce M., Tom & Barbara H.	Provide content and LMS input; Pilot testing
	CPA Christine C.	Ensure money is appropriately accounted for and reported accurately

	Stakeholder	Roles and Responsibilities
	Lawyer David C.	Ensure no copyright issues; Create legal forms
	LMS customer service and technical support staff	Ensure compliance and compatibility for SCORM, accessibility, security; assist with LMS configuration; provide technical support

Sources

“ADKAR Change Management Model Overview.” *Prosci*, www.prosci.com/adkar/adkar-model.

Retrieved February 17, 2018.

Appendix A

Table 1. Proposed technology changes

Services Category	Current State	Future State
Classes	100 % live face to face 75 or 90-minute yoga instruction including asana (poses), pranayama (breath work), mantra and meditation.	100% asynchronous 5 to 90 minutes of audio or video recordings to include yoga techniques that students can access and practice anytime, anywhere. (The total number of recorded individual yoga techniques has yet to be determined)
Workshops	100 % live face-to-face Depending on the workshop, 2 to 24 hours of live face-to-face instruction includes lecture, demonstration, whole group discussions, individual journal activities, small group activities, guided instruction for poses, breath work, mantra, and meditation.	Blended % of live vs. online instruction will vary depending on workshop topic. Some workshops will be 100% online asynchronous other will be a blend of online asynchronous with live face-to-face meetings. Depending on the workshop, 2- 24 hours of recorded video or audio, PowerPoint-like presentations, reading assignments, online discussion forums, journal entries, and self-checks of knowledge.
Yoga Teacher Training	100 % live face to face 200 + hours of training include guided instruction for poses, breath work, mantra and meditation, lecture, demonstration, whole group discussions, individual journal activities, small group activities, practice teaching	Asynchronous Components 5 to 90 minutes of audio or video recordings to include yoga techniques that students can access and practice anytime, anywhere; assigned readings; written reports; case studies; asynchronous group discussions; individual journal activities; quizzes and tests Live face to face components Reinforcement of yoga techniques; demonstration; practice teaching with coaching and feedback; student-led presentations and discussions; small group activities