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DMIT1506 (A01)

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**Garden of Eden:** Process Profile Assessment

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# **PROCESS PROFILE**

**Process Name:** Plant Harvest

**Process Owner:** Program Manger

**Process Description:** A participant arrives at the sanctuary and enrolls in the 'Plant Harvest' event. Upon enrollment, they're provided with detailed meeting information. When come for the event, they first acquaint themselves with the gardens and fellow participants. Through hands-on experience, they them learn the intricacies of farming by planting seeds and later harvesting them. The process culminates in preparing a meal with the harvested produce, after which participants are encouraged to provide feedback after they enjoy their meal together.

**Stakeholder:** Participants, the Gardener, The Culinary Chef.

**Trigger:** Participants decide they want topart take in the Plant Harvest program.

## **Process:**

|  |  |  |
| --- | --- | --- |
| **Unit Inputs (1)** | **Transformation** | **Unit Outputs (2)** |
| Decided event enrollment | Enroll for Event | Event information,  Meeting information |
| Event information,  Meeting information | Understand Harvest Process | Knowledge of harvest process, Harvested plants |
| Knowledge of harvest process, Harvested plants | Prepare Harvest Meal | Prepared meal |
| Prepared meal | Share Meal | Event feedback |

### **Process Assumptions:**

* This process and all the steps within it are only specific to the Plant Harvest event and is not for any other event in the Learning Center for the Garden of Eden.
* This process involves only the perspective of the participants of the Plant Harvest event as from when they enroll into the program till the end of the program where they share their feedback about it.
* The Plan Harvest event takes place in a day. After they sign up for it the in the Sanctuary, they come back for the event another day with the meeting information.
* **Enroll into the program:** This process includes the actions of a Plant Harvest participant first coming into the sanctuary, choosing a program, receiving event meeting information, and navigating the program on the day of the event.
* **Understand Harvest Process:** This process includes the actions of learning about the process of farming, such as planting seeds and harvesting plants.
* **Prepare Harvest Meal:** This process includes the actions of using the newly harvested plants to prepare a meal with the help of the Culinary Chef.
* **Share Harvest Meal:** This process includes the actions of the participants readying the table and coming together to eat their newly prepared meals. During this time, they are also taking through their experiences with one another. So, this process also involves taking a survey after where they provide feedback through a survey on the event based on the experiences they have shared.

## **Process Inputs:**

|  |  |
| --- | --- |
| **Input** | **Source of the Input** |
| Decided program | Participant |
| Event information | Gardener, Event information documents |
| Meeting information | Gardener |
| Knowledge of harvest process | Gardener |
| Harvested plants | Participants |
| Prepared meal | Participants |

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## **Process Outputs:**

|  |  |
| --- | --- |
| **Output** | **Customer of the Output** |
| Event information | Participant |
| Meeting information | Participant |
| Knowledge of harvest process | Participant |
| Harvested plants | Participant |
| Prepared meal | Participant |
| Event feedback | Program Manager |

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## **Process Objectives:**

|  |  |
| --- | --- |
| **Objective** | **Measure of Success** |
| **Cultivate an understanding of wholeness and interconnectedness.**  Assumption: Participants understand the value of collaboration and relationship building.  Risks: [3] | High levels of participant collaboration during the event, indicating a deepened appreciation for interconnectedness and the importance of wholeness in relation to others and the environment. |
| **Connect participants with environmental, economic, and social crises.**  Assumption: Participants understand that they their actions have an impact in nature which can directly affect them as well.  Risks: [4] | Number of participants expressing a strong interest or understanding in environmental health, as evidenced by participation in related discussions, workshops, or initiatives during or after the program. |
| **Nurture participants compassion, creativity, and awareness.**  Assumption: Ensuring programs aligns with people’s their interests, including their availability, and budget.  Risks: [5] | Elevated levels of enrollment rates of the program in relation to the number of inquiries made, indicating its alignment with participants' interests, availability, and budget.  Assumption: Participants choose events that are inline with their interests, availability, and budget. |

## **Risks:**

|  |  |
| --- | --- |
| **Risks** | **Mitigation Strategies** |
| Lack of facilitation or guidance leading to ineffective collaboration. | Provide clear instructions and goals for collaborative tasks. |
| Participants may encounter logistical challenges in reaching the event location or may have difficulty with transportation. | Offer clear and detailed event information, including transportation options, and aid participants with mobility challenges. |
| Participants may not actively engage in collaborative activities due to personal conflicts or disinterest. | Provide guidance to maintain productive collaboration. |
| Unpredictable weather conditions may disrupt outdoor program activities. | Plan accordingly to the weather and have backup activities in place for adverse weather conditions and communicate any necessary changes to participants. |

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|  |  |
| --- | --- |
| **Risks** | **Mitigation Strategies** |
| Crop failures or challenges in crop maintenance may impact the program's effectiveness in teaching sustainable farming. | Implement best practices in crop management and have backup plans in case of crop-related issues. |
| Participants may not fully appreciate the labor and resources required for farming, leading to a lack of motivation to minimize crop wastage. | Encourage all participants to farm hands-on to provide participants with a real sense of effort involved and showcase the benefits of reducing wastage. |
| Participants may not perceive the relevance of these crises to their daily lives. | Use real-world examples and case studies to illustrate the impact of these crises on individuals. |

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|  |  |
| --- | --- |
| **Risks** | **Mitigation Strategies** |
| Insufficient funding or resources may limit the quality and scope of program offerings. | Secure adequate funding and resources first to support program development and delivery. |
| Insufficient interest or awareness among potential participants, leading to low enrollment rates. | Encourage participants to make informed choices that align with both their interests and logistical consideration by gauging their response when enrollment occurs. |
| Participants may express safety concerns or discomfort during outdoor activities. | Prioritize participant safety by providing clear guidelines and ensuring experienced staff or guides are present. |
| Participants may have differing expectations regarding program content, resulting in dissatisfaction. | Clearly communicate program details and objectives to manage participant expectations. |
| Participants may select programs solely based on convenience rather than alignment with their interests, leading to reduced engagement. | Provide clear information on program content and expected outcomes to help participants make informed decisions during enrollment process. |
| Survey responses may not provide valuable feedback due to poorly designed or conducted surveys. | Create well-structured surveys and ensure they are administered effectively to gather meaningful feedback. |

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# **GLOSSARY:**

|  |  |
| --- | --- |
| **Term** | **Definition** |
| Biosphere | The regions of Earth where living organisms exist, encompassing the land, water, and atmosphere. |
| Collaboration | The act of working together with others to achieve common goals or objectives, fostering teamwork and collective problem-solving. |
| Crop Wastage | The unnecessary loss or disposal of harvested crops, often due to mishandling or improper storage. |
| Environmental Impact | The consequences of human actions on the natural world, including pollution, resource depletion, and habitat destruction. |
| Events | Specific activities or sessions within the Garden of Eden program, such as workshops, gardening sessions, and meal preparation activities. |
| Farming | The cultivation of crops and the raising of animals for food production, emphasizing sustainable and responsible agricultural practices. |
| Garden of Eden | The sanctuary offering a holistic learning program and various events to educate visitors about nature's harmony, sustainability, and interconnectedness. |
| Holistic Learning | An approach to education that addresses the whole person, nurturing physical, mental, emotional, and spiritual well-being. |
| Interconnectedness | The idea that all elements of nature and life are interconnected, highlighting the interdependence of ecosystems and human beings. |
| Meal Preparation | The process of converting raw harvest into consumable meals, emphasizing culinary skills and resource utilization. |
| Program | The comprehensive educational initiative at the Garden of Eden that encompasses various events and activities focusing on nature, sustainability, and self-awareness. |
| Relationship Building | The process of establishing and nurturing connections and bonds with others, often emphasized during collaborative activities. |
| Self-awareness | The ability to recognize and understand one's own thoughts, feelings, and behaviors, often nurtured during holistic learning experiences. |
| Sustainability | Practices that aim to conserve and protect the environment, ensuring the responsible use of resources for the benefit of future generations. |
| Wholeness | The concept of completeness and unity within nature and the self, emphasizing interconnectedness and harmony. |

# **MARKING GUIDE**

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Comments** | **Marks** |
| **Spelling & Grammar** | I used the word editor to grammar and spell check.  (5/5) | **5** |
| * A mark of zero will be awarded if there are more than two spelling/grammar errors |
| **Document Formatting** | Document formatting wasn’t much different to what I’ve done previously, so I just applied that. I also added a glossary to clear up any potential vocabulary overlaps that could occur. Namely I was confusing “program” and “event” in the beginning, so it was an important tool to include for me. (5/5) | **5** |
| * Title page contains all relevant information |
| * Title page is formatted in a usable manner |
| * Table of contents is complete and accurate |
| * Document format is reader-centered |
| * Incorporated the self-assessment (checking quality of your work) |
| **Review Approach with Client** | y | **Y/N** |
| **Process Drill Down** | | |
| **Review Drill-down with Client** | y | **Y/N** |
| **Drill down (documented using tables)** | Group – what was your reflective learning moment?  (3/5) | **5** |
| * Process and units are named correctly |
| * All relevant units and no irrelevant units are included |
| * Breakdown into units is appropriate |
| * Level of abstraction is consistently applied |
| * Process and unit names are documented consistently |
| * Transformations are correctly identified |
| * Relevant assumptions are clearly documented |
| **Review Inputs and Outputs with Client** | y | **Y/N** |
| **Inputs and outputs** |  | **5** |
| * Inputs and outputs for process and all units are correctly identified |
| * Input and output names are consistently applied |
| **Process Profile** | | |
| **Review Process Descriptors with Client** |  | **Y/N** |
| **Process Descriptors** | For the most part this area was simple, I mainly had trouble with the process naming part. I made sure to confirm the story I had captured first, then I named the process. I also put it in my assumptions what each process entailed to be sure. (3/5) | **20** |
| * Process and unit names are correct |
| * Process and unit owners are correctly identified |
| * Process description clearly describes input, transformation, output |
| * Process triggers are complete |
| * Process triggers are correct |
| * Inputs and outputs correctly identified |
| * Sources of input and output correctly listed |
| **Review Objectives and Measures of Success with Client** |  | **Y/N** |
| **Business Objectives and Measures of Success** | **This really was quite a confusing feat for me in the beginning, because it was a question of how detailed I needed to be. And I did end up changing my approach at the end based on Sunny’s conversation. (20/30)** | **30** |
| * Business objectives are accurate, complete, and clear |
| * A relevant, achievable, realistic measures of success is presented for every business objective |
| **Review Business Risks and Mitigation Strategies with Client** |  | **Y/N** |
| **Business Risks and Mitigation Strategies** | I just named as many as I could. I wasn’t sure how to check if I covered everything though either. The other confusing thing was that because we didn’t really go through it in class, I wasn’t sure what and how much was expected of us. (20/30) | **30** |
| * Business risk list is thorough |
| * Business risks are clearly stated risks to business objectives |
| * Mitigation strategies are clearly and accurately described |
| **Total** | | **100** |

## 

## **Reflection:**

Surprisingly, this time the assignment felt a little calmer, and maybe because of that it was a little easier as well... or I just understood more of the expectations. However, I would still never say it was an easy assignment, none of Sunny’s ever are. One thing I’ve noticed is that I really need to work on my task management, because I can never manage to cover everything with my client. I’m starting to think that moving forward I will start to be lazier with my drafts. I put so much effort into trying to perfect each section before I show it to the client that I don’t get the time to even show it, because I also can’t do it all in the allotted time. I have other things to get to. Of course, the break we had didn’t help, but I need to learn how to plan for those things better so I’m covering everything. It just reminded me of what Sunny told us our stakeholders are typically like in Capstone.

The other thing that was tough as well was gaging out expectations with some of the sections because we didn’t really cover them in class. And that was our faults as students for not completing our homework on time and not asking enough questions. *Karma is a b%\*!.* It’s made me realize to be lazy, but in the right ways. Just do something for your homework, perfect it later if it’s needed. Sometimes, just stumbling will get you more forward in life than perfecting as I’ve been learning.