



KNEE HIGH DAYCARE COOPERATIVE

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Executive summary

Knee High Daycare Cooperative, or KH, is an IU student organization that provides childcare services to up to 12 families at a reduced cost. Member parents are required to contribute two 5-hour shifts of work weekly to care for all of the children, as well as hold “outside jobs” (e.g. treasurer, scheduler, etc.).

KH needs to improve how it maintains the organization’s institutional knowledge so it can more efficiently and effectively train new members. As an organization staffed mainly by students (both parents and assistants), KH has a high turnover.

The goal of this project is to provide KH with resources and/or processes that help to sustain its institutional knowledge. This will include:

- *100% documentation of all of KH’s outside jobs, along with the technical information, job goals, task, and links to resources to help individuals perform an outside job,*
- *A reduction in the number of information systems members must access to learn about outside jobs,*
- *Creation of processes that include the updating of KH outside job documentation.*

The project team recommends that KH revise and improve the information stored on its information system, Oncourse, with the aim of providing current and future members clear job descriptions that do not conflict with other documentation and can be easily used as a job training tool. Additionally, the team recommends a series of policy changes to encourage document maintenance by KH parent members.

Further, KH must decide between three options to implement this revision:

- *Hire help*
- *Have all the members revise documents*
- *Create/Amend a job role to assign it to one person*

After weighing time and initial feedback from parent members, the project team feels KH should embrace one of the latter two options for implementation.

Description of current system

Knee High Daycare Cooperative, or KH, is an IU student organization that provides childcare services to up to 12 families at a reduced cost. Member parents are required to contribute two 5-hour shifts of work weekly to care for all of the children, as well as hold “outside jobs” (e.g. treasurer, scheduler, etc.). Each parent has an equal voice in the organization. In addition to the parent members, IU undergraduate students are hired as assistants, who supplement the daycare staff. These assistants are under the supervision of member parents who are on shift. KH information systems include Oncourse, two email listservs, a Word Press website, several Google Docs, and possibly other systems used by individual members, but not shared by the entire group.

Problem Description:

KH needs to improve how it maintains the organization’s institutional knowledge so it can more efficiently and effectively train new members. As an organization staffed mainly by students (both parents and assistants), KH has a high turnover. Members and assistants likely leave KH upon the completion of an IU degree. Even members who are faculty tend to move on to other academic institutions. Additionally, KH serves children from the ages of 6 months to four-years-of age, meaning a family’s child or children can age-out of the daycare. As such, there are no long-term personnel at KH who can ensure that the information about how to operate the daycare is passed on or that the best practices are recorded and maintained.

While new members rely on older members for guidance and information, there is no guarantee that departing families will be accessible to current parent members. In addition, KH members’ shift jobs periodically to ensure that the more difficult and time-intensive roles are assigned to members with more experience. The changing of outside jobs requires the training of individuals, which means that members must take additional time outside of their work/studies and family life to complete the training. Such training occurs on an ad hoc basis. While documentation exists to help job trainees understand the jobs, it is disorganized, sometimes absent, and much of its content is dated. This creates difficulty for any individual parent member, especially new members, to understand the nature of their outside job.

Problem Scope

The outside jobs of KH are integral to its operation. They are termed “outside” as being outside of the care of children, but include necessary activities such as treasury, scheduling, IT, and others needed to operate KH effectively. Since they are held by parents, there can be up to 24 parents/guardians involved in staffing these jobs. Over the course of this proposed project, new individuals have joined KH and some will be

departing prior to any implementation of a solution. Since outside jobs impact daily operation, this project will also affect the 15 KH assistants as well as the care of the center's 10-12 children.

There are currently 12 outside jobs at KH. Each has varying degrees of complexity and information needs. For example, the information requirements of the treasurer likely exceed that of the person charged with rotating KH's toys and books. Data concerning jobs is stored in multiple information systems, which are at times out of date or incomplete.

Goals / Objectives

The goal of this project is to provide KH with resources and/or processes that help to sustain its institutional knowledge. This will include:

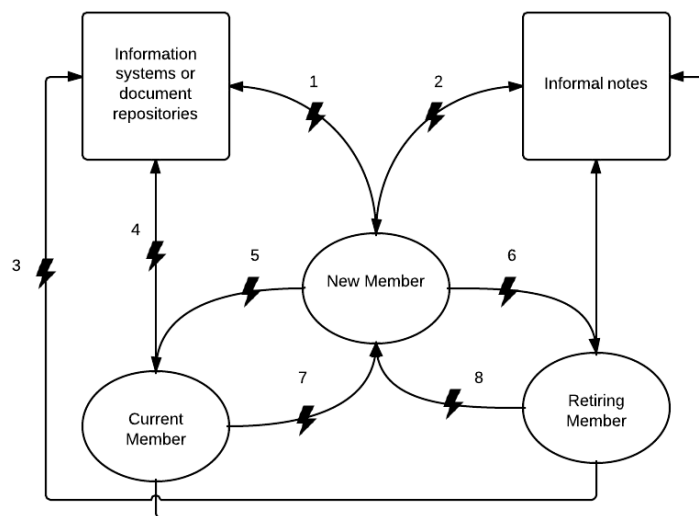
- *100% documentation of all of KH's outside jobs, along with the technical information, job goals, task, and links to resources to help individuals perform an outside job,*
- *A reduction in the number of information systems members must access to learn about outside jobs,*
- *Creation of processes that include the updating of KH outside job documentation.*

Integrated models

Over the course of this project, the project team developed a series of models to help it better understand how KH currently retains institutional knowledge and trains its parents members in how to conduct an outside job. The data for these models were gathered from the observation of team members, interviews with 5 KH parent members of various tenure lengths, and analysis of documents.

Following each model is a description of breakdowns, situations which create problems in communication between parent members as it relates to outside job training.

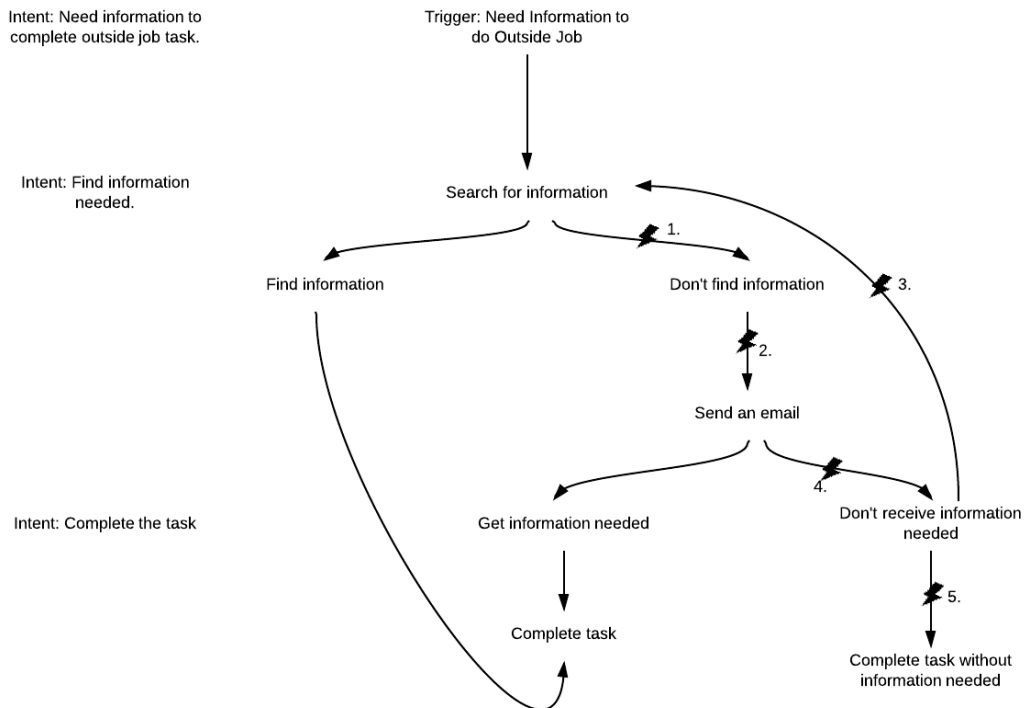
Flow model



The above model demonstrates a number of issues, particularly for new members. Breakdowns in communication are indicated by a lightning bolt. They are:

1. Information system has incomplete information or contradictory sources
2. Informal communication / notes is incomplete or disorganized
3. Retiring member fails to record knowledge or information
4. Current member fails to record knowledge or information
5. New member hesitant in contacting current member
6. New Member hesitant in contacting retiring member
7. Current member takes too long to reply or provides inadequate information
8. Retiring member takes too long to reply or provides inadequate information

Sequence Model



The above model demonstrates a number of issues, particularly for new members. Breakdowns in communication are indicated by a lightning bolt. They are:

1. Search for information is not fruitful
2. Communication is ineffective since member is hesitant to ask questions
3. No satisfaction with received reply
4. Replies are either late or insufficient
5. Proceed to task with no consensus or incomplete information

Artifact Model

The model below is but a sample of the errors and breakdowns found in the KH manual and Oncourse wiki. Due to the size of both artifacts, the entirety could not be included in this report. In addition, emails were also analyzed for this project. However, due to privacy issues, they have not been included in this report.

Terms used in the document:

OCW: Oncourse Wiki

KHM: Knee High Manual

KHDC: Knee High Daycare Cooperative

Sections of Oncourse Wiki:

Oncourse Wiki Homepage:

The screenshot shows the Ouncourse Wiki homepage for Knee High. At the top right, it says "Home last modified by [redacted] on March 15, 2011 1:01:46 AM EDT - Go to comments (1)".

Welcome to Knee High Wiki

What is this?
You can read more on wiki [here](#). For us, this is a collection of articles for recurring issues at Knee High with links to relevant documents. All of you have access to comment and change or create articles. There is a help link on this page, and you can also contact the [UITS Support Center](#) if you have questions.

Frequently Accessed Knee High Resources

- o [redacted]
- o Meeting Agenda
- o Schedule
- o KH Manual
- o Activities
- o Meeting Minutes
- o Roster September 2010.doc
- o Assistant contact list
- o SOA Reimbursement Form
- o KH Photos
- o KH Facebook page

Frequently Asked Questions

Job-specific Articles (job description, helpful tips, checklists, forms, templates, links)

Current job assignment list

- Health & Safety
- Purchaser
- Technology and Data Management
- Scheduler
- Treasurer?
- Assistant Coordinator
- New Member Coordinator
- IU Liaison
- Events Coordinator?
- Early Education
- Books and Toys?
- Recycling

Other Articles

- o Mentoring a new family
- o Hosting a monthly meeting
- o At Knee High, how do I keep a lid on chaos in the post-lunch pre-nap period
- o Semi-annual deep cleaning?
- o Berries & other things around KH

Annotations on the screenshot include:

- A lightning bolt icon pointing to the "Home last modified" text with the note: "Last modified 2011, certain information such as health & safety, child care, personal information needs to be updated on a regular basis, which does not seem to be happening."
- A lightning bolt icon pointing to the "Current job assignment list" with the note: "List of current jobs and parents assigned to those jobs. Last changed in 2011"
- A lightning bolt icon pointing to the "Pages Inaccessible" text with the note: "Pages Inaccessible"
- A lightning bolt icon pointing to the "Assistant Coordinator" link in the job-specific articles.
- A lightning bolt icon pointing to the "Events Coordinator?" link in the job-specific articles.
- A lightning bolt icon pointing to the "Early Education" link in the job-specific articles.
- A lightning bolt icon pointing to the "Books and Toys?" link in the job-specific articles.
- A lightning bolt icon pointing to the "Recycling" link in the job-specific articles.
- A lightning bolt icon pointing to the "Assistant Coordinator" link in the job-specific articles.
- A lightning bolt icon pointing to the "New Member Coordinator" link in the job-specific articles.
- A lightning bolt icon pointing to the "IU Liaison" link in the job-specific articles.
- A lightning bolt icon pointing to the "Events Coordinator?" link in the job-specific articles.
- A lightning bolt icon pointing to the "Early Education" link in the job-specific articles.
- A lightning bolt icon pointing to the "Books and Toys?" link in the job-specific articles.
- A lightning bolt icon pointing to the "Recycling" link in the job-specific articles.
- A lightning bolt icon pointing to the "Assistant Coordinator" link in the job-specific articles.
- A lightning bolt icon pointing to the "New Member Coordinator" link in the job-specific articles.
- A lightning bolt icon pointing to the "IU Liaison" link in the job-specific articles.
- A lightning bolt icon pointing to the "Events Coordinator?" link in the job-specific articles.
- A lightning bolt icon pointing to the "Early Education" link in the job-specific articles.
- A lightning bolt icon pointing to the "Books and Toys?" link in the job-specific articles.
- A lightning bolt icon pointing to the "Recycling" link in the job-specific articles.

Other annotations include:

- A blue arrow pointing from the "Frequently Accessed Knee High Resources" section to the text "Redacted personal".
- A blue arrow pointing from the "Current job assignment list" to the text "List of current jobs and parents assigned to those jobs. Last changed in 2011".
- A blue arrow pointing from the "Pages Inaccessible" text to the "Assistant Coordinator" link.
- A blue arrow pointing from the "Pages Inaccessible" text to the "Events Coordinator?" link.
- A blue arrow pointing from the "Pages Inaccessible" text to the "Early Education" link.
- A blue arrow pointing from the "Pages Inaccessible" text to the "Books and Toys?" link.
- A blue arrow pointing from the "Pages Inaccessible" text to the "Recycling" link.
- A blue arrow pointing from the "Pages Inaccessible" text to the "Assistant Coordinator" link.
- A blue arrow pointing from the "Pages Inaccessible" text to the "New Member Coordinator" link.
- A blue arrow pointing from the "Pages Inaccessible" text to the "IU Liaison" link.
- A blue arrow pointing from the "Pages Inaccessible" text to the "Events Coordinator?" link.
- A blue arrow pointing from the "Pages Inaccessible" text to the "Early Education" link.
- A blue arrow pointing from the "Pages Inaccessible" text to the "Books and Toys?" link.
- A blue arrow pointing from the "Pages Inaccessible" text to the "Recycling" link.

At the bottom, there is a comment section with "Hide Comments (1)", "Add Comment", and a comment from [redacted] on 2010-05-29 09:27:29.0.

Important

Sections of OCW Homepage:

1. **Frequently accessed Knee High Resources** – this section contains information that is often accessed by members of Knee High and contains such information as pertains to childcare, child related information, parent and assistant shifts, SOA related information, and meeting
2. **Job specific information** – this contains all information regarding current outside jobs at Knee High. It also contains a somewhat outdated roster of which parent/member is assigned what outside job.
3. **Good to know information** – this section contains information that fails to fall under the first two sections and contains information regarding mentoring, meetings, semi-annual cleaning of KH, etc.

Purchaser – Outside Job [Linked from Homepage]

Purchaser last modified by [REDACTED] on September 16, 2010 2:35:23 AM EDT

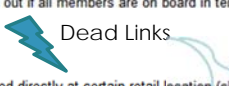
Purchaser
Purchaser's job is simply to buy things for Knee High based on requests from members.

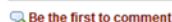
Purchasing Request Intake
Most requests come through the purchasing board in the kitchen. Therefore, the purchase should check the board frequently. Parents can also communicate a request directly to the purchaser. It is the responsibility of everyone at Knee High to report any low-stock items as soon as they notice it.

Decision to Purchase
Commonly purchased items (such as Cheerios, bread, sandwich bags, and other supplies) typically do not need an approval or a discussion among parents. If there is a request for an irregular or expensive item, the purchaser can email the listserv or bring it up at the meeting to find out if all members are on board in terms of whether to purchase this item and which one of the options. The purchaser may need to do some product research to offer some options to parents.

The Act of Purchasing and Delivering
The treasurer supplies the purchaser with an SOA card, to which purchases can be billed directly at certain retail location (click [here](#) for the list). The SOA card is not a credit card and looks like [this](#).
For vendors that do not accept the SOA card, the purchaser needs to paying using personal funds and request reimbursement using [this form](#). Non-SOA vendors will often ask for Knee High's tax exempt number, which according to Kmart East is [REDACTED] (Not sure if this relevant to tax exempt purchases, but IU's tax ID is [REDACTED]) The purchase should remember to alert the salesman to the fact that this a tax exempt order.
After delivering the items to Knee High, the purchaser typically takes the items to the basement leaving some in the kitchen as needed.

Reporting
After the goods are delivered at Knee High, the purchaser can put a note on the board, so the requester(s) know the status of their request. The receipts should be put in the dues box for the treasurer.

 Dead Links

 Be the first to comment

Errors: The dead links in the above diagram are discussed below.

From OCW: The treasurer supplies the purchaser with an SOA card, to which purchases can be billed directly at certain retail location (click external **link**: here for the list). **[This link does not work and leads to a 404]** [Actual Link found under References section of SOA website: <http://soa.indiana.edu/forms/Vendor%20List%202013.pdf>]

From OCW: For vendors that do not accept the SOA card, the purchaser needs to paying using personal funds and request reimbursement using external **link**: this form. **[This link does not work and leads to a 404]** [Actual Link found under Forms sections on SOA website: <http://soa.indiana.edu/forms/Reimbursement%20Request%20Form.pdf>]

Health & Safety – Outside Job [Linked from Homepage]

Health & Safety last modified by [redacted] on March 17, 2014 11:20:34 AM EDT - Go to comments (2)

Health and Safety

The health and safety officer is an important position that should be filled by a senior family/member. There are many strict guidelines and regulations that the state of Indiana and IU itself has set for daycares. An important role of the H&S officer is to make sure required records/certifications of parents/assistants and children are kept updated. All health and safety records must be kept at Knee High in a secured/locked filing cabinet.

As the health and safety officer you are required by law to maintain confidentiality about other member's/children's personal medical conditions (this may include their decision to waiver immunizations). This information should not be released to the group as a whole. If you are not certain if a condition should be classified as a personal medical condition, contact Tim Dunnuck (dunnuckt@indiana.edu) at the Campus Child Care Support (CCCS) office.

Health practices while on shift

- Children shall thoroughly wash their hands with soap and warm running water before meals and snacks and after using the toilet.
- Parents/assistants shall wash their hands with soap and warm running water before and after food service, before and after diapering or helping a child with toileting, before and after providing first aid, after using the toilet, or any other time that is necessary.
- If a child becomes ill while at the cooperative, he should be cared for in a separate area from the other children and the child's parent should be notified.

Sanitation

- Cots should be sanitized with a bleach solution[#]
- Cot's sheets must be washed weekly by the parents.
- All food preparation & serving areas (i.e. dining table, kitchen counter top, etc.) need to be sanitized after use with a bleach solution[#]
- Diaper changing areas should be sanitized with a bleach solution after every use[#]
- Diaper changing areas and toilets/potties should be sanitized with a bleach solution at the end of every shift[#]
- Toys should be sanitized on a regular basis (IU regulations call for weekly). A chart for shift zoning jobs should be maintained to reflect the toys used on a daily basis.

[#] one (1) teaspoon of bleach per gallon of water

Safety on shift

- A working telephone shall be maintained in the cooperative at all times (more of a maintenance issue)
- A copy of the Red Cross First Aid manual, or its equivalent, shall be kept on the premises
- A first aid kit, as recommended by the Red Cross or its equivalent, shall be maintained on the premises.
- A written evacuation plan, in the case of fire or other emergencies, shall be posted in a conspicuous place.
- Quarterly fire drills need to be conducted and documented. Fire drill records shall be kept on the premises.

Administering Medications at Knee High

- All medication, including over-the-counter medication, shall be administered only with prior written permission from the child's parent or legal guardian.
- Prescription medication must be provided by the parent in its original container and must include the child's name, physician's name, the name of the pharmacy, and clear written instructions as to the dosage, time and reason that medication is to be given.
- Caregivers shall keep a written record of the date, time and dosage of any and all medication given.

Note: I have made a "Medication Authorization Form" and uploaded it to the resource section on Oncourse.

Documentation required for children

Children are required to have their health and immunization forms turned in to the health and safety officer within **thirty days** of their start date. This form includes, but is not limited to:

- a physician's documentation that the child is free from any condition that would preclude participation in the cooperative
- up-to-date immunization record for the child (Note parents do have the option to opt out due to personal/religious beliefs, contact the CCCS office for more details)
- any allergies or other chronic health conditions including, but not limited to, asthma, diabetes, and food/environmental allergies/intolerances

H&S compliance schedule for each parent/assistants:

Only once:

- Background check
- Physical (Health form)

Annual requirements:

- TB test
- CPR Training
- Child Abuse and Neglect Recognition
- Universal Percussion

Every three year:

- First Aid

Hide Comments (2) Add Comment

[redacted] (2013-09-08 15:18:28.0) Comment

My documents are from 1999, I don't know how up to date they are.

[redacted] (2013-09-08 15:18:04.0) Comment

my documents are from 1999, I don't know how up to date they are.

Same person indicating that this document has not been updated for a while. Health & Safety related classes are conducted every semester and information is updated on Google Docs. This information could be misleading.

Sections of the Knee High Manual:

1. **Updating the Manual** – contains information on how the manual should be updated and versioned.
2. **General Policies and Information** – contains information regarding the mission, vision, rules etc. followed by KHDC.
3. **Responsibilities of Membership** – details the mandatory information each member must know in order to remain a member at KHDC. It also outlines information about outside jobs, fees, monthly meetings, and holiday schedules.
4. **Procedural Guidelines** – This is the section where all the necessary information such as health and safety, how to deal with environmental hazards, etc. is outlined.
5. **Child Care** – This is one of the most important sections in the document and details the psychology / methods behind what is considered acceptable behavior by the parents and the children at the daycare.

Breakdowns in Knee High Manual

1. The document was last modified in 2010 (as per source), but the document lists last revision in 2006. In either case the document is very old and needs to be updated soon.
2. This appears to be a binding document for all parent members who participate at Knee High Cooperative day care. Thus most of the language in the first section feels similar to legal speech, but the theme fails to carry through to the end of the document.
3. There is no fixed legend or standard for creating, updating the document, or adding and removing parts of the document. There is also no list of “often-used” terminology within the document. Ideally these should be available at the start of the document.
4. There is no discernable fixed pattern for using font weight (bold), italics and underlines. This takes away from the whole reason why it may have been used in the document in the first place.
5. If the document was created/updated by multiple people there is no surprise as to why the entire style, tone, and language of the document keeps changing among the sections.
6. The data within the document seems to be distributed and/or separated badly. This makes it difficult to get relevant information. Especially since there is no fixed convention used for bold, underline, and italics, reading the manual can be particularly hard.
7. All the text in the outside job section uses bold text. This could prove problematic when trying to show emphasis, importance, or relevance.
8. All job responsibilities could be listed as points.
 - a. Current paragraph format with bold font makes it difficult to read as well as find particular points.

- b. List of points would also make it easy to update/change this section.
9. Multiple standards for periodic activities
 - a. Style 1: weekly, annually, etc.
 - b. Style 2: 1x/week, 2x/year, etc.
10. No difference between font type, weight, and emphasis when used for important and non-important jobs (or for any information for that matter).
11. "*Meeting chair*" is mentioned in "*monthly meeting*" section but not defined in either the outside jobs section or occasional outside jobs.
12. At multiple points in the document member consensus is required, but there is no definition of what constitutes consensus.
13. Items that change quite often could be maintained in their own document (e.g. outside jobs) separate from the manual, which could be used to contain information that would change fewer times over larger spans of time in comparison.

Outside Job Conflicts or Breakdowns (between OCW and KHM):

1. "Health & safety" as listed in the OCW and KHM have different responsibilities.
2. Communications Coordinator and Recorder positions in KHM have overlapping job duties as Technology and Data Management position in OCW.
3. Treasurer, Event Coordinator, and Books and Toys positions are not accessible on OCW.
4. Assistants Coordinator from OCW has overlapping duties with Staff Recruiter & Trainer/Staff Relations position in KHM. KHM also mentions Work-Study Coordinator but fails to define the term, and could be assumed to have similar duties.
5. Events Coordinator in OCW (inaccessible) would have duties in common with Crafts & Activities, and Programming positions in KHM.
6. Purchaser position in OCW is the same as Purchasing and Supplies in KHM.
7. Scheduler position in OCW is also the same as Scheduler in KHM.
8. Recycling and New Member Coordinator positions mentioned in OCW have no parallels in KHM.
9. Member coordinator and Maintenance positions mentioned in KHM have no parallels in OCW.

Knee High Culture

Through team member observations and interviews, the project team garnered a working model of Knee High's culture. While the organization's members generally work well with each other, a few issues stand-out that impede the exchange among information. They are:

1. New members are hesitant to ask questions. Particularly members on probationary status who are not yet fully inducted into the group. As such, new members have little to no reliable information about outside jobs and are hesitant to ask.
2. Current members (those who have been there longer than new members) and veteran members (those who have been at KH for more than a year) expect new members to ask questions. This creates a communication breakdown, given point 1, between those who have knowledge and those who don't.
3. Departing members have the most tacit knowledge and KH relies upon them. When they leave, there is a sense of loss of this information, but no formal attempt to gather their knowledge prior to departure.

Recommendations for knee high

In proposing solutions to improve institutional knowledge and job training at KH, a number of considerations were undertaken by the team:

Considerations

Time—Solution(s) needs to be implementable in such a way as to not add over additional burden to busy members.

Culture—KH is and remains a cooperative group in which parent members must retain their voice and input in most aspects of the organization's operation.

Simplicity—Solution(s) should not require major shifts in KH processes or learning by parents members, whose main concern is the care/welfare of their children and their responsibilities/lives outside the organization.

Proposed Solution

Oncourse—Reinvest in existing system by updating content. While a new system may seem attractive, Oncourse is known by most members and new members are likely to be familiar with its operation since they will be IU affiliated. Additionally, IU plans to replace Oncourse in two years so a new information system is inevitable. Investing time and money in a third is not practical. As such, there will be no new hardware or software investments needed for this project. The issue of personnel is addressed further on in this report.

How to Reinvest in Oncourse

Revise/update all current job information

This would have to be done in such a way as to provide information on all the job's required tasks, needed training, available resources, and clear goals for success. This information must be presented as if it is the only information source on job training. While people will still rely one-on-one job training between members, there may be instances in which prior job holders will be unavailable.

Resolve Job Descriptions in Oncourse and KH Manual

Job descriptions in all documentation must match. This might include amending Oncourse and the KH Manual as well as any other sources of information that describe outside jobs. This could include—as indicated in the artifact model—removing job description information from the KH manual. The style and format of these descriptions should be drafted and approved by the parents.

Removing/archiving dated documents that no longer apply

These documents could be preserved in a section of Oncourse labeled "Archives," but if they are stored, it should be in such a way that makes it clear to KH members that they are no longer relevant to their current job duties. Instead, upon opening Oncourse, KH members should be able to clearly see only current and updated information. This may mean revising navigation tabs on Oncourse to ensure there are no instances of outdated/contradictory information.

Policy Changes

Many members refer to the manual for clarification. Changes to it will help institute practices that foster better job training and documentation. This could include:

Require job holders to amend job descriptions once per year

Set a specific date each year for job information to be updated by KH members currently holding an outside job. Such information would be reviewed by parents to ensure it is clear.

Add job training to KH manual

Since many potential members refer to the manual, adding a section that job training is required part of their duties will help set a precedent for future members.

End use of the term "outside jobs"

While seemingly less significant, the current term indicates a lack of importance of these job roles. This is despite the fact that many are integral to the operation of KH. Use of a term like "required duties" or "additional member responsibilities" may convey a stronger importance to future members.

Add job role document to new member packet

This document would explain the current job roles, their responsibilities and tasks, and who currently holds those jobs.

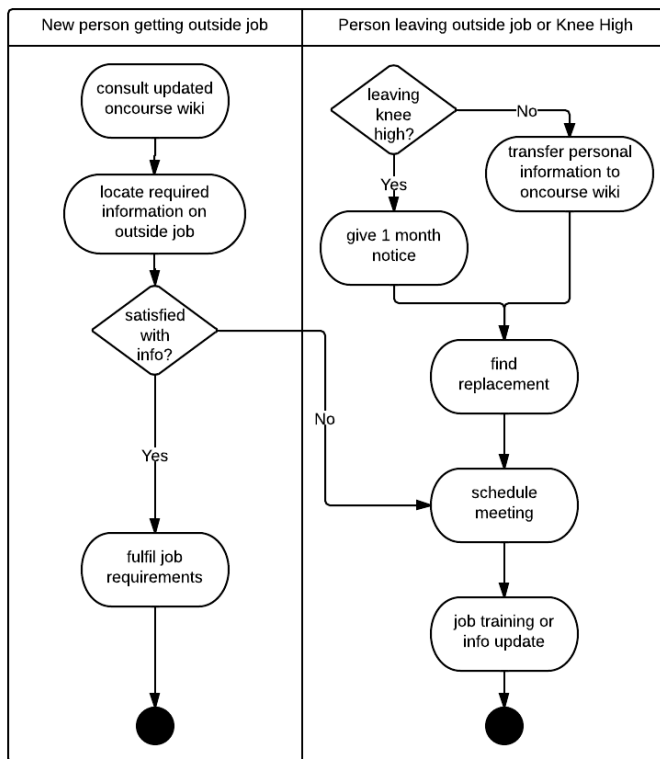
Addressing Breakdown

The above suggestions address breakdowns in the work flow of KH by providing clear and consistent information to parent members of KH. By organizing Oncourse and eliminating contradictions within it and with the Knee High manual, parent members, be they new or veteran members, will be able to find the information they need to conduct their outside jobs. Additionally, by changing policies as it pertains to job training, the solution set addresses the lack of maintenance of documents that has created confusion, especially for new members.

Additionally, better documentation should reduce members' reliance on one-to-one training sessions and email correspondence, as illustrated in the prior system's sequence model. By providing documentation to new members as it pertains to outside jobs in their orientation packets, it will also address questions new members may have about outside jobs, but are afraid to ask. Lastly, by requiring job training upon departure from KH, it helps to improve the organization's institutional knowledge, by insuring that veteran members make time to pass on what they know before they depart the organization.

Unaddressed are all the breakdowns within the artifact model, in particular those that have to do with the lack of consistent formatting within the KH manual, its tone and style, and layout. While it is advisable that KH address those issues to make the document more user friendly, they are unrelated to jobs and not within the scope of this project.

The activity diagram below shows how job training, if the above solutions are adopted, will be improved.



Solution Implementation

Creating, revising, and organizing documentation could be a lengthy process. While policy changes will be voted on by the membership, the work done on Oncourse will require a significant investment of time.

The following are three different proposals for how that work should be accomplished:

Hire Help

Hiring a student/administrative assistant to conduct this work would save parents the most time. However, there would still have to be parent supervision of the process as well as the impact on dues or the current budget. Less likely would be the hiring of intern (free help).

Everyone Helps

This system of implementation would have each current job holder have to update their own job description via a format agreed upon by the group. Each document would be reviewed by the members to ensure it meets standards. Other information updates would be assigned to parent members as needed.

Create a New Job Role

Whether by amending a current job description or creating an entire new job for an individual, implementation of any of the above solutions could be assigned to a person(s) instead of involving the entire group.

Cost-benefit analysis

What follows is a cost-benefit analysis of the options for revising job training data on Oncourse. Time is considered to be the primary factor in this analysis. There is only one tangible cost for one of the tree solutions, which is not included in the calculation for that particular option. Instead, it is noted in addition to how much time it will take for KH to recoup the time it spends on the project. It is assumed the project can be conducted over the course of one semester.

Hire Help

Cost		One-time	Ongoing
Tangible	Wages	\$528 (\$8.25/hr. for one semester of work. Assumes a four hour work week)	
Intangible	Training Time	1 hour	
	Supervision		1 hr. per week
	HR Costs	6 hours	
	Member Document Maintenance		1 hour per week
	Member Training	1 hour	
	Member Interview for Job Information	2 hours	
Benefit		One-time	Ongoing
	Organized Job Descriptions		3 hours per week
	Less New Member Confusion		2 hours per week
	Single Document Repository		1 hour per week
	Manual and Oncourse agreement		1 hour per week
	Reduction in overall email discourse		1 hour per week

Time saved

8 hours per week - 2 hours per week = 6 hours of time saved per week

Time to recover investment = 1.67 weeks (~11 days)

Additional Cost: \$528 for one semester

Create a New Job Role

Cost		One-time	Ongoing
Tangible			
Intangible	Define Job	1 hour	
	Member Document Maintenance		1 hour per week
	Member Training	1 hour	
	Member Interview for Job Information	2 hours	
Benefit		One-time	Ongoing
	Organized Job Descriptions		3 hours per week
	Less New Member Confusion		2 hours per week
	Single Document Repository		1 hour per week
	Manual and Oncourse agreement		1 hour per week
	Reduction in overall email discourse		1 hour per week

Time saved

8 hours per week - 1 hour per week = 7 hours of time saved per semester
Time to recover investment = 0.57 (~4 days)

Everyone Helps

Cost		One-time	Ongoing
Tangible			
Intangible	Member Document Creation	5 hours	
	Supervision (of other members)		1 hour per week
	Member Document Maintenance		1 hour per week
	Member Training	1 hour	
Benefit		One-time	Ongoing
	Organized Job Descriptions		3 hours per week
	Less New Member Confusion		2 hours per week
	Single Document Repository		1 hour per week
	Manual and Oncourse agreement		1 hour per week
	Reduction in overall email discourse		2 hour per week

Time saved

9 hours per week - 2 hours per week = 7 hours of time saved per week
Time to recover investment = 0.85 weeks (~6 days)

Conclusion

As of the drafting of this report, parent members who have provided feedback have indicated an early preference for the options of sharing the work or assigning it to a parent member. While more discussion may be needed, it appears these two options have the most buy-in and it is the recommendation of the project team that Knee High Daycare pursue one of these two options to help better its job training procedures, its documentation, and its institutional knowledge.