

High-Level Design:
Saving and Eating Toward Success
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Saving and Eating toward Success



Go!



Improved Shopping Experience

Format: Workplace redesign
Communication medium: Physical adaptations, print and email

Environmental Resource

- Unconcerned and conforming senior
- Isolated and vulnerable senior

Did you Know?

Format: Advertisement
Communication medium: Print
Environmental Resource

- Hard-working and active senior
- Isolated and vulnerable senior
- Unconcerned and conforming senior

Location for Easy Navigation

Format: Map
Communication medium: Print
Environmental Resource

- Hard-working and active senior
- Isolated and vulnerable senior
- Unconcerned and conforming senior

Pocket Information

Format: Job Aid
Communication medium: Print
Individual Resource

- Hard-working and active senior
- Isolated and vulnerable senior
- Unconcerned and conforming senior

The Support Team

Format: Assistant
Communication medium: Face-to-face
Environmental Resource

- Unconcerned and conforming senior
- Isolated and vulnerable senior

Monthly Food and Favorites

Format: E-Newsletter/Newsletter
Communication medium: Online/Print
Environmental & Individual Resource

- Hard-working and active senior
- Isolated and vulnerable senior
- Unconcerned and conforming senior

Time for Tea

Format: Incentive
Communication medium: Print
Environmental Motivation

- Hard-working and active senior
- Isolated and vulnerable senior
- Unconcerned and conforming senior

Helping to Stay in the Black

Format: Wizard
Communication medium: Online
Individual Resource

- Hard-working and active senior
- Unconcerned and conforming senior

Thinking Outside the Food Box

Format: Event
Communication medium: Face-to-Face/Online
Individual Knowledge and Skill

- Hard-working and active senior
- Isolated and vulnerable senior
- Unconcerned and conforming senior

Points to Win

Format: Incentive
Communication medium: Print
Environmental Motivation

- Hard-working and active senior
- Isolated and vulnerable senior
- Unconcerned and conforming senior



Low-income seniors of Glenoak will be able to eat nutritious meals while respecting their weekly food budget

Job one

Intervention #1: Improved Shopping Experience

Several work redesign adaptations to help support improved performance of seniors when they are grocery shopping. An environmental resource to enhance the performance of seniors who are unconcerned and conforming, as well as isolated and vulnerable. These redesigns include:

- Larger size font labelling of signage throughout the store (aisle signs, food labels and prices etc.).
- Strategically placed benches for seniors to sit on, if they need to physically take a break (at the end of each aisle).
- Ten basket attachments for seniors who use walkers.
- Widening of necessary aisles to accommodate walkers and make movement easier.
- Two motorized shopping carts.
- Calculators that are available throughout the store in marked bins.
- Item scanners to check for a food item price at the end of each aisle.

Performance objectives	Conventions	Communication medium	Genre
 <ul style="list-style-type: none"> • When shopping at a grocery store purchase appropriate food items, and stay within the food budget, in order to have a successful grocery shopping experience 100% of the time. • Given a grocery store receipt, compare the total to assess if the weekly food budget was respected, 100% of the time 	 <ul style="list-style-type: none"> • The intervention was selected to provide a better and more accommodating shopping experience for performers. • Provides performers with reasonable accommodations during their shopping experience to make appropriate food selection and stay within their budget. • Non-instructional. • The writing style is informative. • Expectations include ease of use and easy accessibility of new store work redesigns. 	 <ul style="list-style-type: none"> • Print for new signage throughout the store. Print of poster at store entrance explaining new enhancements and redesigns. A similar email sent out. Change in physical store set up. • Chosen as a higher visibility medium to reach out to more performers, and bring awareness to new accommodations available. • Advantages: Will provide clear and visible information on changes and resources made in the grocery store. • Limitations: Not all performers might check the poster or email. May not understand how to use some accommodations (such as how to attach the basket to the walker). 	 <ul style="list-style-type: none"> • Work redesign

Intervention #2: Location for Easy Navigation

A store map placed at the end of each aisle, and in the parameters of the store to help orient the performers, help with the location of food items, and indicate their current location. An environmental resource which targets performers who are hard-working and active, unconcerned and conforming, as well as isolated and vulnerable.

Performance objectives

- When shopping at a grocery store purchase appropriate food items, and stay within the food budget, in order to have a successful grocery shopping experience 100% of the time.
- Utilizing food purchases from the grocery store, prepare and eat nutritious meals with necessary substitutions if needed, 100% of time.

Conventions

- This intervention was chosen as a visual orientation tool for performers to both help locate a particular food item, and indicate their current location.
- Non-instructional.
- The writing style is informative and friendly.
- Learners will expect to be able to find different food aisles, as well as an indication of where they currently are in the store. Learners will also expect an easy to read map, which is simple yet informative.

Communication medium

- Print
- This medium was chosen as an easy and accessible medium for all performers.
- Advantages: The map does not need to be regularly updated. It can be used independently by most performers.
- Limitations: Does not provide specific location information for all food items. If the store setup is changed, maps will need to be changed as well.

Genre

- Map

Intervention #3: Did you know?

In store advertisement to build awareness and exposure of cost-conscious food alternatives, which might not be as well known, based on Canada's food guide (Canada, 2018). An environmental intervention within the grocery store which addresses performers who are hard-working and active, unconcerned and conforming, as well as isolated and vulnerable.

Performance objectives

- Given a weekly food budget and following Canada's food guide, plan five weekly nutritious meals for dinner, 100% of the time.
- Based on five planned meals and one possible alternative food item per meal, create a corresponding grocery list 100% of the time.
- Utilizing food purchases from the grocery store, prepare and eat nutritious meals with necessary substitutions if needed, 100% of time.
- Plan each meal with one new variety of food, 100% of the time.

Conventions

- This intervention was chosen to provide more knowledge and exposure to alternative food items.
- It provides the information on food items performers might not be aware of, helping them to eat healthier and stay within budget.
- Non-instructional.
- The writing style is friendly, encouraging and informative.
- Expectations include clear visual and written information, as well as good visibility and consistency among posters in the grocery store.

Communication medium

- Print; as posters in the grocery store.
- Chosen to be a visual aid for all performers.
- Advantages: It requires very little action on the performer's part, provides knowledge that does not need to be retained.
- Limitations: It might not be as easy to change the poster if information needs to be changed frequently. If it is not placed strategically for maximum visibility, performers might not see it in the store.

Genre

- Advertisement.

Intervention #4: Pocket Information

A small sized job aid which lists five common food substitutions providing more variety in food selection. It can be updated monthly and mailed out, or available in the store. The intervention responds to the need for a resource focusing on individual performance and addresses performers who are hard-working and active, unconcerned and conforming, as well as isolated and vulnerable in the campaign.

Performance objectives

- Based on five planned meals and one possible alternative food item per meal, create a corresponding grocery list 100% of the time.
- When shopping at a grocery store purchase appropriate food items, and stay within the food budget, in order to have a successful grocery shopping experience 100% of the time.
- Utilizing food purchases from the grocery store, prepare and eat nutritious meals with necessary substitutions if needed, 100% of time.
- Plan each meal with one new variety of food, 100% of the time.

Conventions



- This intervention was chosen, to provide a resource which could act as a information aid when grocery shopping and searching for food substitutions.
- It provides information to better select food items which are budget conscious and healthy. For example, if sour cream is not available, then yogurt can replace it as a substitute.
- Non-instructional.
- The writing style is friendly, encouraging and informative.
- Expectations include being able to fit this aid in a wallet or purse.

Communication medium



- Print
- Was selected as it would appeal to all performers, and could be kept available on them for easy use.
- Advantages: Can provide information that does not need to be retained by the learner, and provides them with the ability to apply information to enhance their performance (Stolovitch & Keeps, 2004).
- Limitations: Job aid could be lost or misplaced. Food item tosubstitute might not be on the job aid.

Genre



- Job aid

Intervention #5: The Support Team

In-store assistants, from a municipal bank of trained student volunteers, which addresses a need for an environmental resource. The intervention provides performers who are isolated and vulnerable, as well unconcerned and conforming, an intervention to help with multiple aspects during their grocery shopping (food selection, budget checking, social support etc.) which is accessible by a well-placed booth near the store entrance.

Performance objectives

- When shopping at a grocery store purchase appropriate food items, and stay within the food budget, in order to have a successful grocery shopping experience 100% of the time.
- Given a grocery store receipt, compare the total to assess if the weekly food budget was respected, 100% of the time.

Conventions



- To provide social support for isolated and vulnerable seniors. A human factor to support them in achieving job one, while helping them to break out of isolation.
- Information provided can vary, such as how to select a cost-conscious food alternative if an item is not available, to verify if performers are within their budget, help with store orientation, among many other possibilities.
- Non-instructional.
- The writing style is friendly, supportive and informative.
- Learners will expect assistants who are approachable and able to address their concerns and questions.

Communication medium



- Face-to-face.
- The medium was selected to accommodate the possible lack of technological skills of this group of performers. It was also selected to help provide more social contact and build confidence in their abilities with instant feedback.
- Advantages: It provides instant responses and a human face to questions and concerns of performers.
- Limitations: The availability of volunteers might be limited.

Genre



- Assistant

Intervention #6: Monthly Food and Favorites

An e-newsletter and print newsletter which includes four recipes of the month inspired by Canada's food guide (Canada, 2018), as well as information regarding in-store events, incentive programs, and available food items. Acting as both an environmental resource (by informing about available resources) and an individual resource (by providing a variety of recipes) for performers who are hard-working and active, unconcerned and conforming, as well as isolated and vulnerable.

Performance objectives	Conventions	Communication medium	Genre
<ul style="list-style-type: none"> Given a weekly food budget and following Canada's food guide, plan five weekly nutritious meals for dinner, 100% of the time. Based on five planned meals and one possible alternative food item per meal, create a corresponding grocery list 100% of the time. Utilizing food purchases from the grocery store, prepare and eat nutritious meals with necessary substitutions if needed, 100% of time. Plan each meal with one new variety of food, 100% of the time. 	<ul style="list-style-type: none"> This intervention was chosen as an ongoing channel to provide a resource which would provide exposure to new food items, recipes with more variety, and a monthly connection to social events and programs. It provides information which could help performers select new foods and recipes they have not tried, adding to their weekly meal planning. Additionally, it links to other interventions in the campaign by promoting incentive programs and other environmental resources. Non-instructional The writing style is friendly, encouraging and informative. Expectations include an easy to read format in which content is clear and, informative. 	<ul style="list-style-type: none"> Online and print. Two mediums were selected as some groups of performers might be at ease with an online format, and a print version to accommodate those performers who may need a hardcopy due to lack of technical capabilities. Advantages: An easy way to provide monthly updated information to performers on a variety of topics. Limitations: Not all performers might check their email regularly. The print version might be lost. 	<ul style="list-style-type: none"> E-newsletter and print edition available in store.

Intervention #7: Time for Tea

An environmental intervention to motivate performers to stay within their weekly food budget. When they have managed to stay within their budget for a month, they are invited to a monthly in-store afternoon tea event to sample new foods and socialize with other seniors. This incentive program is for performers who are hard-working and active, unconcerned and conforming, as well as isolated and vulnerable.

Performance objectives	Conventions	Communication medium	Genre
<ul style="list-style-type: none"> When shopping at a grocery store purchase appropriate food items, and stay within the food budget, in order to have a successful grocery shopping experience 100% of the time. Given a grocery store receipt, compare the total to assess if the weekly food budget was respected, 100% of the time. 	<ul style="list-style-type: none"> To help motivate all performers to pay close attention to their budget. Encouraging and rewarding positive performance in a social manner. This intervention provides performers with weekly information to assess if they are staying within their food budget. Non-instructional. The writing style is friendly, encouraging and supportive. Expectations include feedback if they have achieved staying within that week's budget. A preview of the in-store event. 	<ul style="list-style-type: none"> Print: performers sign up monthly in-store on a card in which they indicate their budget for each week (verified by a store worker before shopping). After paying for their purchases, the cashier verifies and stamps to indicate if they were successful at staying within their budget. Chosen to be a positive reinforcement of desired performance. Advantages: Appeals to a large group of performers. Limitations: Seniors might lose motivation if they are not successful one week. 	<ul style="list-style-type: none"> Non-monetary incentive.

Intervention #8: Helping to Stay in the Black

A digital resource at the individual level to help the performer determine if they are staying within their weekly food budget while grocery shopping. It is primarily directed toward the hard-working and active senior, as well as the unconcerned and conforming senior.

<p>Performance objectives</p>  <ul style="list-style-type: none"> When shopping at a grocery store purchase appropriate food items, and stay within the food budget, in order to have a successful grocery shopping experience 100% of the time. 	<p>Conventions</p>  <ul style="list-style-type: none"> This intervention was chosen to help performers keep track of the cost of their purchases in comparison to their food budget. It provides a sum of their current purchases and helps in assessing if they are within their food budget while grocery shopping. Non-instructional. The writing style is friendly and informative. Expectations include being able to enter their food item amounts easily, and to be able to assess if they are within their budget. The user interface design should be simple and clear. 	<p>Communication medium</p>  <ul style="list-style-type: none"> As an app available on performers' phones or accessible on a tablet available in each grocery department. To be able to make calculations and budget comparison easier. Also to have a tool available in electronic form for performers which is portable and readily available in store. Advantages: Very accessible to performers who have a phone or knowledge of tablet use. Limitations: Performers who are not at ease in using a smartphone or tablet. It could become tedious if there are many food items to purchase. 	<p>Genre</p>  <ul style="list-style-type: none"> Wizard
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Intervention #9: Thinking Outside the Food Box

A bi-weekly in-store event (also accessible as a video on the grocery store website), introducing a cost-conscious nutritious recipe providing more variety based on Canada's food guide (Canada, 2018). Accomplished by a demonstration on how to prepare the meal and sampling at the end with other seniors. A corresponding grocery list and price list is provided. Addresses a need for more individual knowledge and skills in food and recipe selection, targeting performers who are hard-working and active, unconcerned and conforming, as well as isolated and vulnerable.

Performance objectives	Conventions	Communication medium	Genre
<ul style="list-style-type: none"> Given a weekly food budget and following Canada's food guide, plan five weekly nutritious meals for dinner, 100% of the time. Utilizing food purchases from the grocery store, prepare and eat nutritious meals with necessary substitutions if needed, 100% of the time. Plan each meal with one new variety of food, 100% of the time. 	<ul style="list-style-type: none"> The intervention provides a live and interactive format, where performers can ask questions. It also provides a setting for social interactions between seniors. The intervention provides an introduction to new varieties of food and recipes that performers might not have knowledge of. Instructional. The writing style should be informative and friendly. Learners will expect the event to be engaging and informative, and to be able to ask questions. They will also expect some time to socialize with other attendees. 	<ul style="list-style-type: none"> Face-to-Face (cooking demonstration to be recorded to be viewed online). The medium was chosen to provide a social and interactive format, which could also be viewed at home online for those who cannot attend or want to watch it for reference later on. Advantages: It provides a method for performers to ask questions as the recipe is being demonstrated, as well as viewing it online at a later time. Limitations: The recipe demonstration might be too fast for some performers. Not all performers might be able to make it to the in-store event. The online video might not appeal to some performers. 	<ul style="list-style-type: none"> Demonstration (event)

Intervention #10: Points to Win

A grocery store points reward system which promotes purchasing generic brand products and more health conscious food weekly, through accumulating associated points. Performers can redeem points for a reduction on their grocery bill at specific point levels. A points card is issued for each participating performer. This environmental intervention addresses a motivational need encouraging the selection and consumption of more budget conscious and healthy foods for performers who are hard-working and active, unconcerned and conforming, as well as isolated and vulnerable.

Performance objectives	Conventions	Communication medium	Genre
<ul style="list-style-type: none"> Based on five planned meals and one possible alternative food item per meal, create a corresponding grocery list 100% of the time. When shopping at a grocery store purchase appropriate food items, and stay within the food budget, in order to have a successful grocery shopping experience 100% of the time. Utilizing food purchases from the grocery store, prepare and eat nutritious meals with necessary substitutions if needed, 100% of time. Plan each meal with one new variety of food, 100% of the time. 	<ul style="list-style-type: none"> This intervention was selected to encourage performers to try different varieties of foods, as well as purchase products at a reduced price point. The intervention provides a variety of weekly food products and associated points which can be accumulated per product (this can be posted on the grocery store website or posted in-store). Non-instructional. The writing style is encouraging and informative. Learners will expect to know point amounts associated with each food product, a running total on their bill of how many points they have, and how many can be redeemed on the next grocery shopping trip. 	<ul style="list-style-type: none"> Print; on the grocery store bill of each performer, as well as weekly posting of food items and associated points. Chosen as a common medium where all performers can see reward point information. Advantages: Performers will be able to see a current amount of points they have at the end of each bill, providing a visual tally. Limitations: Performers may lose the points card. They may lose interest if points are not being accumulated fast enough to redeem. 	<ul style="list-style-type: none"> Monetary incentive

References

Canada, H. (2018, October 4). Welcome to Canada's food guide. Retrieved February 8, 2020, from <https://food-guide.canada.ca/en/>

Stolovitch, H. D., & Keeps, E. J. (2004). Training ain't performance. Alexandria, VA: Silver Spring, MD.: ASTD