

Communications Training: Design Document

TABLE OF CONTENTS

- 1. TRAINING NEED AND COURSE GOAL..... 3
 - Business Case 3
 - Training Solution 4
- 2. AUDIENCE ANALYSIS..... 5
- 3. INSTRUCTIONAL RECOMMENDATIONS 6
- 4. DETAILED INSTRUCTIONAL TREATMENT 7
- 5. CONTENT OUTLINE 8
- 6. FUNCTIONAL SPECIFICATIONS..... 9

1. TRAINING NEED AND COURSE GOAL

Business Case

An enterprise-wide training needs to be created for the following departments of ABC – X, Y and Z. The target audience comprises all management groups (including both accounts and functional management). Currently, X has a train-the-trainer program in place. Y lacks such a program and requires an eLearning to fill the gap.

Training Solution

Audience: The material from the existing train-the-trainer program to be converted into a flash and XML-based elearning course. The target audience of the course will include all layers of leaders and managers as well as those leaders and managers required to address a group of people.

Specifics:

Language – The course needs to be translation friendly and will be later translated into 5-7 languages. The tentative list of languages to include Spanish, Portuguese, French, German, Chinese, Japanese, and Russian. The course will not require an Arabic translation as all supervisors speak English in the Middle East.

Media – The course will not be audio enabled but two audio files will be added as listening activity for the learners. The audio files in English already exist and will be provided by ABC. Audio files for the translation languages will be recorded by ABC in-country linguistics.

Content Design & Scope: The training will comprise of two modules. The first module will consist of basics of communication and the communication planning process. The second module will consist of creation of communication messages and the delivery of these messages. It is proposed to create these two modules as two different assignable units on the client's LMS (Learning Network) and assign these to the learners basis their role in the organization.

The elearning course will not digress from the content and meaning of the existing source material. The existing training content will be repurposed using appropriate ID strategies to create the storyboards for the elearning modules.

2. AUDIENCE ANALYSIS

PARAMETERS	DETAILS	IMPLICATIONS
Audience Profile	All layers of leaders and managers; All layers of leaders and managers required to address a group of people	
Age	Need more information	
Geographical spread	Global	
Familiarity with eLearning	Need more information	

3. INSTRUCTIONAL RECOMMENDATIONS

A **Reflect** → **Derive key points** → **Summarize** approach is recommended for the content to ensure an engaging learning experience and therefore, effective learning:

Content Presentation

Reflect – The key teaching points for every topic will be presented upfront to the learner in the form of activities. These activities provide an opportunity for the learner to reflect on the key teaching point behind the activity.

Derive key points – Once the learner performs these activities, the key teaching point or concept behind the activity will be presented to the learner in the various topic pages.

Summarize (Takeaways) – A Summary page at the end of the topic will recap the key teaching points taught. After each module, there will be a **Key Takeaways** or a **Summary** page where the summary of all the teaching points will be displayed. The learner can copy the takeaways on to a notepad/PowerPoint slide and take a print for later reference.

Interactions with elaborate feedback – Interactions in the form of **Check Your Understanding (CYU)** questions will reinforce the concepts taught. Feedback will be detailed with explanation of the correct response, and why it is correct/incorrect.

Job aids – To help the learners in their day-to-day work, the training will include job aids in the form of quick keys, tables, dos and don'ts/tips, etc. These can be printed and used on the job. Through this approach, the course manages to be more than a mere learning tool by virtue of job aids. These make the course a reference guide and something that is practically helpful.

Visual Treatment

Wherever feasible, the content will be structured into an easy to understand framework such that rather than having the content spread across various units, the content is interwoven and inter-connected in the form of a logical framework. This will make it easier for the learner to remember the key points of the content.

For the interactivities and CYUs, hot areas and radio button options will be used to test the learner on the key teaching points.

4. DETAILED INSTRUCTIONAL TREATMENT

The core instructional theme will revolve around the **Reflect** → **Derive key points** → **Summarize** approach, supported with CYUs at appropriate intervals.

Each module will be divided into relevant topics and sub-topics. Each teaching point will be explained using the following strategy:

- Each module will begin with an introduction, which will also list the learning objectives.
- This will be followed by an exercise for the learner. The intent of this exercise is to give the learner an opportunity to reflect on the key teaching point behind the exercise.
- The exercise will be followed by concept frames explaining the key teaching points in the topic and will be further elaborated with the help of examples and non-examples.
- Each task/topic will have CYUs built in at logical intervals of knowledge chunks.
- A Summary page at the end of each topic will recap the key teaching points covered in the topic.

A module with all components will have the following:

- Introduction & Objectives
- Exercise
- Concept frames
- Pop-Ups
- CYU Questions
- Summary

5. CONTENT OUTLINE



CO_EffectiveLeadershipCommunications_v

Summary of the Content Outline:

Module	No. of Topics	No. of Sub-topics	Approx No. of Pages
Module 1	4	14	--
Module 2	7	7	--

Definition of 1 Frame:

#	Component	No. of components = 1 Frame
1	Contextual/generic page	1 page of text or text+static image/photo animation = 1 frame
2	Pop-ups within a page	<ul style="list-style-type: none"> • 1 pop-up = 0.5 frame • 2 pop-ups = 1 frame
3	CYUs/Assessment	1 CYU = 1 frame
4	Global buttons: <ul style="list-style-type: none"> • Menu • Help • Glossary • Resources/Job Aids 	<ul style="list-style-type: none"> • Menu = 1 frame • Help = 1 frame • Glossary = 1 frame • Resources = 1 frame

6. FUNCTIONAL SPECIFICATIONS

Following are the functional specifications for the training:

- All e-learning modules developed will be hosted on ABC's LMS platform (Learning Network), and need to be SCORM 1.2 compliant.
- Each module will be packaged as a separate assignable unit to be independently hosted on Learning Network. Each module should be individually accessible by end-users and the user would be assigned a module basis their role in the organization.
- The modules developed will be designed for viewing on IE 6 to 8.
- The modules will be designed to be best viewed for a resolution of 1024 x 768, on PCs and laptops, for Windows XP and above.

Navigation and Functionality:

- The course will have the following navigation: Next, Back, and Pause/Play controls for each page.
- Home, Help, Glossary, Resources/Job Aids, and Exit will be part of the interface.