Project Plan

Project Information

Project Title	"Nurturing Constructive Workplace Connections"
Project Description	This project was developed to build positive workplace relationships within an organization using e-learning modules and in-person training. This program will foster a culture of trust, collaboration, and respect. It will also encourage employees to be proactive, open, and honest in communication.

Project Timeline

Summary of Project Timeline: See the Detailed timeline on page 5.	Week 1-2 (6/12-6/23): Conduct a needs assessment to identify the current state of workplace relationships within the organization. 1st Project meeting. Create and review the Course Project plan to build positive workplace relationships based on the needs assessment.
	Week 3(6/26-6/30): Create and review Story boards
	Week 4-6 (7/10 – 7/28): Development, design, and review of program In-person training and eLearning modules.
	Week 7-8 (7/31-8/11): Evaluation of Course materials and resources, both eLearning modules and in-person training.
	Week 9-10 (8/14-8/31) Implementation of eLearning course and in-person training.
	Week 11-12 (9/5 – 9/22) Evaluate the program's effectiveness and prepare a final report summarizing the results.

Roles & Responsibilities

Instructional designer	Shannon Heath, School Educational and Curriculum Coordinator	Design and program implementation.
SME	Ms. Kim, School, and Social Services Director	Provide support, resources, and strategies for the in-person training for Introduction to building positive work relationships
SME	Dr. Demarest, Therapeutic Day Treatment Director	Provide support, resources, and strategies for the in-person training for Self-awareness and accountability
SME	Ms. McCullough, School Counselor	Provide support, resources, and strategies for the in-person training for Building Trust, Respect and Teamwork in the school environment.
SME	Ms. Jacobson, School Human Resource and Community Relations Manager.	Provide support, resources, and strategies for in-person training for developing effective communication in the school environment.

Project Deliverables

Target Audience	School Employees, including Teachers, administrators, Classroom and student aids, front-office staff, janitors, cafeteria workers and resource officers.
Description of Deliverables	This project's scope includes the following deliverables… 1. Conduct a needs assessment of school employee relationships to determine how things are going. Surveys, focus groups, or individual interviews can be used to gather this information. 2. Develop a plan to build positive workplace relationships based on the needs assessment. The plan should include specific strategies to improve communication, collaboration, and cooperation among employees and methods for measuring progress and success. 3. Implementing the program will include self-paced eLearning modules and in-person training sessions. Throughout the program's implementation, there will be team-building activities or other initiatives to foster a positive work environment. 4. The program's effectiveness will be measured by progress and success against the objectives set out in the plan. This can be done through surveys, focus groups, or other evaluation methods. 5. A final report summarizing the needs assessment results, plan development, implementation, and evaluation will be created. The report should include recommendations for sustaining and improving positive workplace relationships within the organization.

Implementation & Measurement

Project Risk / Constraints	1. Budget: The budget for this project will depend on the specific strategies and activities chosen to build positive workplace relationships within the organization. Possible expenses could include survey software, training materials, team-building activities, and evaluation tools. 2. Availability of SMEs: During the program implementation, SMEs may be out of the office. 3. School Calendar: Implementation is set over a 2-week period. During Teacher training and orientation, the two weeks leading up to the start of the school year.

Measurement(s) of Success	1. Improved Employee Feedback: Gather feedback from employees after the learning solution implementation. This can be done through surveys, focus groups, or one-to-one interviews. 2. Increased Productivity: Positive work relationships can increase productivity and higher-quality work. Measuring productivity before and after the implementation of this program can determine if it has succeeded. 3. Decreased Turnover: Monitoring turnover rates before and after the learning solution implementation can provide insight into its success. 4. Improved Workplace Culture: Observing and tracking changes in school culture, such as increased morale, trust, and cooperation, can provide evidence of the success of the learning solution
Learning Design Model	The learning design model used to implement this learning solution is A.D.D.I.E. The A.D.D.I.E. model of analyzing, designing, developing, implementing, and evaluating learning resources and experiences is meant to go in order, starting with Analysis and ending with Evaluation. However, while A.D.D.I.E. is intended to be done in order, the process is not linear but a continuous cycle involving five stages as improvements are needed. As A.D.D.I.E. is not a linear process but a constant cycle, it ties into the development and implementation of this project. The cycle allows flexibility and the ability to make necessary revisions and improvements. This is important for a successful outcome. Through this cycle, the project can be easily adjusted to the audience's needs. **Analyzing:** The SME team and Instructional Designer will meet to discuss the program's scope. They will review and develop a needs assessment. Throughout the process, the design team, which includes the lead designer and the SMEs, will analyze progress and development. Testing of the e-learning modules will also take place. **Designing/Developing:** The SME team and Instructional Designer work together to create a storyboard and courseware. Other components designed and developed will be course topics, assessments, resources, and activities for the in-person portion of the program and the E-learning modules. **Implementing:** This program will be implemented over a period of two weeks. This implementation will occur during Teacher and Staff orientation and training weeks that take place in the two weeks leading up to the start of school. **Evaluation:** At the end of the course implementation, SME and the designer will review feedback, assessments, and observations to determine changes to the program, what worked and what did not work about the program, etc. Once this has been reviewed, a final report will be created summarizing the needs assessment results, plan development, implementation, and evaluation. The report will also include recommendations for sustaining and improving positive workplace relationships within the organization.
Learning Theories	Using the social learning theory, this learning solution was developed for school personnel to teach them interpersonal and communication skills. According to social learning theory, people learn by observing and imitating others. It emphasizes the importance of modeling and feedback in learning

There are several ways this learning solution implements Social Learning Theories

1. Peer Learning Groups: In-person training, students will be grouped together to collaborate on assignments, share ideas and provide feedback.

2. Relationship skills: The E-learning modules for this program can provide visuals and other resources to teach learners how to communicate effectively, work collaboratively, and resolve conflicts constructively. Incorporating interactive scenarios and case studies can provide opportunities for learners to practice and apply social skills in a safe and supportive environment.

3. Self-awareness: E-learning modules can help learners develop self-awareness by providing tools for self-reflection and self-assessment. Learners can be asked to reflect on their own communication style, personality traits, and emotional triggers that may impact their relationships with colleagues.

4. Roleplay Exercises: During in-person training, Students can observe and learn from each other's performances and provide feedback to improve their skills and behavior.