

eLearning Experience Design Brief

“Nurturing Constructive Workplace Connections”

By Shannon Heath

Executive Summary

This self-paced workshop is part one of a learning solution to increase interpersonal skills and improve communication among teachers and staff by building positive work relationships. This part of the project includes a self-paced eLearning module that will encourage employees to take the initiative, think critically, and solve problems collaboratively. The second part of this solution, which will be discussed in a separate document, will take place as an in-person workshop. Through face-to-face interaction, teachers and staff can build relationships with each other, allowing them to work together more effectively.

The overall learning solution can potentially create a more engaged and productive workplace by fostering skills often overlooked or forgotten. This is especially relevant to teachers and staff who work as a team in a school that supports unprivileged and at-risk students with special needs. Improving teamwork and interpersonal skills can lead to enhanced communication and collaboration in the classroom, ultimately resulting in better student outcomes.

Strong interpersonal skills are essential for effective communication, empathy, and collaboration. When individuals possess these skills, they can establish trust, mutual respect, and a positive work environment. Additionally, they can handle conflicts constructively and create a supportive atmosphere (Janasz et al., 2022).

The challenges for this project include teachers and other staff members often having a wide range of responsibilities and the stress of increasing workload and demands. Another challenge is the diversity of student and teacher populations, which can lead to different perspectives and approaches. This diversity can create misunderstandings, conflicts, and a lack of mutual understanding. A third challenge is the hierarchical structure of schools, which can create power dynamics, hinder communication and collaboration, and lead to a lack of trust and respect among staff members.

This school's population is 80 students in the fifth through eighth grades, with approximately 20 students per grade level. The main stakeholders are 24 School Employees, including teachers and administrators, Classroom and student aids, front-office staff, janitors, cafeteria workers, and resource officers. A total of 10 teachers cover all the grades and teach grade-level content, with two teachers per grade and two electives teachers. There is ten student support staff. Six are assigned to be 1:1 support for four students. The four are assigned to individual classes as classroom aids. 2 cafeteria workers, an admin assistant, and one janitor.

Setting the Stage

A human-centered approach to designing, developing, and delivering learning experiences that prioritize learners' needs and motivations is essential to promoting engagement and skill development. This document is intended to assist those responsible for understanding their target audience's current situation, learning opportunities, and requirements.

Design Foundation

Learner Profile

Twenty-four school employees are the main stakeholders in this learning solution. A total of 10 teachers cover all the grades and teach grade-level content, with two teachers per grade (6th through 12) and two electives teachers. A total of ten student support staff members work at the school. Six are assigned to provide 1:1 support for four students. Four of them are assigned to individual classes as classroom aids. There are two cafeteria workers, one admin assistant, and one janitor.

Cabrillo Youth Services and Educational Center school personnel struggle with teamwork and interpersonal skills. A lack of positive relationships has resulted in poor communication, decreased collaboration, low morale, and increased turnover among staff. With strong partnerships and positive relationships between faculty members and staff, productivity can improve, leading to missed deadlines and decreased student satisfaction. In addition, employees who feel isolated or disconnected from their colleagues may be more likely to leave the institution, leading to increased turnover and associated costs. A learning

solution focused on building positive work relationships and teamwork can mitigate these risks and improve students' overall academic performance.

Facilitation Plan

The desired learning outcomes for the online course on building positive work relationships in a school environment encompass several key objectives. Participants will develop a comprehensive understanding of the importance of positive work relationships within a school setting, recognizing their impact on student achievement, teacher-student interactions, and the overall school climate. They should also acquire effective communication and interpersonal skills for establishing and maintaining productive relationships with students, colleagues, and parents/guardians.

Additionally, participants will explore strategies for conflict resolution, empathetic listening, and problem-solving in school-related scenarios. They should gain valuable insights into teamwork and collaboration and foster a positive work culture among school staff. The course aims to enhance participants' self-awareness and emotional intelligence, enabling them to better understand and manage their own emotions and behaviors within the school context.

Moreover, participants will be able to apply the learned skills and techniques to real-life situations commonly encountered in a school environment, such as parent-teacher conferences, student-teacher interactions, or staff collaboration. Through practical application, participants can bridge the gap between theory and practice, ensuring that the course content is relevant and actionable in their daily professional lives.

In the online course on building positive work relationships in a school environment, a real-life task to measure the learning objectives involves a case study analysis and reflection exercise. Participants will be presented with real-life case studies highlighting challenging situations related to working relationships within schools.

Target Audience Outcome Goals

The stakeholders or target audience are the school personnel at Cabrillo Youth Services and Educational Center. Through this e-learning solution, they can improve their communication skills, foster positive

relationships with their colleagues, manage conflicts effectively, inspire and motivate colleagues, delegate and collaborate on tasks effectively, and lead by example to enhance their job satisfaction and overall engagement.

Business/Organizational Outcomes Goals

The outcome goal for Cabrillo Youth Services and Education Center is learning how to build positive work environments that will significantly impact teachers' and staff's job satisfaction and retention. In addition, by creating a positive work environment, this organization can promote a culture of collaboration, teamwork, and respect that benefits everyone in the school community.

The learner wants and needs

The Cabrillo administration has identified specific requirements regarding wants and needs that can be met through a two-part learning solution.

Wants:

Improved employee engagement and job satisfaction.

Improved company culture.

Reduce conflict and complaints.

Needs:

Increased productivity:

Improved retention

Cost-effective solution

Terminal Objectives:

1. Learners can demonstrate active listening skills in workplace communication, including asking questions, paraphrasing, and responding appropriately to feedback.
2. Learners will be able to resolve conflicts constructively and professionally, including listening to both sides of an issue, seeking common ground, and finding mutually acceptable solutions.
3. Learners will be able to demonstrate respect and inclusivity in the workplace, including fostering a culture of respect for colleagues' opinions, beliefs, and values and promoting diversity and inclusivity.

4. Learners will be able to collaborate and work effectively with others, including sharing ideas, contributing to team goals, and providing constructive feedback to colleagues.

Enabling Objectives:

1. Learners will be able to identify potential communication barriers, such as cultural differences or language barriers, and develop strategies for overcoming these barriers.
2. Learners will be able to identify the critical elements of effective collaboration, including setting clear goals, establishing roles and responsibilities, and providing constructive feedback to team members.
3. Learners can practice conflict resolution techniques, such as identifying the underlying causes of conflicts, negotiating mutually acceptable solutions, and de-escalating tense situations.
4. Learners will be able to identify the key elements of active listening, including maintaining eye contact, avoiding interruptions, and paraphrasing to ensure understanding.

Summative Assessment

Participants will analyze each case study, identifying key issues, underlying factors, and potential solutions using the principles and strategies taught in the course. They will individually or collaboratively reflect on the case studies, considering the impact on positive work relationships and the overall school environment.

Applying course concepts such as effective communication, conflict resolution, empathy, collaboration, and problem-solving skills, participants will explore how these concepts can be practically implemented to address the challenges presented in the case studies and promote positive work relationships.

Analysis and reflection will be presented in a written report or online discussion forum. Participants should demonstrate their understanding of the case studies, exhibit critical thinking skills, and provide evidence-based recommendations for building positive work relationships in each scenario.

Evaluating case studies enhances comprehension, critical thinking, and practical problem-solving skills. It promotes self-reflection and proficiency in positive work relationships, communication, conflict resolution, and collaboration within a school setting. Participants can showcase their aptitude for applying theoretical concepts to real-world situations and offer practical solutions through this process.

Problem, Pains, and Principles

Problem

Cabrillo Youth Services and Educational Center school personnel need help with teamwork and interpersonal skills, which has resulted in poor communication, decreased collaboration, low morale, and increased turnover among staff.

Pain:

The overall theme or pain point is a lack of trust among team members; many feel their opinions do not matter. Another is the lack of communication between teams and the conflicting information that is often shared. A third is conflict resolution; many feel conflicts are not dealt with properly and are often left unresolved.

Learners Need...

1. To understand the importance of clear and concise communication.
2. To practice active listening skills, such as maintaining eye contact, avoiding interruptions, and using paraphrasing to ensure understanding.
3. To practice conflict resolution techniques, such as identifying the underlying causes of conflicts, negotiating mutually acceptable solutions, and de-escalating tense situations.
4. To learn how to communicate effectively with people from diverse backgrounds and recognize a culture's role in shaping communication.

Skills:

1. Virtual simulations allow learners to safely practice new workplace skills, such as conflict resolution and customer service interactions, leading to improved communication and relationship-building abilities through practice and feedback.
2. Video-based learning can deliver microlearning content, such as short clips demonstrating effective communication and relationship-building skills.
3. Performance support tools, such as job aids and checklists, provide learners with just-in-time support to help them apply new skills on the job.
4. Self-paced eLearning modules allow learners to acquire new knowledge and skills while keeping up with their work demands.

Implementation Plan

The project schedule consists of 5 steps across twelve weeks from June 12 to September 22. This process will follow the ADDIE design model. The first six weeks will involve the first three processes of ADDIE: Analysis, Design, and Development. In those first eight weeks, a needs assessment will be completed through a series of surveys and interviews to identify the target audience, their needs, and learning objectives; after that is the design and development stage, where the information gathered in the analysis stage is used to create a blueprint for the training program and materials. From this blueprint, a learning solution will be created that involves both eLearning modules and in-person training. The timeframe will also include assessments of the course materials and resources, both the eLearning modules and the in-person training.

Week nine of the project will consist of a self-guided eLearning experience. While week ten will include the in-person training. The solution will be implemented during teacher and new staff orientation in the two weeks leading up to the first day of school. This particular training has four eLearning and in-person modules: two during week one and two during week two. For example, the first eLearning module, Introduction to Building Positive Work Relationships, will open on Monday, the first day of training. This training will be conducted in person on Tuesday. The second online module will be held on Wednesday, followed by the in-person session on Thursday. The third and fourth eLearning and in-person training will happen the same way the following week. The in-person meeting is about 1.5 to 2 hours long.

The decision to utilize these two solutions was based on various factors. Firstly, by implementing an eLearning solution, stakeholders can better understand the essential skills and strategies needed for cultivating positive work relationships. E-learning enables learners to access course materials and complete assignments conveniently from anywhere with an internet connection. This makes it simpler for them to balance their work, family, and educational obligations (Nanda, 2021). Additionally, these online modules can be printed out and distributed to participants for use during in-person training, note-taking, and future reference. As learners navigate through each module, they will complete knowledge checks and other interactive activities to assess their comprehension. Upon finishing the eLearning course, students may participate in an online survey to evaluate the effectiveness of the solutions.

Finally, attending in-person training has its advantages, such as the opportunity to interact directly with instructors and peers. This enables learners to ask questions, engage in discussions, and receive valuable feedback. Additionally, in-person learning provides access to resources and hands-on practice, which is essential for skill development. Overall, in-person training has many benefits, ranging from face-to-face interaction to practical learning experiences.

At the end of the two-week training, data and feedback will be collected to assess the program's effectiveness and provide insights into areas where improvement is needed. This information will be used to inform future training sessions and adjust the current one if necessary. Finally, we will use this information to measure employee satisfaction with the training and ensure that employees have the knowledge and skills necessary to perform their roles.

Proposed Instructional Mediums

Objective	Resource Format	Assessment Format	Instructional Strategies	Implementation Mechanism
Understand the importance of building positive work relationships.	<i>E-learning Module</i>	<i>Knowledge checks and assessment scores. Completion rates</i>	<i>video</i>	<i>LMS</i>
Demonstrate active listening skills during workplace interactions.	<i>E-learning Module</i>	<i>Knowledge checks and assessment scores. Completion rates</i>	<i>Problem/solution Scenarios.</i>	<i>LMS</i>
Identify strategies for effective communication in the workplace	<i>E-learning Module</i>	<i>Knowledge checks and assessment scores. Completion rates</i>	<i>Problem/solution Scenarios.</i>	<i>LMS</i>
Identify and manage potential conflicts in a constructive manner	<i>E-learning Module</i>	<i>Knowledge checks and assessment scores. Completion rates</i>	<i>Sort and match conflict resolution strategies.</i>	<i>LMS</i>
Foster a positive work culture by promoting respect, inclusivity, and open communication.	<i>E-learning Module</i>	<i>Knowledge checks and assessment scores. Completion rates</i>	<i>Interactive discussion board</i>	<i>LMS</i>

Pattern

<i>Watch</i>	<i>Tinker</i>	<i>Apply</i>	<i>Create</i>
<i>2–5-minute videos of experts demonstrating effective communication in different workplace scenarios</i>	<i>Engage with interactive exercises to practice communication skills.</i>	<i>apply their communication skills in a real-world workplace scenario. And evaluating Real-world case studies and discuss in an online forum.</i>	<i>developing a communication plan, proposing a new communication policy,</i>
<i>2–5-minute videos, including role-plays, simulations, and case studies, illustrate the importance of active listening, empathy, and problem-solving skills in resolving workplace conflicts.</i>	<i>Interactive exercises such as dialogues, quizzes, and role-playing activities allow learners to experiment with different conflict resolution techniques and strategies.</i>	<i>apply their conflict resolution skills through interactive real-world workplace scenarios.</i>	<i>learners will be challenged to create a new approach to conflict resolution tailored to their workplace's specific needs.</i>
<i>2–5-minute videos on Building Trust and Rapport featuring experts demonstrating effective techniques for building trust and rapport in the workplace.</i>	<i>interactive exercises such as dialogues and quizzes to build an understanding of building trust and rapport with coworkers.</i>	<i>Learners will be encouraged to reflect on their experience and identify areas for improvement of interpersonal skills.</i>	<i>a plan for improving communication with a difficult colleague,</i>

Program

<i>Audience</i>	<i>Message</i>	<i>Vehicles</i>	<i>Stakeholders</i>	<i>Timing</i>	<i>Templates and Tools</i>
<i>School personnel seeking to improve communication, conflict resolution, and interpersonal skills</i>	<i>Send out job aids and resources to reinforce communication, conflict resolution, and interpersonal skills</i>	<i>Email Microsoft teams</i>	<i>School staff at Cabrillo Youth Services and Educational Center.</i>	<i>Self-paced module to be completed during the two-week employee and teacher orientation and training before the start of school</i>	<i>Message Template Digital Email Poster Infographics.</i>

Path

Purpose	Prepare	Problem	Pattern	Practice	Performance
<p><i>Learner:</i></p> <p><i>Understanding the purpose of the course and why it is important to develop positive work relationships. This includes an overview of the benefits of positive relationships, common challenges that can arise, and an exploration of their personal goals and motivation for taking the course.</i></p>	<p><i>The learner is guided through an assessment of their current skills and knowledge related to building positive work relationships, including evaluating their communication style, conflict resolution strategies, and ability to build trust and rapport.</i></p>	<p><i>Individuals can enhance their collaboration, communication, and conflict-resolution skills through workplace scenarios and identify areas where they may need to improve their skills.</i></p>	<ul style="list-style-type: none"> ● <i>Watch</i> ● <i>Tinker</i> ● <i>Apply</i> ● <i>Create</i> 	<ul style="list-style-type: none"> ● <i>Case Studies</i> ● <i>Quizzes</i> ● <i>Videos</i> ● <i>Interactive Scenarios</i> ● <i>examples of best practices.</i> 	<ul style="list-style-type: none"> ● <i>implementing new communication or conflict resolution strategies.</i> ●
<p><i>Instructor:</i></p> <p><i>Introduce the purpose and importance of building positive work relationships, highlighting the benefits for individuals and organizations alike.</i></p>	<p><i>Conduct a self-assessment of current skills, identify improvement areas, and establish learning goals. Then, provide an overview of the key concepts and strategies for building positive work relationships.</i></p>	<p><i>Identify common challenges that arise in building positive work relationships, such as communication barriers or conflicting priorities. Discuss how to recognize and address these challenges effectively.</i></p>	<p><i>Introduce a variety of patterns or models for building positive work relationships, such as active listening, empathy, or conflict resolution strategies.</i></p>	<p><i>Offer feedback and guidance on areas for improvement and encourage ongoing self-reflection.</i></p>	<p><i>assess the learners' performance by measuring their ability to apply the skills and patterns in real-world situations. Provide recognition and reinforcement for a successful application, and identify further areas for growth and development.</i></p>

Solution Proposal: Storyboards

Story Board

Topic	Building Positive Work Relationships
Audience	School staff and teachers
Course Objective	By the end of the course students be able to develop and apply effective communication skills, including active listening, empathy, and clear and respectful communication, to build positive work relationships.
Modality	E-learning/self-paced modules and In-person training
Measurement	By the end of the course students be able to develop and apply effective communication skills, including active listening, empathy, and clear and respectful communication, to build positive work relationships.

Module	Topic	Description
1	Introduction: Benefits of strong work relationships	Why it's essential to build and maintain strong work relationships
2	Introduction: Foundations of Positive work relationships	Understanding the factors that contribute to strong work relationships, such as effective communication, trust, mutual respect, and shared goals.
3	Trust, respect, and teamwork: Treating others with respect	Treating others with respect is essential, including how it can foster positive relationships, promote inclusivity, and create a healthy work or learning environment.
4	Trust, respect, and teamwork: Fostering Trust and Teamwork.	Trust is essential in the workplace, including how it can improve relationships, increase productivity, and create a positive work environment.
5	Communication: strategies of effective communications and disagreeing respectfully	Effective communication is essential for building relationships, resolving conflicts, and achieving goals, and why disagreeing respectfully is important for maintaining positive relationships and fostering innovation.
6	Communication: Working with Different Communication Styles/ Art of Listening	Why it is important to be able to work effectively with different communication styles and why active listening is a key component of effective communication.
7	SELF-AWARENESS AND ACCOUNTABILITY: Managing emotions and setting boundaries	Why it is important to manage their own emotions and set boundaries in the workplace, including how it can improve relationships, reduce stress, and increase productivity.
8	SELF-AWARENESS AND ACCOUNTABILITY: Taking accountability over words and actions	Develop strategies for taking accountability in the workplace, such as owning up to mistakes, apologizing sincerely, and taking action to correct any negative impact.

Iterative Evaluation Proposal

Prototype.

An eLearning module was created through Articulate 360 to address and meet the client's needs. This E-Learning solution focuses on positive work relationships that can improve communication and collaboration at work. The learning was designed to be self-paced, where participants explore the topic broken up into four areas for developing positive work relationships. Topics included trust, respect, teamwork, communication, accountability, and an introduction to positive work relations.

These modules also include videos, knowledge checks, and real-world applications. There are also interactive elements to engage participants in the content, such as sorting activities, labeled graphics, and flashcards. This helps reinforce the material they learn and makes it easier to remember. Additionally, participants can track their progress as they complete modules and tests and receive feedback on their performance. This allows participants to identify areas where they need more improvement and progress at their own pace.

Performance Assessment Proposal

To successfully implement an eLearning solution focused on building positive relationships, it's important to understand the organization's needs, goals, and desired outcomes for the training program. This means tailoring the eLearning solution to meet the specific needs of CYSES with content that is relevant and applicable to learners' job roles and responsibilities. The design should be engaging and interactive, with various multimedia elements and activities reinforcing key concepts and skills. In addition, the eLearning solution should be user-friendly and accessible, with straightforward navigation and instructions to guide learners.

It is important to engage stakeholders and obtain learner feedback throughout the implementation process, ensuring that the eLearning solution meets their needs and achieves desired outcomes. A successful strategy should also incorporate efficient communication, promotion of the training program, and ongoing support and resources for learners to improve their skills beyond initial training and foster improved workplace communication, collaboration, and productivity.

When assessing the success of an eLearning module designed to enhance positive work relationships, various approaches and metrics can be utilized to gauge learner responses, conduct, and overall impact on the business; one effective method is to gather feedback and conduct surveys, either at the end of the course or after each module. The information obtained can be used to assess the training, the effectiveness of the material, and the applicability of the skills being taught.

Another way to evaluate learner behaviors is through observation, simulations, and assessments. These methods help determine how well learners apply their acquired skills in real-life scenarios. Through simulations and assessments, learners can showcase their newly learned abilities in a controlled setting, which can serve as a basis for assessing their level of mastery and identifying areas that need further development. Lastly, the business impact of eLearning modules can be gauged by measuring key performance indicators such as employee engagement, productivity, and retention. By correlating the improvement in these metrics with the implementation of the eLearning module, it is possible to determine the module's positive impact on the organization.

Learning Experience Asset Validation

Validating the Learning Experience Asset is an important aspect of instructional design. It guarantees that learning objectives are met. To ensure a better learning experience, I used three key methods to gather feedback from our learners: pilot testing, peer review, and surveys/feedback. The feedback I gathered was used to adjust the Learning Experience Asset content, design, and delivery.

For the validation process, I used five test participants that fit the learner profile of the stakeholders interacting with the final product. All five participants work in education or in a position where they interact with people regularly. They were chosen based on their similarities to those participating in the training and their expertise in communication and building positive work relationships. One is retired, one is a current teacher, and the third works for a local university in human resources. The last two testers interact with people on an ongoing basis. The tester in Human Resources has some expertise in the subject matter. The retired tester, who has owned her own business, worked for non-profits providing training to organizations but also struggled with technology. She was used to assess how assets could be made user-friendly for those who may not be tech-savvy. The third

tester is a current teacher and school mentor to students and first-year teachers. The final two testing participants interact and supervise others. One is a lawyer, and the other is a real estate agent with her own company.

Pilot testing, peer review, and surveys/feedback were chosen because these methods provide valuable input from learners and experts to improve the learning assets' effectiveness, relevance, and usability. Pilot testing involves testing the efficiency of learning assets with a small group of learners and identifying areas for improvement before full implementation. Peer review allows other experts to review learning assets and provide feedback, which helps identify issues overlooked during the design process. Finally, surveys and feedback forms offer valuable feedback on learners' satisfaction with the learning experience, the effectiveness of the learning assets, and areas for improvement (Bowman, 2021). These forms can be used at different intervals during the learning experience, such as after completing a module or at the end of the course.

References

Atkinson A, Watling CJ, Brand PLP. Feedback and coaching. *Eur J Pediatr*. 2022 Feb;181(2):441-446.

Bowman, R. (2021). 4 strategies to create a great post-learning survey. *IACET*.

<https://iacet.org/news/iacet-blog/blog-articles/4-strategies-to-create-a-great-post-learning-survey>

Cloud, H. (n.d.). Seven strategies on how to resolve conflict in the workplace | HR cloud. HR Software to Improve Employee Experience & Employee Engagement.

Jackson VA, Back AL. Teaching communication skills using role-play: an experience-based guide for educators. *J Palliat Med*. 2011 Jun;14(6):775-80.

Janasz, S. D., Janasz, S. C., Dowd, K. O., & Schneider, B. Z. (2019). *Interpersonal skills in organizations* (6th ed.).

Hogle, P. (2019). Design thinking approach to eLearning emphasizes empathy. *The Learning Guild: Community & Resources for Learning Professionals | The Learning Guild*.

Larson, M. B., & Lockee, B. B. (2013). *Streamlined ID: A practical guide to instructional design*. Routledge.

Nanda, H. (2021, May 12). 10 design principles of using multimedia in eLearning. *eLearning Industry*.

Salas, A. (2018). Integrating ADDIE With Digital Learning. *TD: Talent*, 72(11), 57-60.

Seismic. (2022, April 16). The importance of training.