

**DESIGN DOCUMENT
FINAL**

**ETHICS FOR EMPLOYEES
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**EDCI 572
PURDUE UNIVERSITY**

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PROJECT OVERVIEW

ePerformax is a privately-owned Filipino corporation. It is a joint venture between an American consulting company and a Filipino conglomerate and has been in business for the last 16 years. The company handles customer service calls, emails, chats and social media interactions of customers for our Fortune 500 clients. It employs over 6,000 people in 4 locations in the Philippines and United States. Due to all the different types of interactions the employees may encounter, they are constantly faced with ethical situations in which they need to know how to handle for the good of our customers, clients, and employees.

In this learning module, ethics and business ethics will be focused on from a foundational employee perspective. Every organization should have an ethics program, not only to protect the organization, but also to protect the employees. This module will be required to be taken by every employee and would be an online self-directed module. Since this goal is a combination of altitudinal goal as well as problem solving skills, it is going to be very important that the learners are taught the importance of ethics and what to do if faced with ethical situations. It is one thing to have all the training for ethics, but knowing how, when and most especially why it is important to act is crucial to this learning. There would be a second module to be designed later for managerial staff, but at this time this module is out of scope.

To identify this goal, a gap analysis was conducted and understanding the need of having ethics training for the employees and the actual state of there not being any training required an overall need for training. This is an executive mandate which has now since become a priority as incidents have been occurring.

Gap Analysis Diagram

Desired Status	-	Actual Status	=	Need
ePerformax employees will demonstrate the company's Code of Conduct values and take a Pledge of Integrity in order to perform their work with honesty and integrity.		There is no internal ethics training program for the company. Given that none of the employees have taken ethics training, ethics violations have been identified within the organization.		To bridge the gap between desired status and actual status, a need has been identified to create and deliver a training module that aligns ePerformax's Code of Conduct values and a Pledge of Integrity to inform the employees how to perform their work with integrity and honesty. The rationale for the training is to disseminate the standard policy and to educate the employees

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			on what to do in case they observe or become a part of something unethical in the workplace.
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INSTRUCTIONAL GOAL

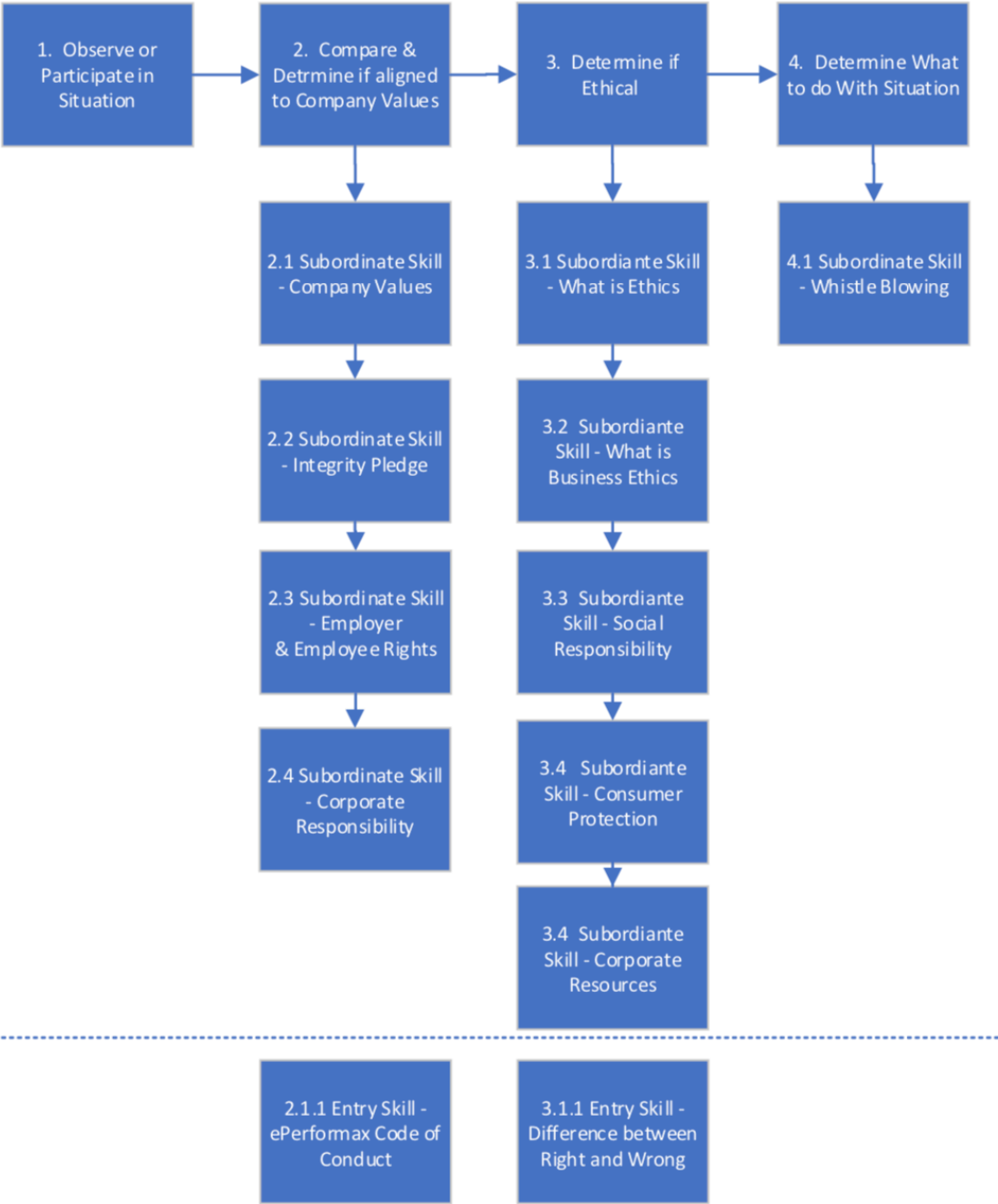
The instructional **goal** for this module is...

“At the end of this Ethics for Employees training, the learners will know how to perform their work at ePerformax with integrity and honesty and be empowered to effectively handle any ethical situation presented to them on the job.”

This is a combination of an attitudinal goal and problem solving. It is most likely that employees are currently being faced with ethical situations and not aware of it. The training will help bridge the gap and train employees how to recognize those situations and what to do in each case. It is very important for them to understand ethics and how it affects them as an **employee** and the organization they work for.

GOAL ANALYSIS DIAGRAM

GOAL: "At the end of this Ethics for Employees training, the learners will know how to perform their work at ePerformax with integrity and honesty and be empowered to effectively handle any ethical situation presented to them on the job."



INSTRUCTIONAL DESIGNER REFLECTION

Instructional design is very new to me. It is out of my comfort zone and I think I have struggled with this class to begin with. I knew it was going to be difficult and I knew I wasn't going to like it at times. However, the interesting thing for me, is I am actually enjoying the learning and I am also enjoying learning how people learn and what will make a better learning module when created. Do I think it is important for me to be drawing out all these different flow charts? Not all the time, but I respect the overall purpose and intent of what is trying to be accomplished.

I know I still have a lot of work needs to be done on my overall goal analysis diagram. I am still struggling with this a bit, but I was able to uncover a lot of different skills which employees need in order to do their work. I still may have bit off more than I can chew, but at least by the end of this class I will have a designed course for ethics training.

My travelling the last few weeks has also not helped much with my studies. While I am in Manila and able to focus on work and school in a regular schedule, it has not been easy the past few weeks. Having to attend conference sessions, learn from them and reflect and debrief daily with other leaders has not been easy. This week I am in Nashville and it is my last week in the US. I will be back in Manila on November 6 and hopefully the normality of being back home will make it easier to really work on my school as needed.

The thing that has been very helpful and I want to spend more time working on is the peer feedback. Due to my travel I have not had a chance to reflect and devote much time on the peer responses. This is unfortunate for me because I think I can learn a lot more from my peers instead of just trying to read and hopefully let it sink in. I think my peers have a lot of value to add and being able to get as much feedback from them is always helpful. Hopefully with my schedule normalizing, I will be able to dedicate more time to this.

Overall, I am not as happy as I want to be with my progress, but I am not disappointed. Is this the best work I have done? No. Can I do better? Yes. Have I learned a lot? Yes. This is key to me. I have learned a lot in just the last 2 weeks and I will continue to learn more as I progress. I overall think I am thinking too much and expecting too much overall with my first go at all of this. Have to continue to remember there are several iterations.

Learner Analysis

The learner for this module will be every one of the existing 6,000 employees at all levels of the organization as well as any new incoming employees entering the organization. The majority of the employees are Filipino with a handful of American at a more senior level. The average age of employee is 26 years old and the current population is 65% women. This will be an online delivery model in which existing employees will have to take the training within 30 days and all new hires will have to take the training during on-boarding process.

The source of my data is observations of our existing employee group. I also have access to the demographics data from HRIS since one of my groups are responsible for the overall management of HRIS system. In addition to the demographics, I had several conversations with our CEO and COO in regard to the ethics module. We discussed at length the module itself and the outcomes were looking for from learners. Lastly, I also had long discussions with my 14 managers. They manage several different organizations for me and bring a varied insight to the topic and organization.

Information Categories	Data Sources	Learner Characteristics
<p>1. Entry Skills</p>	<p>Interviews, Management and Observations.</p> <p>Interview with 14 random managers of various departments with average tenure of 10 years.</p> <p>Discussion with CEO & COO.</p> <p>Observations of existing 6,000 plus employees.</p>	<p>Learners will have understanding of right and wrong.</p> <p>All existing employees at this time have been on-boarded or in the middle of the on-boarding process. Part of that process is the Code of Conduct Policy review which outlines the entire code of conduct for the organization.</p> <p>In the future new hires will already have taken COC training but it is still new to them.</p>
<p>2. Prior Knowledge of Topic Area</p>	<p>Interviews, Management and Observations.</p> <p>Interview with 14 random managers of various departments with average tenure of 10 years.</p> <p>Discussion with CEO & COO.</p> <p>Observations of existing 6,000 plus employees.</p>	<p>At a senior level there are a lot of discussions of what ethics is and how to act properly. However approximately 80% of all new employees are fresh college graduates with no job experience and this being their first job. They understand right and wrong and some may understand Business ethics, may have had courses at their</p>

		<p>universities, but have never been faced with an ethical dilemma in a business setting. In addition to this population there is a tenured group that has been with us for a while or has come to work with us from another center. They may have been taught something at previous center but for benefit of this module, best to assume no prior knowledge of Topic area.</p> <p>A pretest will be conducted – to gather information on the level of prior knowledge.</p>
<p>3. Attitudes Toward Content</p>	<p>Interviews, Management and Observations.</p> <p>Interview with 14 random managers of various departments with average tenure of 10 years.</p> <p>Discussion with CEO & COO.</p> <p>Observations of existing 6,000 plus employees.</p>	<p>Filipinos are avid learners and feed on anything in which they will help them to do their job better.</p> <p>For the most part the attitude will be positive, however there will be a few in which have negative reactions towards training.</p>
<p>4. Attitudes Toward Potential Delivery System</p>	<p>Interviews, Management and Observations.</p> <p>Interview with 14 random managers of various departments with average tenure of 10 years.</p> <p>Discussion with CEO & COO.</p> <p>Observations of existing 6,000 plus employees.</p>	<p>Since this will be an online module, employees will be happier to take as they can do it on their own time during down times, at their station, in the Learning Lab, after shift and essentially at their convenience.</p>
<p>5. Motivation for Instruction</p>	<p>Interviews, Management and Observations.</p> <p>Interview with 14 random managers of various</p>	<p>In the future this will be a requirement imbedded into the on-boarding modules, so it will be a requirement in order to get employee status.</p>

	<p>departments with average tenure of 10 years.</p> <p>Discussion with CEO & COO.</p> <p>Observations of existing 6,000 plus employees.</p>	<p>Motivation for employment will be critical to completion of module. This is extrinsic motivation as most of our people are onboarded at a trainee status until they have the training required to become an employee and move to next level.</p>
<p>6. Educational and Ability Levels</p>	<p>Interviews, Management and Observations.</p> <p>Interview with 14 random managers of various departments with average tenure of 10 years.</p> <p>Discussion with CEO & COO.</p> <p>Observations of existing 6,000 plus employees.</p>	<p>Learners all have a High School Diploma or equivalent and at least 2 years of College. Most will have 4 years degree.</p> <p>Our customers are English speaking customers and we have an English Only Policy in the organization. There will NOT be multiple languages and it will be English.</p>
<p>7. General Learning Preferences</p>	<p>Interviews, Management and Observations.</p> <p>Interview with 14 random managers of various departments with average tenure of 10 years.</p> <p>Discussion with CEO & COO.</p> <p>Observations of existing 6,000 plus employees.</p>	<p>The learners are very open to different types of learning preferences. However it has been mandated by Management that this module be put into an online format.</p>
<p>8. Attitude Toward Training Organization</p>	<p>Interviews, Management and Observations.</p> <p>Interview with 14 random managers of various departments with average tenure of 10 years.</p> <p>Discussion with CEO & COO.</p> <p>Observations of existing 6,000 plus employees.</p>	<p>There is no opinion of the training organization. It is newly formed and, in the past, most training had been handled by each individual program/client. For the most part positive.</p>

<p>9. General Group Characteristics (Heterogeneity, size, and overall impressions)</p>	<p>Interviews, Management and Observations.</p> <p>Interview with 14 random managers of various departments with average tenure of 10 years.</p> <p>Discussion with CEO & COO.</p> <p>Observations of existing 6,000 plus employees.</p>	<p>Current employees are 65% women and average ages is 26 years old. The majority of employees are Filipinos with a few expats working for us in more Senior positions.</p> <p>There will be no classroom training at this point so there are no restrictions in classroom size. The online modules will be self-paced and self-directed. There will be no instructor-led facilitation.</p> <p>The modules need to be online case studies.</p>
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Performance Context

The Performance Context for the learners will be the office at ePerformax and the interactions each employee participates in.

ePerformax has a total of 6,000 employees at 3 main sites located in Manila, Cebu and Roxas City. Each of these sites have fully redundant data centers which are fully connected to each other. Everyday each of our teammates take approximately 40 individual interactions with different customers across the world. That ends up being 800 -1000 interactions a month. A lot is discussed and can happen during these interactions. In addition, each of our employees are interacting with the management team and coworkers around them on a regular basis.

Data regarding the analysis was through a combination of my general knowledge of the organization as well as discussions with my 14 managers and the CEO and COO.

Information Categories	Data Sources	Performance Site Characteristics
<p>1. Managerial/Supervisory Support</p>	<p>Interview with 14 random managers of various departments with average tenure of 10 years.</p> <p>Discussion with CEO & COO.</p> <p>Executive Committee – Directors and up</p>	<p>Management directive and there has been some cases of fraud.</p> <p>Management team is very supportive. Have had discussions for past 3 years to create a module, but not had dedication to complete.</p> <p>Budgets work a little differently in our</p>

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		organization. There is no formal request for funding to create or complete projects. We have a Learning Design team and they will facilitate, and design training required by organization. There costs are already an overhead so whatever it takes to get projects completed is the key. We work on a committee at Sr. Level to decide what is required by group to get completed.
2. Physical Aspects of Site	General Knowledge of Organization Discussion with CEO & COO.	There are 3 sites – Manila, Cebu, and Roxas. Each of these sites will have to have the training. Why it is even more important to make sure the module is online so it can be push through to LMS to everyone’s desktop and all new employees can utilize on-boarding in order to take.
3. Social Aspects of Site	General Knowledge of Organization Discussion with CEO & COO.	Manila – 2,500 Cebu – 2,500 Roxas – 1,000 Since this will be online module the learners will work independently and should be no social impact. Will eventually add a Social community aspect to this training. Within the LMS there is ability to add social collaboration on topics and training modules. At this time might be out of scope with the requirement but might be able to facilitate and turn on.
4. Relevance of Skills to Workplace	General Knowledge of Organization	These are relevance skills for the workplace, but the question which no one can answer is how often to do

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	Discussion with CEO & COO.	ethical dilemmas happen on a regular basis at the office. The training is relevant, but if someone is not faced with a situation until 9 months later then a problem. Need to make sure there is reference point and access to job aids for easy refresh of memory. Also, would be important to do cognitive brain boosts at 2 days – 2 weeks and 2 months
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Learning Context

I personally selected and implemented our HRIS and LMS systems within the organization. We have spent over \$1.5 Million in the last 3 years installing and getting access to everyone’s station. In addition, because of all the security restrictions within our client’s environments, we had to get special permission for our teammates to access the LMS and HRIS at each of their stations. We have done this and gone through security review with each of our clients in order to make sure each teammate can easily access training at their desk.

Source of data is my knowledge of building out the sites and the infrastructure in order to deliver training electronically to all of our employees.

Information Categories	Data Sources	Learning Site Characteristics
1. Number/Nature of Sites	General Knowledge of Organization	There are 3 sites – Manila, Cebu, and Roxas. Each of these sites will have to have the training. Every employee is able to access the HRIS and LMS system from their workstation so there is no issue with being able to access any of the material. In addition, all American’s in US have VPN access, so they can access material there as well. Only constraint will be time management with the existing population getting the training completed.
2. Site Compatibility with Instructional Needs	General Knowledge of Organization	All sites are equipped with proper technology and seating arrangements. Since each

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		employee can take this at their own workstation should not be any issues. In addition, each site has their own eLearning rooms in which employees can go and use to take training as well.
3. Site Compatibility with Learner Needs	General Knowledge of Organization	Sites are adequate and compatible with all needs required for learner.
4. Feasibility for Simulating Workplace	General Knowledge of Organization	Case studies are going to be important to this learning. However, training will be completed in the environment they work in and could experience ethical dilemmas.

Performance Objectives

Main Instructional Goal	Terminal Objective
At the end of this Ethics for Employees training, the learners will know how to perform their work at ePerformax with integrity and honesty and be empowered to effectively handle any ethical situation presented to them on the job	<p>After successful completion of this Ethics for Employees training module, trainees will be able to:</p> <ul style="list-style-type: none"> • Perform their work (B) at ePerformax (CN) with integrity and honesty • Effectively handle (B) any ethical situation presented to them on the job (CN) by case study (CR).
Main Step	Performance Objective
2. Observe or Participate in Situation	When at the office, (CN) employees observe or participate in ethical situations (B), to review the situation (CR).
Main Step	Performance Objective
3. Compare & Determine if aligned to Company Values.	When at the office, (CN) employees compare and determine if situation is aligned to company values (B), to assess alignment (CR).
Subordinate Skill	Subordinate Objective
2.1. Company Values	Given an assessment online (CN), learners will be able to identify and explain the Company Values of ePerformax (B), 100% of the time (CR).

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2.2. Integrity Pledge	Given and assessment online (CN), learners will be able to Recall the integrity pledge (B) 100% of the time (CR).
2.3. Employer & Employee Rights	Given an assessment online (CN), learners will be able to list functions and role of employers and employee rights (B), 100% of the time (CR).
Main Step	Performance Objective
3. Determine if Ethical	When at the office, (CN) employees determine if the situation is (B), to reduce risk and increase compliance (CR).
Subordinate Skill	Subordinate Objective
3.1. What is Ethics	Given an assessment online (CN), learners will be able to define and explain ethics (B), 100% of the time (CR).
3.2. What is Business Ethics	Given an assessment online (CN), learners will be able to define and explain business ethics (B), 100% of the time (CR).
3.3. Corporate Social Responsibility	Given an assessment online (CN), learners will be able to define and explain Social Responsibility (B), 100% of the time (CR).
3.4. Consumer Protection	Given an assessment online (CN), learners will be able to define and explain Consumer Protection (B), 100% of the time (CR).
3.5 Corporate Resources	Given an assessment online (CN), learners will be able to define and explain Corporate Resources (B), 100% of the time (CR).
Main Step	Performance Objective
4. Determine What to do with situation.	When at the office, (CN) employees review all details of the situation and determine what best to do (B), to do what is right and ethical 100% of time (CR).
Subordinate Skill	Subordinate Objective
4.1 Whistle Blowing	Given an assessment online (CN), learners will be able to define, explain and list the whistle blowing process (B), 100% of the time (CR).

Assessment Plan

There will be assessments throughout the entire learning module. The collection of data will allow us to understand what employees know currently and could potentially shape any changes or additions to the modules in the future. In addition, once fully deployed, there will be valuable insights to us in regard to what new employees' knowledge or gaps may exist.

Entry Skills Test

There will be a formal entry skills test. It is assumed that every employee has a general understanding of the difference between right and wrong. Since all existing employees have gone through Code of Conduct training already, it would be nice to assess all levels of the organization to really see at what level the different levels and tenure of the organization really understand the Code of Conduct.

Pretest

A pretest for each learning objective would be ideal to test each learner's knowledge before they go through the module. If they pass the practice test with a predetermined score, they may not have to continue with that particular section. It doesn't make sense to make someone go through a section if they test and complete, pass and understand that particular section. Each of these pretests will have to be very similar to the format and content as practice and posttests. The content cannot be the same, but formatting should be very familiar. Multiple choice, true false and case study scenario questions.

Practice Test

The practice test will be in multiple places through each section to check for understanding and make sure they know content learning. The tests will also highlight key points which will most likely show up on posttests. There are multiple ways in order to do the practice tests. There can be videos of scenarios of ethical situations, multiple choice, true false, case study.

Post Test

The post test for this module will be a test bank of multiple case study scenarios with some multiple choice for terms. There will be some video enactment of actual ethical situations with multiple choice what would you do responses. There will have to be a large test bank of at least 50 scenarios with them being randomly pulled for each individual test. The test will be online, and it is possible to have multiple questions for each scenario. The thought is each person would get 10 random of the 50 scenarios. Each learner will be allowed to take the test 2 times with a minimum score of 95% will be required. This module is a beginning look at how an individual may or may not impact future business and relationships with customers and clients. If there is critical gaps in someone's ability to ethically be able to identify situations and do right, it could be an indication to their future work.

Instructional Designer Reflection

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Between my travel and my sickness, the project has been very stressful for me. It was hard enough that I was all over the US and back to Manila within 3 weeks. Between the required workload from office, conference, Business planning and homework – most especially the reading I am amazed I have maintained at this point.

Being sick has not helped at all. I have had to scrape myself up to just get to the computer to get what I needed to complete. I know I should have been working on previously, but I hadn't planned on coming down with a bed ridden infection the minute I got back to Manila. It is good, at least that the last few days have been better for me and I have been able to do considerable amount of catch up with school. Still have my DB to work on though.

Overall, I have learned a lot in the last 4 weeks. I am understanding the model and understanding the importance of following through steps. What I am not confident in is my ability to apply the different taxonomies and the different theories in the different areas as required. To me it overcomplicates things and makes it very hard to follow. Go to this table. Go to Blooms taxonomy. Use Gagne's. For me, I am a point a to point b person and having a process that isn't documented and in my mind all over the place is very disruptive. I am trying to work through this and one of the things I think that has hurt me is having a kindle edition of the book. I have since ordered a hard copy of the book and hope this help. Having a reference to pull up at my desk will be helpful. I also understand that with experience I will get better with this and it is knowledge gaps. However, it is very overwhelming and complicated to me.

With all that said, I still think I am managing to learn and gain insights on how to use this for the future. What I want to make sure is I am learning this with huge benchmark strength as I know it will set the foundation for what more is to come.

Design Evaluation Chart

For the individual evaluations it is important to make sure that each evaluation has a test bank of questions and scenarios and case studies. With 6,000 employees and being online it will be easy for everyone to take the tests and spread the answers in regard to the evaluations. It will be important to make sure each evaluation is different for every person which takes them.

Main Instructional Goal	Terminal Objective	Test Item
<p>At the end of this Ethics for Employees training, the learners will know how to perform their work at ePerformax with integrity and honesty and be empowered to effectively handle any ethical situation presented to them on the job</p>	<p>After successful completion of this Ethics for Employees training module, trainees will be able to:</p> <ul style="list-style-type: none"> • Perform their work (B) at ePerformax (CN) with integrity and honesty • Effectively handle (B) any ethical situation presented to them on the job (CN) by case study (CR). 	<p>The learners will complete the entire online course via the LMS self-paced.</p> <p>The overall test will be multiple case study scenarios of actual cases that have happened and could happen. There will be 10 scenarios with multiple questions for each scenario.</p>
Main Step	Performance Objective	Test Item
<p>1. Observe or Participate in Situation</p>	<p>When at the office, (CN) employees observe or participate in situations (B), to review the situation (CR).</p>	<p>As a remember learning objective it is important to make that we are testing learners to recall. To test This will be scenario/case studies with multiple choice questions referring to those situations.</p>
Main Step	Performance Objective	Test Item
<p>2. Compare & Determine if aligned to Company Values.</p>	<p>When at the office, (CN) employees compare and determine if situation is aligned to company values (B), to assess alignment (CR).</p>	<p>This is a Higher-level Thinking skill. The learners will need to be able to analyze situation and determine if the situation is ethical or not.</p> <p>This will be evaluated by case study analysis with multiple choice answers. What will be important is the answers are all essentially correct but</p>

		there is one answer that is better than the others.
Subordinate Skill	Subordinate Objective	Test Item
2.1. Company Values	Given an assessment online (CN), learners will be able to identify and explain the Company Values of ePerformax (B), 100% of the time (CR).	Learners will do a match of the different values to the actual explanation of the different values. It will be a drag and drop assessment.
2.2. Integrity Pledge	Given and assessment online (CN), learners will be able to Recall the integrity pledge (B) 100% of the time (CR).	The Integrity Pledge is very important to the organization because essentially each employee signs off that they will perform their job with integrity. The learners will be evaluated by filling in the blank statements form integrity pledge with multiple choice answers.
2.3. Employer & Employee Rights	Given an assessment online (CN), learners will be able to list functions and role of employers and employee rights (B), 100% of the time (CR).	Learners will be evaluated on Employer and Employee rights by multiple choice questions.
Main Step	Performance Objective	Test Item
3. Determine if Ethical	When at the office, (CN) employees determine if the situation is ethical (B), to reduce risk and increase compliance (CR).	This will be tested in the overall evaluation in which there are sever scenarios and based on the scenarios the learners will evaluate and determine what to do by selecting the best answer from multiple choice questions.
Subordinate Skill	Subordinate Objective	Test Item
3.1. What is Ethics	Given an assessment online (CN), learners will be able to	Learners will be evaluated on what ethics is by multiple

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	define and explain ethics (B), 100% of the time (CR).	<p>choice, true/false and fill in the blank questions.</p> <p>There could be a variety of different tests instead of just straight forward assessments. We can do some shredding activities, drag and drops, etc. The goal is to make sure to change it up and make it fun.</p>
3.2. What is Business Ethics	Given an assessment online (CN), learners will be able to define and explain business ethics (B), 100% of the time (CR).	<p>Learners will be evaluated on what business ethics is by multiple choice, true/false and fill in the blank questions.</p> <p>There could be a variety of different tests instead of just straight forward assessments. We can do some shredding activities, drag and drops, etc. The goal is to make sure to change it up and make it fun.</p>
3.3. Corporate Social Responsibility	Given an assessment online (CN), learners will be able to define and explain Social Responsibility (B), 100% of the time (CR).	<p>Learners will be evaluated on what Social Responsibility is by multiple choice, true/false and fill in the blank questions.</p> <p>There could be a variety of different tests instead of just straight forward assessments. We can do some shredding activities, drag and drops, etc. The goal is to make sure to change it up and make it fun.</p>
3.4. Consumer Protection	Given an assessment online (CN), learners will be able to define and explain Consumer Protection (B), 100% of the time (CR).	<p>Learners will be evaluated on what Consumer Protection is by multiple choice, true/false and fill in the blank questions.</p> <p>There could be a variety of different tests instead of just straight forward assessments. We can do some shredding activities, drag and drops, etc.</p>

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		The goal is to make sure to change it up and make it fun.
3.5 Corporate Resources	Given an assessment online (CN), learners will be able to define and explain Corporate Resources (B), 100% of the time (CR).	Learners will be evaluated on what Corporate Resources is by multiple choice, true/false and fill in the blank questions. There could be a variety of different tests instead of just straight forward assessments. We can do some shredding activities, drag and drops, etc. The goal is to make sure to change it up and make it fun.
Main Step	Performance Objective	Test Item
4. Determine What to do with situation.	When at the office, (CN) employees review all details of the situation and determine what best to do (B), to do what is right and ethical 100% of time (CR).	This will be tested in the overall evaluation in which there are sever scenarios and based on the scenarios the learners will evaluate and determine what to do by selecting the best answer from multiple choice questions.
Subordinate Skill	Subordinate Objective	Test Item
4.1 Whistle Blowing	Given an assessment online (CN), learners will be able to define, explain and list the whistle blowing process (B), 100% of the time (CR).	It is important not only to be able to identify ethical situations, but also to know what to do after one has been identified. In order to evaluate this learning object Will have multiple choice testing steps and scenarios of the process to follow or not to follow for whistle blowing.

Instructional Strategy Alignment

<p>Learning Component</p>	<p>Design Plan</p>
<p>Cluster 1</p> <ul style="list-style-type: none"> • Intro • What is Ethics • What is Business Ethics 	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 1. When at the office, employees observe or participate in ethical situations, to review the situation. 3. When at the office, employees determine if the situation is ethical, to reduce risk and increase compliance. <ol style="list-style-type: none"> 3.1 Given an assessment online, learners will be able to define and explain ethics, 100% of the time. 3.2 Given an assessment online, learners will be able to define and explain business ethics, 100% of the time. <p><u>Content Presentation</u></p> <p>Content: In any organization there is always going to be situations in which employees have to determine whether or not to do the right thing. They can either be in the situation or observe the situation. In this cluster we will start off with a video setting the stage of doing right from wrong. This will then transition into what is ethics, business ethics. Each of these topics will be reviewed and explained.</p> <p>Example: The video of right and wrong – Trolley video used to set the stage along with several different case studies of the office. This will then lead into explanation of ethics and business ethics.</p> <p>Student Grouping & Media Selection: There will be no student grouping as this will be an online module. The modules will be interactive and have different case studies that will be both video and voice over.</p> <p><u>Student Participation</u></p> <p>Practice Items & Activities: From a practice perspective it is important to be able to recognize what is ethical and not. We will have practice case studies/scenarios in each module that builds on the knowledge gained and then evaluates at the end with multiple choice to make sure retained knowledge.</p> <p>Student Grouping & Media Selection: This is online module and no student groupings. There will be no job aids and/or handouts.</p>

<p>Cluster 2</p> <ul style="list-style-type: none"> • Company Values • Integrity Pledge • Employer & Employee Rights 	<p><u>Objectives</u></p> <ol style="list-style-type: none"> 2. When at the office, employees observe or participate in ethical situations, to review the situation. <ol style="list-style-type: none"> 2.1 Given an assessment online, learners will be able to identify and explain the Company Values of ePerformax, 100% of the time. 2.2 Given an assessment online, learners will be able to Recall the integrity pledge 100% of the time. 2.3 Given an assessment online, learners will be able to list functions and role of employers and employee rights, 100% of the time. <p><u>Content Presentation</u></p> <p>Content: Now that the employees understand what ethics and business ethics is, we have to introduce them to the company values and how it applies and relates to ethics. Or to be direct how ePerformax relates ethics to the way it does business. In order to do this, we need to explain Company Mission and then Company Values and finish off with Integrity Pledge. We will also spend time in details explaining employer/employee rights so everyone knows where they stand in situations.</p> <p>Example: ePerformax’s Mission is very simple, it is to PERFORM. Each of those are acronyms. I did not include this in my entry skills, but Mission is covered already in onboarding so a just a refresher bridging to Values will be important. This will be Voice over which will cover the 5 Values: Excellence, Service, Community, Fairness, & Integrity. This will build into Integrity pledge.</p> <p>Student Grouping & Media Selection: There will be no student grouping as this will be an online module. The modules will be interactive and have different case studies that will be both video and voice over.</p> <p><u>Student Participation</u></p> <p>Practice Items & Activities: The activities will start from a learning perspective and learning the knowledge. For Mission it will be a refresher going through the different acronyms of PERFORM. The activity will be a drag and drop to the different acronyms to the different letter of PERFORM and explanation of each. The Core Values will also be explanation and then with drag and drop of the core values and their meaning. The integrity pledge will be explanation which will then lead into case study/scenarios that now builds onto the fact that we know what ethics and business ethics and now we know how it applies to an ePerformax perspective.</p>
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	<p>Student Grouping & Media Selection: This is online module and no student groupings. There will be no job aids and/or handouts.</p>
<p>Cluster 3</p> <ul style="list-style-type: none"> • Consumer Protection • Corporate Resources • Corporate Social Responsibility 	<p><u>Objectives</u></p> <p>3. When at the office, employees determine if the situation is ethical, to reduce risk and increase compliance.</p> <p style="padding-left: 40px;">3.3 Given an assessment online, learners will be able to define and explain Corporate Social Responsibility, 100% of the time.</p> <p style="padding-left: 40px;">3.4 Given an assessment online, learners will be able to define and explain Consumer Protection, 100% of the time.</p> <p style="padding-left: 40px;">3.5 Given an assessment online (CN), learners will be able to define and explain Corporate Resources (B), 100% of the time (CR).</p> <p><u>Content Presentation</u></p> <p>Content: We now have the foundations of ethics and now know what it means to ePerformax and the way we handle business. We now have to apply this first how we handle customers within our organization and how we protect them, then how we protect corporate resources which also includes every employee and lastly how we protect society. This is mostly information which will then be assessed by multiple choice questions. This will then lead into the case study/scenarios build in which all the pieces are now there.</p> <p>Example: Mostly information in which educate and then drop and drags to understand and interaction with the data after completed. Most interaction will come after the information in the case studies in which have to read the scenarios and answer questions.</p> <p>Student Grouping & Media Selection: There will be no student grouping as this will be an online module. The modules will be interactive and have different case studies that will be both video and voice over.</p> <p><u>Student Participation</u></p> <p>Practice Items & Activities: Multiple case studies will be presented after the information learning. These will be a variety of case studies and will also be a pretest which will give full scenarios and get responses from the employees on how to answer. There will be work, social, corporate and personal dilemmas of all ethical sorts to review for every employee.</p>

	<p>Student Grouping & Media Selection: This is online module and no student groupings. There will be no job aids and/or handouts.</p>
<p>Cluster 4</p>	<p><u>Objectives</u></p> <p>4. When at the office, employees review all details of the situation and determine what best to do, to do what is right and ethical 100% of time.</p> <p>4.3 Given an assessment online, learners will be able to define and explain Corporate Social Responsibility, 100% of the time.</p> <p>4.1 Given an assessment online, learners will be able to define, explain and list the whistle blowing process, 100% of the time.</p> <p><u>Content Presentation</u></p> <p>Content: Now that employees understand ethics and how it affects the company, employee, and society, we now need to know what to do if we participate or observe ethical situations. This entire section is about whistle blowing and will start out with informational explanation of the process and then evaluation of what to do. This will then flow into cases studies.</p> <p>Example: Case studies that have some ethical situation and the employee has to determine if they should whistle blow or not and explain why.</p> <p>Student Grouping & Media Selection: There will be no student grouping as this will be an online module. The modules will be interactive and have different case studies that will be both video and voice over.</p> <p><u>Student Participation</u></p> <p>Practice Items & Activities: Multiple case studies will be presented after the information learning. There will be work, social, corporate and personal dilemmas of all ethical sorts to review for every employee.</p> <p>Student Grouping & Media Selection: This is online module and no student groupings. There will be no job aids and/or handouts.</p>

Implementation Plan

For implementation there will be a two-part test. I have a department of 14 direct reports and close to 100 indirect reports. So, testing can be easily done from my own department before we

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roll out to the entire organization of 6,000. Since this is a large population to go through the testing, it is important we take it through a large enough sample to work through any and all potential issues there might be with content and technology. In both tests, all issues will be resolved and rolled out into the next iteration before rolled out to organization.

The first testing will be to validate functionality of the module and to work out any technical problems. I will first have my Creative Manager and my Employee Services manager go through the module. They will focus on the functionality of the training but will be also be looking to see that the flow and the over module works as well. The 2 will provide great insights as they will have 2 different perspectives. To conduct the test, we will publish the training on the staging side of the LMS, so they can go through the course as all the employees would go through. The training will only be published to the two and an email will go to them notifying the training is open. From this perspective they just need to go to the HRIS portal and then to the LMS to take training.

It is important to note, for the relevance of the class EDCI 572, only the first pilot test will be utilized as the second test will take longer than available.

The second test will take all the recommendations from the first test and correct and implement them into the second test. The module will be moved to the production side of the LMS and we will test functionality first to make sure everything works. Then we will publish only to my department, the entire team of 100 people in my group in all 3 sites to take the training. When the training is opened and published to the group, an email will automatically be sent to each individual and to access the email, they just need to go to the HRIS portal and then to the LMS. The training will show up in their enrolled courses and they can start.

Evaluation Plan

It is important to note that for purposes of this class EDCI 572, the evaluation of the first test of the 2 managers will all that will be included in the final due to timing.

There will be three sections of evaluation for this module. The first review will be done by the two managers. It will be feedback by sitting down with them and getting their thoughts and concerns. In addition, it will be important to stand by and observe the interaction of the module while they are taking the training. This will allow us to see if there are any LMS errors or any authoring tool errors while running the training. The feedback from the 2 managers will be reviewed and documented so it can be implemented into the second test.

For the second test of my direct and indirect reports we will have an evaluation after the training and we will do a focus group with selected participants of all sites to review some of the feedback and to get thoughts from them directly. This feedback as well as the evaluations will be reviewed and implemented into the final. Depending on all the outcomes of the evaluation of the first 2 tests, we might have to change the evaluation questions in order to adapt to changes, etc. made previously.

Sample survey questions for survey at end: This is an embedded function in the LMS and will be delivered after the training and tabulated inside the LMS.

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(FOR #1-6, four options in dropdown) Please rank the following statements from 1-4.

1 - Completely Disagree

2 - Disagree

3 - Agree

4 - Completely Agree

1. The course was informative.
 - It had useful information. I gained new knowledge, skills, or behaviors.
2. The course was relevant.
 - It enabled me with knowledge, skills, or behaviors I can actually use in my job.
3. The course was thorough and complete.
 - It had everything I need to use Guided Judgment.,
4. The course was accurate.
 - The information in the course is verifiably correct. There were no parts that seemed false.
5. The amount of time it took to complete this course was appropriate for the content.
 - It was neither too fast or too slow, considering the course content.
6. The course design was appropriate.
 - The graphics and media used enhanced the course. It was not distracting.

(#7 – Open text box)

7. How would you improve the course?

Instructional Designer Reflection

I think what has gone well is the ability to use the textbook as a reference as well as the samples from previous classes. There is a lot of work which goes into a module. Whether it is classroom, or it is online format, there is a lot of work. What has worked really well for me is being able to take the text and the design document and have every piece which feeds into each next step. This piece has resonated to me and I think it show what is important into designing an actual module no matter what it is.

I think what has been the most challenging is really balance my work, school and personal. At this point, and for the past 4years of my live I have really had no personal life. I have been in school the last few years finishing my bachelors and now working on my second masters. Crazy, but it has allowed me to be successful in my overall career. Which at this point can't give way to anything? My work is what allows me to further my education and it supplies me with my overall needs and wants. Actually, work comes first, and this week work has come first in my discussion board and part of my design document. There is nothing I can do about it, it is all about time management, but sometimes my work takes more of my time than what is possible in a day or even a week. As much as possible I have to continue to plan ahead, just like I do in work.

In peer feedback I realize that more input is better than one. Sometimes you don't always come up with the best idea and when you have several people collaborating on a concept or idea you can come up with the best. More brains are better than one. I know this not the actual saying, but it is true. More brain power allows you to have better and more improved ideas. In most of my peer feedback, I take what is told to me to heart and typically integrate it all in to my work. I

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have made changes to my objectives based on feedback, I have also made changes to my overall steps as well as my training strategy and testing. I don't think there is anything that has been recommended that I haven't considered and modified to some extent. Again, I know I don't have the best ideas and every input I can get, will make the end product a better one. I think any experienced manager or instructional designer understands this. It is not something that is easy to do and takes a lot of experience and work to be open to critique. Especially when it is a lot of work and time gone into a project.

From my perspective, I think I am gaining better insights to how the model is working. I am still frustrated with the overall design document. I am seeing the importance of the document and I like how each step feeds into the next, but it is not the same as design documents I have seen where each module and second is laid out step by step so that it can be easily developed and created. To me, in looking towards the future it feels like an entire step of storyboarding or written content for each section is missing. However, maybe I am missing something and not fully understanding the process. Maybe I am overthinking the entire process and expecting too much. We will see.

Module Status

In the following section I will outline what has been completed so far in my module development and what needs to be developed further. I took on a lot when I started this module and with the time allotted, I have not been able to fully complete the entire development of the module. What I do like is I have been able to put everything into a functioning module. The majority of what needs to be completed is content replaced in the placeholders. All functionality of the module works fine and as long as you are utilizing next you are able to move through module completely. Below is the status by cluster and section for each cluster.

Cluster 1

- Housekeeping
 - Navigation - Completed
 - Test Media - Completed
- Introduction
 - Title Slide – Completed
 - Course Objective – Completed
 - Pre-Test – Completed for test Purposes – need to add more test questions
- What is Ethics?
 - Trolley Video – Complete
 - Definitions – Complete
 - Assessments – Complete
 - Case Study – Complete
- Transition - Complete

Cluster 2

- Company Mission – Develop – need to enhance copy
- Core Values & Integrity Pledge – Complete
- Employer & Employee Rights – Develop
- Assessments
 - Company Mission – Complete
 - Core Values & Integrity Pledge – Complete
 - Employer & Employee Rights – Develop
- Transition – Complete

Cluster 3

- Consumer Protection – Develop
- Corporate Resources – Develop
- Corporate Social Responsibility – Develop
- Assessments
 - Consumer Protection – Develop
 - Corporate Resources – Develop
 - Corporate Social Responsibility – Develop

Cluster 4

- Whistleblowing

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- What to do – Complete
- Sending an Email – Complete
- Transition – Complete
- Practice Scenarios – Develop – Need to develop the questions further
- Evaluation – Develop – Need to develop the questions further and clean them up
- Review - Develop

Implementation & Formative Evaluation Report

The pilot test was completed with 2 of my managers. Please keep in mind the entire module is not fully built, but it is built enough so the testers understood what was going on. All the pieces are in place. Just need to add the content. We loaded the content into the staging LMS and they were able to take the course as if they were logged in as an employee.

Evaluation Form

The below is a screen shot of the evaluation used in order to test the original content for the first test. In addition, I sat down with both managers and discussed their feedback and the module with them to get their overall feel and feedback.

For the following questions please rate 1-4 with one being strongly disagree and 4 strongly agree.

Question	Rating				
	1	2	3	4	N/A
1. The objective for Ethics for Employees were clear.	1	2	3	4	N/A
2. The content motivated my learning.	1	2	3	4	N/A
3. The module gave me sufficient practice and feedback.	1	2	3	4	N/A
4. The content of this course is appropriate.	1	2	3	4	N/A
5. The content and instructions were easy to follow.	1	2	3	4	N/A
6. The module was visually appealing.	1	2	3	4	N/A
7. The module was professional.	1	2	3	4	N/A
8. The module was engaging, and my attention was focused on the content.	1	2	3	4	N/A
9. I was satisfied with the content.	1	2	3	4	N/A
10. The content was relevant to my job.	1	2	3	4	N/A

Question	Comments
What did you like about the module? Why?	
What did you NOT like about the module? Why not?	
If there was anything you could change in the content, what would you change? Why?	
Additional Comments or Feedback?	

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Evaluation Data & Feedback

Below is the overall data that was received from the 2 managers.

Question	MGR #1	MGR #2	Average
1	4	4	4
2	3	4	3.5
3	2	2	2
4	3	3	3
5	4	4	4
6	4	3	3.5
7	4	4	4
8	3	3	3
9	3	3	3
10	4	4	4

Overall there were strongly agree or agree with all of the answers on the questions. The only question which was of concern was 3 in regard to sufficient practice and feedback. Both managers felt more practice throughout the module along with more feedback would be better suited for the module. This way they would learn further.

When I discussed further with the managers, I explained about not being fully completed and I had run out of time and they understood but felt the flow and content felt right. They wished-for further development learnings on each of the modules. They felt overall it was a good start but is there more that could be added. Even though they felt the content was good they felt more could be added. Overall they loved the scenarios and loved that they related to the work. They added that I should try to add scenarios which did not have any ethical dilemma in it.

The biggest thing that both managers did not like was there was not feedback after some of the review tests. They would like to see a result after each of the tests, just to say how you did. Even though it doesn't count against them, not knowing was worse than knowing you missed all.

While observing the course in action there were several errors with the LMS. We found these to be publishing issues from Articulate to the package that is dropped into the LMS. After several run throughs were able to get those resolved. Other than that, they were both able to do the training at their desks and on their laptops.

Changes for Next Iteration

There are several changes in which I need to make for the next iteration to my department of 100 people. First, I really need to work on finishing up all the content. Even though I have all the working pieces, I really need to add content to finish up the lessons. I also need to work on maybe adding a little bit more learning for each of the different subjects. I think there is a good start, but maybe developing it a little further will be beneficial.

Second big thing will be to turn feedback on for all of the tests and activities and to develop it further for each of the exercises. One of the biggest concerns from the initial test was the

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managers not feeling there was enough feedback. Again, the pretest does not have feedback and some of the individual feedback on activities, need to be developed further to give more adequate learning points.

Third, I would then test the modules on another 2 managers. In my original plan I had planned on pushing it to my entire team, but because of the size of the module I think it would be best to do another iteration of the module in a fully developed and revised state for another 2 managers before it goes to the entire department for the final test. This would give me another iteration and make sure that everything is covered. From there I would review with the 2 new manager and clean up their recommendations and then push out to entire department.

Instructional Designer Reflection

Well here it is at the end of the course and I am nearing the end. It is amazing and very fulfilling me to be writing this reflection and looking back at the accomplishments I have made. I honestly felt at the beginning of this course that I had made a wrong decision. Not just a wrong decision about this course but a wrong decision about entering this program. I honestly thought I did not belong in this course and I was way over my head in what I was doing. It is so refreshing now to look back and see what I have accomplished. Especially with the scope of the module I have taken on. Yes, I have not finished the complete development of the course, but I am very proud of what I have accomplished. However, most proud of what I have learned in this course through the last 7 weeks.

I think the number one thing that went well in the development of this course was the support of the instructor and the detail at which the textbook is written to be utilized as a reference tool. I honestly believe that I would not have made it through this course if I would not have reached out to Dr. Taylor and discussed my thoughts and what I was concerned about. In the first week, I truly wanted to quit this course and I wanted to quit the program. It was all so very overwhelming, and I honestly did not know how I was going to finish this class and still do all of the work required for my full-time job. It is a very good thing that I reached out and had that conversation because it kept me going.

The other item that went very well for me was the text book. Even though the text is very academic, and the reading is very monotonous, it does give great step by step directions on how to design an entire module. Utilizing that into an overall design document has really opened my eyes to the instructional design field and has allowed me to show some of my colleagues and my team a great tool which we can use in the future. I have even bought the book in loose-leaf form, so I can use it as a guide in the future.

There were a lot of challenges I faced with this project. The biggest was I obviously bit off more than I could chew. However, I also think this was a good thing. I could have easily created a module that was simpler, but I really wanted to create something which could be used in the office. It was very important for my time in the class to go towards a project in which would be utilized at ePerformax. It is the reason I am in this program and might as well check off several boxes when creating something.

Another challenge was really understanding all the different pieces. By different pieces I mean, utilizing all the different opinions and views to be applied to steps. I am talking about making

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sure you are using Bloom's taxonomy for writing objectives and understanding Gagne's Conditions of Learning. There are a lot of different concepts and technical knowledge from different masters that need to be incorporated in different steps and trying to stay abreast of those and always remembering was very troublesome. I think this is due to the fact that I am new to the process and as long as I am utilizing the textbook as a guide, I will continue to gain that knowledge and remember when to use it.

The final item that was of concern to me, not so much a struggle was it felt like there was a step missing from the Instructional strategy to the creation of the actual module. I think a more details layout of the design and the final product is needed. I knew overall what I wanted from this module and I knew what is needed. However, if I was working with a team of people, I am not sure they could take my design document and create a final module.

Overall, this was a very good class. I learned so much that words can't even explain. I have walked through my design document with several of my colleagues that I work with on a regular basis creating communications training and leadership training. They were very excited to see the overall design document and the possibilities of how we could use it. What was most exciting was the step by step process that built on each other to create the overall module. In addition, being able to review analysis in the different areas and how it influences the design process was and can be very beneficial for us. There was so much which came out of this class that I am excited about the possibilities. It is very exciting to be able to instantly apply what I am learning to my work and add further value to my organization.