

EDTC 812: Teaching in the Adult Learning Environment
Assignment 1

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Executive Summary

The Association for Talent Development (formerly the ASTD) recommends establishing communities of practice for employee training. This proposal document delineates how to train new staff on the company's *Code of Business Conduct* in a way that supports a community of practice. The overarching goal is for each new global employee to join in with The Gap's corporate culture.

Timeline for Implementation

Timeline is tentative based on an agreed upon proposal prior to January 2016.

Number of Months Until Implementation	Month	Action(s)
18 months	January 2016	<ul style="list-style-type: none"> Conduct corporate level needs assessment for training
17 months	February 2016	<ul style="list-style-type: none"> Meet with corporate to develop goals and objectives (see Prototype Module section)
16 months	March 2016	<ul style="list-style-type: none"> Conduct regional needs assessment
15 months	April 2016	<ul style="list-style-type: none"> Collect data regarding regional dialects and cultural norms that could impact training
14 months	May 2016	<ul style="list-style-type: none"> Based on goals and objectives, develop appropriate assessments for employees. Specific training will be provided for two groups: store managers and sales associates Develop DVD structure, scripting, and key training points. Present structure to corporate and make adjustments
13 months	June 2016	<ul style="list-style-type: none"> Develop assessments based on corporate approved structure and training points. Present assessment to corporate for feedback and make adjustments as needed. Scout possible training locations (regarding technology access)
12 months	July 2016	<ul style="list-style-type: none"> Contact regional HR to determine available training space (or suggestions for space) Work with regional HR to test connectivity capabilities (i.e. can bandwidth support webinars) Post job for trainers here in the US who will appear in training videos/DVDs Post jobs for delegates who will represent F&L Consultants abroad. Sub-contract the ACTFL (“Recruitment Concierge”

		<p>Program) to hire individuals who speak both English and one of required training languages</p> <ul style="list-style-type: none"> • Work with HR to hire live webinar trainer
11 months	August 2016	<ul style="list-style-type: none"> • Hire, train, and film training scenarios • Hire and train delegates who will work as on-site training facilitators • Secure training locations
10 months	September 2016	<ul style="list-style-type: none"> • Select LMS • Translate videos and assessments to regional languages. In-house bonus pay of \$500 will be offered for regional employees to translate.
9 months	October 2016	<ul style="list-style-type: none"> • HR hires first round of store managers in 100 locations throughout Africa, Asia, Europe and South America • Pilot training for new store managers • Compile feedback from regional HR to determine outcome of pilot (areas of success, need improvement, and deficiencies) in order to improve next month's training
6 months	January 2017	<ul style="list-style-type: none"> • Based on the pilot training, rectify any issues that arose in order to ensure that the next round of store manager training is successful.
4 months	March 2017	<ul style="list-style-type: none"> • HR hires store managers for remaining 400 locations • Store managers are trained for their role by F&L Consultant delegates • Store managers will be trained to facilitate sales associate training.
3 months	April 2017	<ul style="list-style-type: none"> • HR hires first round of store employees for 100 locations Followed by pilot training of sales associates by store managers

2 months	May 2017	<ul style="list-style-type: none"> Based on the pilot training, rectify any issues that arose in order to ensure that the next round of sales associate training is successful.
1 month	June 2017	<ul style="list-style-type: none"> HR hires final round of store employees for 400 locations Training of sales associates administered by store managers. F&L Consultant delegates will be on-site to ensure training resources are available for store managers.
Implementation	July 2017	<ul style="list-style-type: none"> Successful launch Based on feedback, add appropriate necessary resources to LMS that may not have been included originally.

Mode of Delivery

There will be 500 new Gap Inc. stores opened around the world in July 2017. The distribution of the stores organized by continent is as follows:

- Africa – 50
- Asia – 200
- Europe – 150
- South America – 100

The primary mode of delivery will be live webinars, streaming videos, and assessments administered online. Delegates from F&L will play a prominent role serving as on-site training facilitators for store manager training. Store managers will train sales associates with F&L Consultant delegates being present on-site to ensure all the necessary resources are available during the training sessions.

Based on an analysis of regional communications infrastructure, there are some remote locations that may hinder employees from having online access to training from home. The stores in those locations will have the same state-of-the-art communication system because they will be linked to headquarters in San Francisco. If the store is located in a remote or location, online training will be offered in the store itself (e.g., the staff room), using the store's Internet. In these special circumstances, space and equipment restrictions may require smaller training groups. F&L Consultant delegates will coordinate efforts to ensure that training is of the highest quality.

Pilot training sessions will be conducted at numerous locations on each continent with a focus on areas that may present problems. Based on the outcomes of these pilot

training programs, adjustments will be made to training delivery to minimize anticipated issues.

The amended protocols for these locations are as follows:

- Live webinars will be replaced by conferences calls.
- Streaming videos will be replaced by videos sent to locations on a flash drive.
- Online assessments will be replaced by paper-based assessments.
- Accompanying video-based scenarios will also be on a flash drive. See Section D for detailed information about the assessment activities. The goal is to make the mode of delivery as to make the training as seamless as possible.

Prototype Module

The content source will be the Gap Inc. *Code of Business Conduct*:

http://www.gapinc.com/content/dam/gapincsite/documents/COBC/COBC_english.pdf

The *Code of Business Conduct* is available in the following languages:

- English
- Chinese (traditional)
- Chinese (simplified)
- French
- French (Canadian)
- Italian
- Japanese
- Korean
- Spanish

Assessment Activities

Newly hired employees will engage in a two-part assessment. As described in Section B, assessments will be web-based and housed on a learning management system (LMS). The decision to administer assessments through a web-based LMS was made in an effort to collect global training data as well as to easily transfer the results to an electronically stored employee database. The database was requested by corporate in an effort to streamline employee contact information, training received/certifications, and assessment performance. This database would be used to build employee profiles. Employee profiles would primarily be used to assist former Gap employees who are relocating to a different city/country for personal reasons to make it easier to apply for jobs at Gap subsidiaries.

Additionally, human resources could use this information to search for employees with a specific set of skills if looking to fill employment opportunities. Each employee

will be assigned a unique login to participate in his/her assessment at the end of the training module related to Gap Inc.'s *Code of Business Conduct* manual.

Web-Based Assessment Description:

The assessment will be available online for employees to take either from home, using an employee sign-on, or from the store (in cases in which stores are located in regions with limited Internet connectivity, a space in the store (e.g., the staff room) will be used.

Assessment – Part A: Newly hired employees will watch a series of scenarios at individual computers depicting situations related to conduct. After watching each video, employees will answer three multiple-choice questions based on the video. Questions will skew towards engaging higher-order thinking. This will be accomplished by matching questions to Bloom's Taxonomy verbs.

Assessment – Part B: Newly hired employees will answer 20 multiple-choice questions related to the content of the manual. Note: Depending on computer availability and size of the training group, employees may need to take the assessments in waves. Available resources while working in conjunction with regional HR will dictate accommodations.

Assessing Participant Learning

The corporate human resources office of Gap, Inc. will assess employee training data. This data will be sent to the corporate human resources office. Store managers will assess store employees locally. Information entered into the online assessment database will provide a score for the management of the store regarding employee performance. Questions for all training will be coded: higher-order thinking Bloom's Taxonomy questions will have twice the value as lower-order questions. The goal is to ensure that all employees are actively learning. Next, scores from each assessment (in addition to the *Code of Conduct* module) will be used to generate an overall score for each employee. HR will have the capability to rank and sort employees based on performance.

Employees who demonstrate mastery will be awarded a digital workforce badge. The badges can be shared in the company's LinkedIn group, which will serve as the Gap's community of practice. The overarching goal is to bring the new stores into the corporate branded culture.

Support Systems in Place for Employees

Employees will have full access to Web-based training materials, including videos and archived recordings of the webinars attended. Additionally, there will be a resource folder that includes all manuals/policies, quick reference information sheets, and necessary forms related specifically to the employee's role. If specific questions should arise that cannot be answered using the resources in the LMS, employees should follow the appropriate chain of command to seek out answers. For example, sales associate should seek out their store manager for assistance. Should the store manager not be able to adequately address the concern, it will be his or her duty to seek out an answer for the sales associate using the management support system in place that they would be able to access through the LMS.

Formative and Summative Assessments of this Training

Formative Assessment: After watching the scenario videos, a component of the training will be employees will use role-playing to practice how to react to different scenarios. One or two employees will be given a scenario to role-play, and then in pairs, employees will react the scenario. The facilitator will then have the "audience" interject once the scenario has been completed. This will help guide the facilitator to understand if the employees are grasping the concepts being presented. Should further remediation be needed, facilitators could refer to the resources in their LMS. Facilitators without adequate Internet access will have resources provided to them on a flash drive prior to the training. Following the session, a whole-group discussion will take place, engaging employees with higher-order thinking questions.

Summative Assessment: The summative assessment will be the individual assessment employees take as described under "Assessment Activities" (pp. 7-8).

Detailed Consultant's Proposal Explaining Two Offerings

Care is being taken in developing a training experience to be used by a diverse global population. It is proposed that a beta-test would be an effective method to deliver training. Once the beta-test concludes, the employees will be asked to answer feedback questions via paper and online survey (both options will be available, based on the Internet availability of Gap's stores). Feedback is valuable for this training to be successful; asking for feedback also helps with employee buy-in to corporate directives.

Testing after training content will be conducted to assess employees. The questions will cover an array of topics from the training session. In particular, care will be taken to align most of the questions so that they are involving higher-order thinking responses. Bloom's Taxonomy questions that ask employees to compare and contrast, and to synthesize ideas, are recommended.

A private LinkedIn group will be created for employees to interact with group questions. Conversations can be monitored by an executive or from a member of the Gap's human resources department. Digital workforce badges can be shared on the LinkedIn page, too, where new employees can share their mastery of the Gap's new training manual.

Regarding delivery of training, it is proposed that multiple options are taken. The first is Web-based, including video and text. The Gap's point-of-sale is electronic—including credit card transactions; most of the global stores have Internet. The site can be translated into the selected list of languages when accessed using the Google Chrome browser. Transcripts of video training will also be posted, which can be translated, too. The stores in remote locations will offer online training will in the store itself (e.g., the staff room), using the store's Internet.

As designers of the Gap's new global training initiative request three equal payments for services. The total fee for services is \$120,000. This rate is based on the scale of the program: global. It is also based on the number of estimated hours to produce multimedia, interactive content that is delivered via the Web. The payments should be made in three equal installments, as follows: the first third upfront, upon agreement of this document; the second payment when training is first deployed; and the third upon completion of services rendered.