

Design Case Study

Scenario 2: *Fostering safe and inclusive workplace cultures through first-hand experience (do-type activity)*

Team: 34

Contributor	Roles & Design Tasks
Team Effort	Target Audience
Danielle Thompson	Learning Objective 2 and activity References
Rebecca Willett	Learning Objective 1 and activity Budget and Resources

Learning and Performance Problem Statement

A multitude of studies tell us that a diverse and inclusive workplace is not only a happier one, but also a more productive one. Since it was founded, ITI has exemplified this, evident in the diversity of its locations and employees and emerging success across the world. With over 35% of employees identifying as minorities and more rapidly being added to the family, it is vital that ITI continues this success through the education of its current and future employees.

In service to this goal, the HR team has devised a plan for an online training program that will not only be engaging, but will embody the flexibility required to meet the needs of a workforce that spans different time zones, languages, locations, and work responsibilities. As the on-the-ground leaders, the first string of training will make an impact by being aimed at the new and existing Engineering Managers in the United States region. This will allow the trial to take place close to home and ensure the efficacy of the training in English before it is translated to other languages. On completion of the training, the Engineering Managers will know, understand and believe in the history and future of diversity and inclusion as a core value of ITI, and how –through retention and recruitment, they can contribute to these successes.

For the method of delivery for this training, we have chosen to utilize the LMS system Canvas because of its flexibility and availability. Canvas is available on mobile devices and a variety of operating systems, allows for asynchronous learning, is reliable (they boast a 99.9% uptime), and supports many global languages. Through canvas, the training will be presented in 6 modules, each pertaining to a specific learning objective, each consisting of 1-3 learning activities. The expected time of the entire training is 1.5 - 2 hours total.

Target Audience

New and Existing Engineering Managers at Innovation and Technology Insight (ITI) in the United States Region.

Learning Objectives

Objective 1

New and existing Engineering Management can identify non-inclusive and unsafe behaviours and know why they are unacceptable in the ITI workforce.

Objective 2

At the end of this training, new and existing Engineering Management will be able to distinguish appropriate methods for reporting and resolving workplace conflict specific to diversity within ITI.

Objective 1:

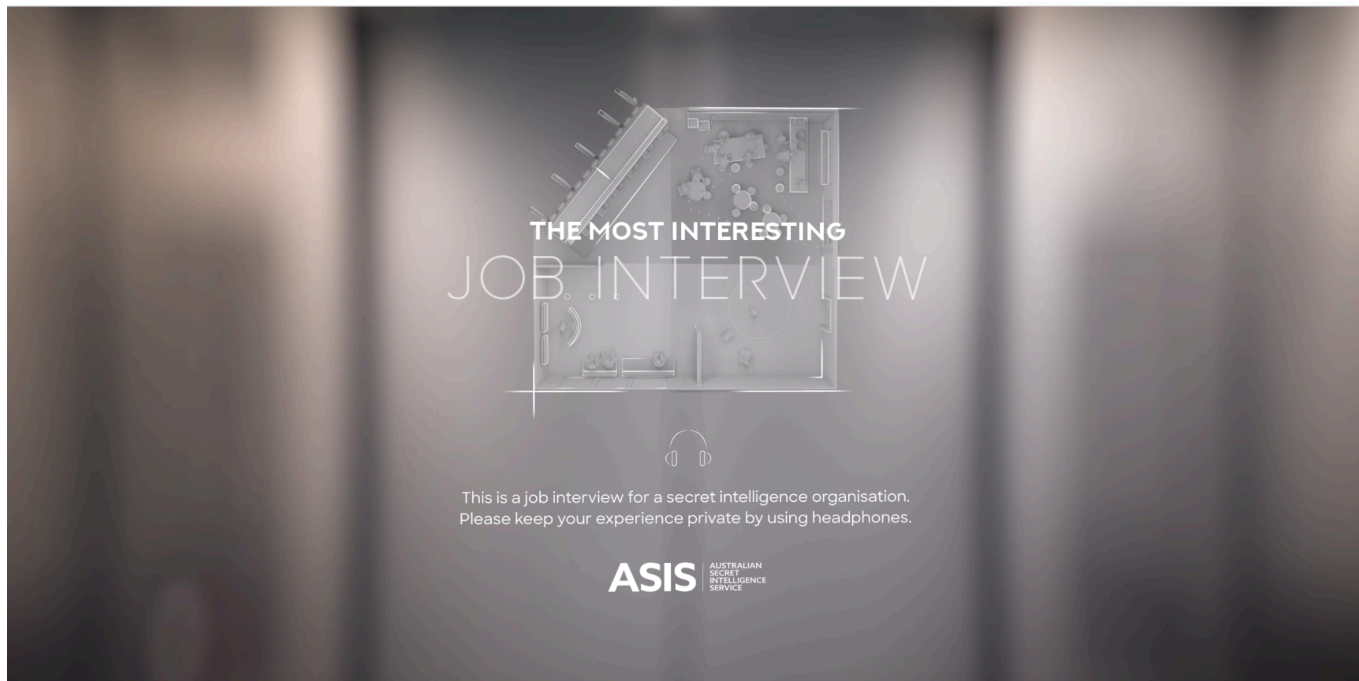
New and existing Engineering Management can identify non-inclusive and unsafe behaviours and know why they are unacceptable in the ITI workforce.

Do-Type Activity 1-1: Guided analysis simulation

After the Absorb-type activities provide the learner with an understanding of ITI's core values of diversity and inclusivity, this first "Do-type" learning activity – a guided analysis simulation – allows learners to apply this knowledge to scenarios that are realistic yet low risk.

This guided analysis activity will consist of a series of short simulations (1-2 minutes each) where the learner is led through a range of workplace scenarios, many demonstrating various levels of discriminatory and/or unsafe behaviour. After the learner experiences each scenario, multiple choice answers will be presented to the learner, requiring them to identify and analyze what behaviour was problematic and why, and/or what they would do next. In response to their answers, the learner will immediately receive feedback as to why their answer is or isn't correct with reasoning supported by company policy. To help the learner monitor their progression in the experience, a simple progression bar will be located at the bottom of the screen.

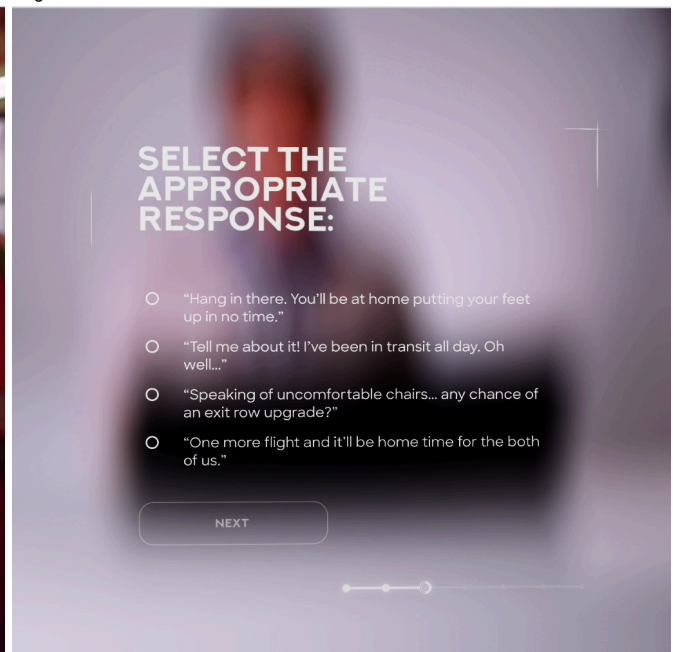
While not an exact match, this ASIS (Australian Secret Intelligence Service) (pre-)job interview (screenshots below) is a good example of the length, aesthetic, narration and segmenting of this activity.



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Friendly narrator used throughout with progression bar indicating positioning in learning activity



Zones in on questions, uses realistic language/situations

The benefits of a learning activity like this one are varied. Consisting of six real life scenarios, it's not only short – 10-15mins, but the segmented, immediate feedback allows the learner to build on the prior learning, and the progression bar allows learners to understand their place in the learning experience - all of which manage cognitive load (2003, Mayer, R.E. & Moreno, R). For further support the first two scenarios will be preceded by guiding questions to ensure the learner understands what they're looking for. The flexibility offered by this segmented, short time frame and the Canvas LMS means that learners can complete this learning activity anywhere with internet access and a set of

headphones. However, this flexibility of context also means it's important to help manage learner emotion. To nurture a positive emotional response to this training and thus increase the chances of learner success (2013, Plass et al), the voice over guide will provide instructions with a warm, friendly tone in appropriately casual language, and visually feature warm colors and a clean, minimal aesthetic, free of distraction.

On the completion of this learning activity that is flexible, manages learner emotion and cognitive load, learners will have identified unsafe and non inclusive behaviours and made choices as to how to effectively address these in a real-life workplace environment.

Objective 2:

At the end of this training, new and existing Engineering Management will be able to distinguish appropriate methods for reporting and resolving workplace conflict specific to diversity within ITI.

Do-Type Activity 2-1: Interactive Case Study Review

For this training module, learners will be presented with a case study formatted into a video slide show presentation. The presentation will be accessible through the LMS and is interactive with audio narration. Thus, a computer or mobile device is required with headphones being recommended. The video will be provided in American English language in both audio and closed captioning. This portion will take approximately 15-20 minutes to complete.

The case study video will be approximately 5 minutes in length and will depict a real-world example of workplace conflict and then conclude with ITI's solution. The video presentation is user-paced with visuals that are relatable and reflective of the subject matter. One specific situation will be presented to avoid cognitive overload. During the video presentation, random guidance questions will be asked for the learner to consider to better understand/evaluate the situation as it is presented. Before the conclusion of the case study with the solution, the presentation will pause and learners will be asked to provide at least two solutions to the problem and ultimately recommend the best solution based on the information provided and prior learning knowledge of ITI's values. Learners will submit this information thru the LMS, and then resume the presentation. The presentation will conclude with ITI's solution and reveal results that came because of such a solution. Learners can then compare their solution to ITI's solution.

This type of learning activity allows learners to evaluate their own thought process in relation to something they may very well encounter. As Horton (2012) states "They are especially good for teaching the judgement skills necessary to deal with complex, contradictory situations common in real life" (p.153). Case studies challenge learners to consider multiple perspectives, outcomes, and solutions. Through eLearning, case studies can be presented in an interactive way to really engage learners rather than just a document to read. The example below uses a self-paced, friendly human voice narration of one specific workplace conflict situation where learners need to consider different variables to come up with a solution.



Above example from Study.com <https://study.com/academy/lesson/conflict-resolution-scenario-application.html>

Resource Implications

The key resources needed to implement this training globally across both existing and new locations, are the purchase of access to Canvas LMS and the personnel to execute and support the training itself. These should include: Translators, Subject Matter Experts, Instructional Learning Designers and Content Creators, and a support team for maintaining the integrity of the learning technology and experience.

The details of these role requirements and their interoperability are outlined below.

Personnel

Learning Technologists - Instructional Learning Designers and Content Creators

Helping the entire implementation of this diversity and inclusivity training project will be the Learning & Development Team of ITI's Human Resources Development, consisting of:

1. Human resource, administrative and communications experts who will manage the communication and organization of this rollout in a timely manner across all locations
2. Learning technologists and engineers responsible for creating the training product. Within this department, the first phase of the rollout (as outlined in this document) focusing on creating diversity and inclusivity training for engineering management, will be led by the Management Development unit. This unit is made up of 1 senior, 1 associate and 1 learning technologist, who will be supported

by the learning technologists in the mandatory training and skills training departments. Upon successful rollout of this first phase, this training product will be transferred to the mandatory training department for continuous implementation.

Subject Matter Experts and Translators

Subject Matter Experts in the area of the diversity and inclusivity initiatives, specifically as they have been implemented at ITI, will advise on content creation and implementation. This will ensure that the content created not only accurately reflects ITI's past and current diversity and inclusivity initiatives, but also assists in ensuring best practices in creating training for diverse audiences.

Translators with expertise in the languages of each location will enable accurate use of local language in a way that is culturally relevant and appropriate. Please note that for the first portion of the rollout only SME will be needed as the initial training will be in American English.

For consistency in content and deadline setting, these experts should be involved in advising on content creation from the start.

Support Team

A local team for each location who will report to and liaise with ITI, Canvas and local department and location management to ensure the quality of the training on an ongoing basis. They will offer support in using the LMS, and facilitate feedback and conduct onsite check in and training in the use of the product.

Budget

Estimated Initial United States Rollout Costs

Item	Description	Cost
Labor	<ul style="list-style-type: none"> Salaries/wages Travel expenses 	<p>Outside the existing employment of the HR team, including learning technologists, expenses for new labor is estimated globally at:</p> <p>SME: 1-2 \$45-60/hr Estimated: \$1200</p> <p>Support Team: 2 full time employees per region at approx \$45,000/year x 2 = \$90,000</p>

		<p>Travel Expenses to allow for onsite training: 2/year @ \$2000 each = \$4000 For 2 support staff = \$8,000</p> <p>TOTAL: \$99,200</p>
Equipment	<ul style="list-style-type: none"> • Computational devices that can smoothly run/access Canvas • Updating equipment to ensure access to adequate internet speed 	<p>There are approx 400 engineering managers in the US region. For each to receive an updated device at (approx \$2000) = \$800,000</p>
Services	<ul style="list-style-type: none"> • Canvas LMS license (quote basis so estimate is approximate) • Training • Content licensing (Ted Talk) 	<p>Licensing: \$25,000 Content Licensing, extra training etc: \$20,000 TOTAL: \$45,000</p>
Total Estimated Global Cost		\$944,200

Estimated Global Rollout Costs

Item	Description	Cost
Labor	<ul style="list-style-type: none"> • Salaries/wages • Travel expenses 	<p>Outside the existing employment of the HR team, including learning technologists, expenses for new labor is estimated globally at:</p> <p>Translators/SME: 10 to cater to different regions/languages employed on a contract basis. \$45-60/hr Estimated: \$30,000 total</p> <p>Support Team:</p>

		<p>2 full time employees per region at approx \$45,000/year x 10 = \$450,000</p> <p>Travel Expenses to allow for onsite training: 2/year @ \$2000 each = \$4000 For 10 support staff = \$40,000</p> <p>TOTAL: \$520,000</p>
Equipment	<ul style="list-style-type: none"> • Computational devices that can smoothly run/access Canvas • Updating equipment to ensure access to adequate internet speed 	<p>Globally, there are approx 2000 engineering managers. For each to receive an updated device at (approx \$2000) = \$4,000,000</p>
Services	<ul style="list-style-type: none"> • Canvas LMS license (quote basis so estimate is approximate) • Training • Content licensing (Ted Talk) 	<p>Licensing: \$25,000 Content Licensing, extra training etc: \$20,000 TOTAL: \$45,000</p>
Total Estimated Global Cost		\$8,091,040

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