**Introduction**

 The ABC Department at XYZ Company currently uses the product Software to carry out all of the Company’s Restricted Party Screening (RPS) responsibilities, which are mandatory under federal regulations. From the implementation of the software in 2015 until today, the Company has gone from 25 users to over 50 users. The ABC Department, a department of three individuals, currently trains users face-to-face on an as needed basis. All users are trained annually to keep everyone on the same page with Company processes and procedures regarding RPS. This places a strain on the ABC Department’s personnel resourcing and can hinder the Software user’s ability to start performing RPS until the ABC Department is able to have someone train them. Using the ADDIE model (analyze, design, develop, implement and evaluate), the ABC Department will reimagine the current training to be an asynchronous, online training program to improve the user experience as well as improve resourcing issues for the Department.

 The ABC Department will review and implement the training on Blackboard by July 1, 2019 for use in the next Fiscal Year. Because users are trained annually on a rolling basis, this is a flexible date and can be implemented earlier. Following implementation of the reimagined training, the Department will evaluate its effectiveness through surveys to Software users, Blackboard data analysis, and monthly audits of the Restricted Party Screening process. Based on this information, the ABC Department will determine the improvements that should be made to the training.

**Analyze**

In the Analysis phase, a project scope and needs analysis was performed using the worksheets provided by the authors of Streamlined ID, Larson and Lockee (2014). During the project scope and needs analysis, several gaps were identified. Users of Software have expressed unease with the RPS process because of the gravity and consequences of mistakes. Even after taking the face-to-face training, many do not feel prepared or qualified to carry out the process. To correct this issue, Software Training will demonstrate how to perform RPS, and then the user will be able to practice using an example. The training will pause at each step to give the user time to perform the process in tandem with the training. An issue that the ABC Department noted was the lack of resourcing due to the uptick in the Software user base. To correct this issue, an asynchronous, online training is proposed. This will allow users to train whenever they feel it is needed, not just when the ABC Department is available. Additionally, the ABC Department staff will only need to be present in a monitoring and support role rather than a training role.

An analysis was also conducted of the target learners using the learner analysis worksheet provided by Larson and Lockee (2014). Learners will mainly be users of the Software system who have RPS responsibilities and occasionally their supervisors (although it is not mandatory for the supervisors). First-time learners are not expected to know about RPS or the Software system, but all users are expected to be trained annually. Therefore, returning users are expected to know how to RPS and the training should be a refresher course for them.

Based on the needs analysis and learner analysis, the instructional goal of the project is as follows: “Departments with Restricted Party screening responsibilities will use Software to screen, review and escalate individuals and vendors to remain compliant with federal law and Company policy.”

**Design**

 In the Design phase, learning objectives were determined and the content was aligned with those objectives. Below is the overall design that was selected for this asynchronous, online training module. This design is continuous because learners are expected to revisit the training on an annual basis. There will be a one-year gap between Feedback/Assessment and the next training.

 Using Bloom’s taxonomy, the following learning objectives were determined (1956). Learning objective 1 falls into the Cognitive Processing Dimension Comprehension, 2 falls into Application, and 3 into Evaluation.

At the end of the Software Training, the user will be able to:

1. Recognize the importance of Restricted Party Screening on individuals and vendors to comply with federal laws and regulations.
2. Use the software Software to carry out Restricted Party Screening responsibilities.
3. Evaluate and/or escalate potential matches to the ABC Department.

Two key instructional strategies have been selected so learners will successfully achieve the learning goals. They are instructivist and constructivist. Using Gagne’s nine events of instruction and the worksheet provided by Larson and Lockee, objectives 1 and 2 will be addressed (2014). The instructivist approach is appropriate for these objectives because many users will have little to no knowledge base on RPS. For objective 3, a constructivist approach will be used with the scenario planning guidelines worksheet (Larson & Lockee, 2014). The constructivist approach will work well in this instance because users will carry out RPS in tandem with the training. This will bridge the gap found in the analysis where learners felt intimidated by the process.

A full lesson plan using Gagne’s nine events of instruction can be found in the Appendix of this proposal.

**Develop**

 In the Develop phase, technology and materials were selected and a timeline/pilot test plans were created. Because this training will be moving from a face-to-face format to an online format, the technology that will be utilized is extremely important. As Larson and Lockee point out, “technology should always be used to meet a specific instructional need” (2014). It is important to make sure the technology selected is easy for the users to access and aligns with the learning goals. The technologies that will be used are threefold: BlueJeans for recording the training, PlayPosit to overlay quizzing, and Blackboard for user access to the training. Both BlueJeans and PlayPosit were selected because they are supported technologies by the Company, so if the ABC Department requires technical assistance, they will have a resource available. Blackboard was selected for several reasons. First, this technology is also supported by the Company. Second, Blackboard will allow the ABC Department to track who has taken the training, how long they have spent on it, when the last time they have trained was, etc. This will allow the ABC Department to effectively monitor the training process while utilizing less personnel resources.

 In addition to technology, materials were also selected. The face-to-face training is already accompanied by a training manual. This training manual walks users through each step of the RPS process. Users have expressed that this is an effective tool, so we will continue to utilize this in the training. Users can follow along using the manual during the “RPS Demonstration” portion of the design. It can also be used to assist the user in the “RPS Practice” portion of the design.

 The estimated timeline for completion of the transition of the face-to-face training to an online module is approximately one month because the same training manual will be used, and no additional work will need to be done on it other than to make sure it is still consistent with the training material. In other words, the process described in the online module should directly match the process shown in the training manual. Following the creation of the module, ABC Department stakeholders will review the module and content to make sure it is consistent with the initial project scope. Once approved, one or two users will be selected for pilot testing. User feedback will be incorporated before full implementation of the module.

**Implement**

 In the Implementation phase, outstanding issues will be addressed. Because the training manual has already been vetted by the appropriate stakeholders for the face-to-face training, there is a higher chance that the training module will be approved. However, there can always be roadblocks. One such roadblock is ensuring that users are taking the training on an annual basis. In a face-to-face training, the trainer can easily track who has attended and when. In online training, a new procedure will need to be created for the ABC Department to track training attendance. Instead of tracking while training, the ABC Department will need to implement checks once or twice a year and follow up with those who are out of compliance and have not been trained in over a year. The ABC Department can utilize the data and reporting in Blackboard to efficiently track this.

 Another potential issue is that the training will need to be updated if any major changes to the Software software are rolled out. For example, if the software changes the look and feel of the user interface, the training may need to be re-recorded. This could also be an issue if the ABC Department decides to change the process in any way. To alleviate this issue, the training can be chunked into smaller pieces. This way, only small pieces would need to be re-recorded if anything changes.

 Finally, the last issue is that the ABC Department will need to be involved in the change management during the full roll out of the training. Although the online training will be beneficial for users, the ABC Department will be responsible for conveying that information. Some users might be hesitant because RPS is such an important process and can be intimidating at first. This issue can be mitigated by keeping the lines of communication open from users to the ABC Department. The Department will need to make sure all users know how to contact them, that response times are minimal, and they are able to support their users.

**Evaluate**

The ABC Department will evaluate the online Software Training three months, six months, and one year following rollout using a three-pronged approach. The first prong will be surveys that will be provided to Software users following their online training. This will be an optional survey for learners to share their experience with the online training. No more than five questions using a Likert scale (1 – Strongly Disagree and 5 – Strongly Agree) will be used and there will be one question for open comments where users can describe what worked or did not work. Likert questions can include the following:

* I did not experience technical issues while accessing this training module.
* It was easy to access the training.
* I will use the training manual to guide my RPS process.
* The content was easy to understand.
* I feel prepared to run RPS in Software.

Based on this feedback, the ABC Department will have evidence of how receptive users are to the new online format versus the face-to-face format.

 The second prong of the evaluation approach is to use Blackboards data and analytics to determine how many users have accessed the training. This data can be evaluated at the three- and six-month marks, but the one-year mark will be the most important. At the one-year evaluation, all users should have been re-trained. The ABC Department will use this information to determine whether or not users are complying with the training procedure.

 The third prong of the evaluation is a regular audit that the ABC Department conducts for RPS processes. During this audit, the ABC Department monitors to see that users know how to properly document their RPS process, as well as evaluate and/or escalate potential matches. Using the data from the audit, the ABC Department can see trends of shortcomings and adjust the training accordingly. For example, if there are several departments who are not clearing their matches appropriately, the ABC Department will know that they need to elaborate on how to do so and how to escalate a potential match. If only one or two individuals are struggling with a certain aspect of the process, the ABC Department can reach out directly to offer support and/or further training.

**Summary**

 The ADDIE model helped inform the decision to transition the current Software Training from a traditional, face-to-face training into an asynchronous, online module. In the online version of Software Training, users will benefit from instantaneous access to training once the ABC Department sets them up in the system. The ABC Department will benefit from a time and resourcing perspective. The ABC Department will use a combination of BlueJeans, PlayPosit, and Blackboard to create the training. Once it is vetted by the ABC Department and other appropriate stakeholders, one or two current users will test the training. Upon full implementation of the new training program, the ABC Department will need to evaluate its effectiveness based on user surveys, Blackboard data, and ABC Department audit data. This evaluation will inform what improvements should be made to the online training module. The ABC Department hopes to alleviate some of the anxiety users experience as a result of their RPS responsibilities by offering the online training and supporting its user base.

Resources:

Bloom, B.S. (Ed.), Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (1956).

*Taxonomy of educational objectives: The classification of educational goals.*

*Handbook 1: Cognitive domain*. New York: David McKay.

Larson, M., & Lockee, B. (2014). *Streamlined ID: A practical guide to instructional design.*

New York: Taylor & Francis (Routledge).

**Appendix:**

**Lesson Plan: Software Training**

**Instructional Goal** – Departments with Restricted Party screening responsibilities will use Software to screen, review and escalate individuals and vendors to remain compliant with federal law and Company policy.

**Learning Objectives** – At the end of the Software Training, the user will be able to:

1. Recognize the importance of Restricted Party Screening on individuals and vendors to comply with federal laws and regulations.
2. Use the software Software to carry out Restricted Party Screening responsibilities.
3. Evaluate and/or escalate potential matches to the ABC Department.

| **Gagné’s Events of Instruction** | **Time** | **Guiding Question for Planning** | **Instructional Strategies** |
| --- | --- | --- | --- |
| *1. Gain Attention* | *8 minutes* | How will you get and keep the students’ attention? | Explain why we do Restricted Party Screening. Start with potential consequences of failure to comply and/or describe relevant/recent violation of compliance with RPS and consequences. (Learning Objective 1) This will include an open ended “quiz” question to ask users what, if anything, makes them nervous or anxious about having RPS responsibilities. All answers will be accepted as correct, but this is to get users to begin thinking about the importance and why we do RPS. |
| *2. Inform Learners of the Objectives* | *2 minutes* | How will you inform your students of the lesson objectives? | State objectives and display on screen after first event. Revisit objectives throughout. Explain that this purpose of this training is to get the learners comfortable enough with the RPS process that they know the importance, are able to use the system, and are comfortable clearing/escalating matches as appropriate. |
| *3. Stimulate Recall of Prior Knowledge/ Learning* | *3 minutes* | How will you remind students of the applicable knowledge that they learned in the past, or their previous related experiences?  | Some students will be taking this as a refresher, so a quiz will appear at the beginning of event 4 for employees with prior experience. Users who do not have experience can click on a link that says “I have not performed RPS yet” or something to that effect.  |
| *4. Present the Stimulus (content or learning activity)* | *20 minutes* | How will you teach the information or what type of learning activity or environment will you create to foster learning? | A supplantive scaffolding strategy through events 4-6. In this event, the instructor will carry out an example of a Screening. This will be done multiple times and multiple methods will be shown, with each method cycling through events 4-6. (Learning Objective 2 and 3) |
| *5. Provide Guidance to the Learners* | *10 minutes* | How will you provide guidance (scaffolding, support) to the learners? | After viewing examples of Screening, learners will carry out a screen in the training. The training video will show each step and a quiz question will appear asking the user to select the appropriate action. This will help the learner recognize what actions are correct without the high stakes of making a mistake in the system. (Learning Objective 2 and 3) |
| *6. Elicit Performance from the Learners*  | *7 minutes* | What type of homework, practice, or learning activities will you provide to help the students learn? | After showing each Screening, some quizzing can be added during the training to test the learners’ knowledge. Learners will have to select the correct response before they can move onto the next question. Questions will address how to properly document and when/how to escalate potential issues. (Learning Objective 2 and 3) |
| *7. Provide Feedback to the Learners* | *5 minutes* | What will you do to let the learners know how they’re doing? How will you correct, affirm, or encourage them? | During the training, the quizzing will provide instantaneous feedback. At the end of the training, learners can view all of the correct responses and the reasons behind them. Outside of the training, Compliance will conduct monthly audits of the Software system to make sure all users are on task. They will reach out to individual users if they notice a someone may be struggling with screening/escalation, lagging behind, or not documenting correctly. |
| *8. Assess the Performance of the Learners* | *N/A – after training process* | How will you know that the students have learned the material or can do the desired tasks? | The ABC Department will check the quiz responses to see how well returning trainees retained information from the previous session and how well learners are retaining information following the training. If particular learners are struggling, the ABC Department can choose to audit them more carefully.  |
| *9. Enhance the Retention & Transfer of the New Skills, Knowledge, and/or Attitudes* | *N/A – after training process* | What will you do to enhance the retention & transfer of the new skills, knowledge, and/or attitudes? | A Training Manual will be provided to all users which can also be used as a reference document during the screening process. |