



INTRODUCTION

The design document forms the foundation for constructing a clear and structured training event. It shows the direct relationship between identified needs, learning outcomes, types of instruction, appropriate learning styles, and assessment methods. The design document will be used to fulfill the requirements in the applicable standard elements.

Complete each column, starting with the name or number of the lesson. Indicate the amount of time planned for the lesson. In the next column, briefly explain the purpose of the lesson indicating identified need. Next, list the learning outcomes. Learning outcomes must be clear, concise, measurable and with a stated time for achievement. Refer to developing learning outcomes as well as Bloom's Taxonomy for information on how to write learning outcomes. Include the appropriate instructional materials and multi-modal instructional methodologies to assist learners in achieving the identified learning outcome. Determine the appropriate method to assess if learning outcome achievement has taken place. Assessment of achievement of learning outcomes may include quizzes, written assignments and practical exercises as criteria to determine successful achievement.

The following sample design document contains examples of required information. A brief narrative describing the need, rationale and goal for the course prefaces the sample design document.

Environment: The appropriate learning environment conducive for learning to take place is identified and described as a part of the instructional design.

Sample Design Document

Utilize this document to show the relationship between identified needs, learning outcomes, types of instruction and assessment methods.

Needs analysis: (Briefly summarize the needs analysis and give an overall goal statement for the course.) Many employees at Example Organization, especially recent college graduates, have never had a formal Business Etiquette course. Since these are the “rules” that govern acceptable professional behavior, it is important that they all have a common framework to operate from. Example Organization employees would benefit from learning business etiquette, which would enable them to project a professional image to both internal and external clients. Based on input/complaints from managers and employees, this is a need that should be addressed, is covered under the performance appraisal dimension of Interpersonal Effectiveness and would be well-received. **The goal of this course is to help participants realize that business etiquette is a necessary tool for their professional success and provide them with useful behavior guidelines.**

Environment: Classroom with round tables and chairs with enough room for group work, LCD projector and screen,

Unit/Lesson Name	Time Allotted/ Learning Environment	Need, Content Description and/or Purpose	List Learning Outcomes: Upon successful completion of this course, you will be able to:	Instructional Materials Used	Method used along with the learning styles that are accommodated with this method	Assessment Method and Performance Criteria	Comments/ Notes
Example: Lesson 1	10 Minutes Classroom-based, instructor led	To brainstorm a group definition of business etiquette	1. <i>Define</i> business etiquette	Course manual pp. 5 - 6; white board or flip chart to record key phrases	Group Discussion <ul style="list-style-type: none"> • Auditory • Visual 	Quiz at end of course Passing score is 70%	No pre-work is required
Example: Lesson 2	20 minutes	To expose participants to etiquette guidelines	2. <i>Explain</i> etiquette guidelines for common business situations and for working in a diverse environment	Course manual, pp. 7 - 9	Lecture/presentation of new material <ul style="list-style-type: none"> • Auditory • Visual 	Quiz at end of course Passing score is 70%	Participants can pre-read if they desire, but not required
Example: Lesson 3	60 minutes: 20 for activity completion and 40 for sharing back with the larger group	To customize guidelines for specific environment by generating material based on participants' actual experiences in the workplace	3. <i>Generate</i> a list of top business etiquette “pet peeves” 4. <i>Transform</i> “pet peeves” into etiquette guidelines	Course manual, pp. <u>10-14</u> ; flipchart paper and markers for each small group	Small group activity break-out session (4 groups total); re-group to share with entire class <ul style="list-style-type: none"> • Auditory • Visual • Kinesthetic 	Instructor will assess material presented from the small groups for appropriateness	Each of the small groups should designate a scribe to record guidelines on flip chart paper and a speaker to present the material back to the larger group