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leaders of During the leadersh forms the developer In addition will also throughout future process: Goals, Scope, and Focus: Program The main					
Focus:	The Leadership Competencies Introduction course is an eLearning course offered to leaders (managers, directors, and general managers) within During this course, leaders will receive a general overview of the new four new leadership domains, 12 leadership competencies, and leadership reflection/evaluation forms that align with the processes necessary to develop accurate and effective talent development plans. In addition to providing necessary talent development information, this new program will also provide a framework for expectations and a growth plan for leadership throughout Leadership gaps will also be identified to help guide future professional development opportunities.				
Goals o	n/Business Goals: n goals of this new leadership competency program are to: Develop professional development opportunities Provide a framework for expectations in a leadership position Create a visible plan for growth within the organization				
	Goals of this Course:				
	 This introductory course will be offered as an eLearning to provide an overview/awareness of the new leadership competency program Existing and new leaders will be required to complete this training Learners will be able to identify: Domains Competencies Leadership rating forms Alignment process with their leader 				

provide guidance with evaluation and alignment processes, as well as the implementation of succession planning, individual development plans. Leadership gaps will also be identified to help guide additional professional development opportunities.

The scope of this eLearning will include:

- Information about the new domains and competencies
- An overview of the processes of evaluation and alignment
- Introduction to the Leadership Rating Form, Succession Plan Form, and Improvement Plan Form
- Maintaining positive attitudes and leader buy-in regarding the implementation of the program will be a focus of design (by providing the "whys" of this implementation)

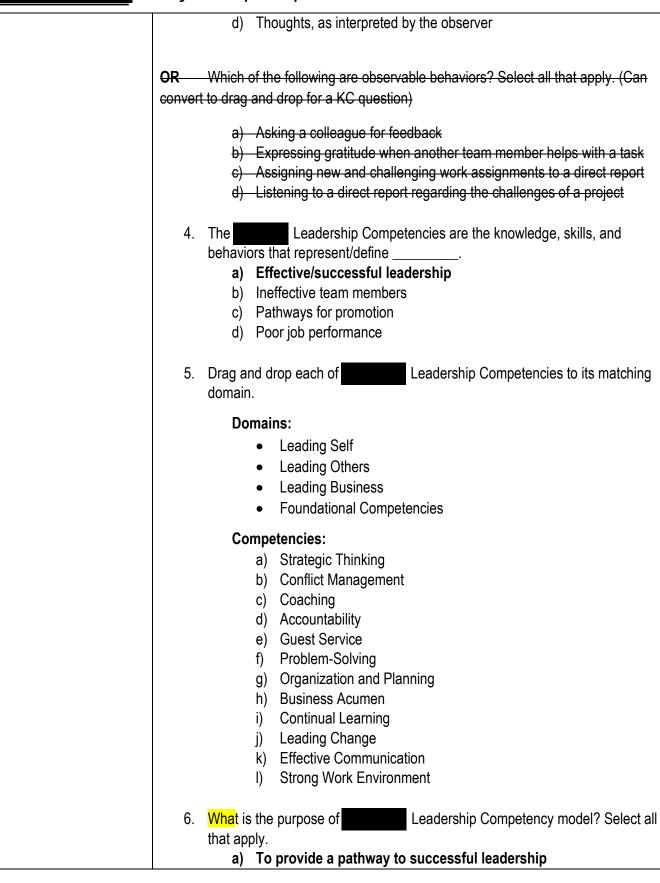
Targeted Learner Characteristics:

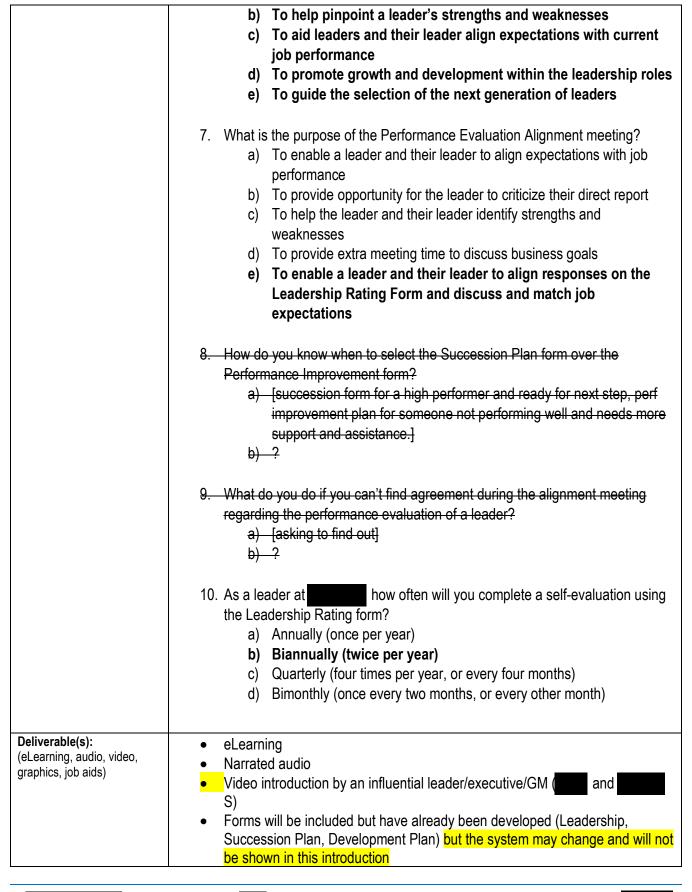
- 100% of leadership within the organization need this training to understand the competency model and their expectations for success.
- Learners do not have experience with leadership competencies, domains, or their application to their work at
 - The only current point of reference is the general team member annual evaluation cycle where team members evaluate themselves and then receive feedback form their leader. This entry skill will be utilized as a reference point when introducing the leadership forms and evaluation alignment process.
- Learners have a very limited amount of time to participate in this training due to daily responsibilities of their roles.
 - Time and importance will be allotted for participation in this program by upper management.
 - Accommodations for time constraints will be handled on an individual basis, directly through communication with upper management.
- All learners speak English but have a wide variance of education levels. Therefore:
 - Content will be developed in the English language only
 - Reading and vocabulary levels will maintain high school level abilities
 - Learner will control course pacing (i.e. advancing screens)
 - Interactivity will be included where possible, including
 - Multimedia/video content
 - Audio narration
 - Knowledge check questions with immediate feedback
 - Quiz questions to reinforce and assess key concepts
- Learners could potentially have negative reactions regarding a competency model (i.e. fear of negative consequences for lower

	scores/ratings). Efforts will be made to explain the benefits of this				
	program to help avoid negativity or misunderstanding.				
Existing Training and Resources:	None				
Target Seat Time:	20-30 minutes				
Languages:	English				
Project Requirements: [Client must-have components]	An introductory eLearning that provides an overview of the Leadership Competencies program. Content includes: • Explanation of the 4 Domains and 12 Competencies (quick overview of each) • Process overview for evaluations, alignment, and selecting Improvement or Succession Plans, including forms (Performance Evaluation, alignment, Improvement Plan, Succession Plan)				
Pre-Requisites (if any):	None				
Learning Objectives (LO):	Define the Leadership Competency Model and purpose Identify the domains and competencies of the model Complete the performance evaluation form to assess the performance of yourself and your direct reports (*removed due to potential new electronic system for input/data on this process) Describe the performance evaluation alignment process for leaders and how to use the results				
How will we measure learner proficiency with content?	Knowledge Check questions will be included throughout the course to help reinforce critical content, maintain learner interest through interactivity, and provide feedback or correct any misconceptions. Quiz questions will be included at the end of the course to measure learner completion and understanding of key concepts.				
Will there be pilot/testing with an identified target audience prior to course launch? (Not Q/A)	No pilot planned at this time.				
Project Budget:	Estimated budget includes 176 hours for development				

Learning and Development Department Project Request Scope and Analysis 2. Content Outline Item/Topic & Learning Competency Model I. Identify Objective(s) a. Define competency, domain b. Overview of the 4 domains II. Define the 12 leadership competencies a. Overview of the 12 competencies Define observable behaviors III. Complete the Leadership Rating Form for self and direct reports a. Leadership rating form b. Define ratings key c. Define comments use d. Practice using Leadership Rating Form (guided and independent practice opportunities) IV. Describe the performance evaluation alignment process for leaders and how to use the results a. Overview of the alignment process (process outline needed from b. Explain how to select the Development Plan or Success Plan (determination of this needed from c. Overview of creation of professional development opportunities (info. needed from Potential Quiz and/or Knowledge Check Questions may include: 1. What is a competency? a) A measurable behavior that enables successful job performance b) An unachieved potential ability of a team member c) A team member's attitude toward their job or workplace d) A skill required for every team member to keep their job 2. Leadership competencies measure a leader's . a) Observable behaviors b) Future skills c) Current attitudes d) Medallia ratings

- 3. What are observable behaviors?
 - a) Actions that can be seen and measured
 - b) Thoughts and feelings that are not spoken or expressed
 - c) Emotions, as interpreted by the observer





Additional Information:	(Notes on activities, assessments, and external resources – when needed. SME requests and comments can be placed here)				
Possible Constraints:	 Availability of time/budget/availability of the leader(s) for recording video content Video editing timeline Availability of resources such as B-roll, Creative team scheduling for recording SME/stakeholder availability to provide review of content and maintaining proposed timeline Urgent projects may be moved ahead of existing projects in development. 				
3. Implementation:					
How will proposed solution be implemented?	 This eLearning is expected to be delivered on July 3, The eLearning will be delivered via an emailed link and housed on LMS. Learners will be notified to take this course through Team Members will have days to complete the assigned course. Each learner will take the course on their computer or mobile device and allocated minutes to complete this course. SCORM package will indicate Pass/Incomplete. Passing grade is 80%. Completion reports will be provided to on a accountability and follow-up will be handled by Accountability Considerations: Additional support from directors/upper management will be required to support leaders with time, budget, and resources to participate in training and hold them accountable to completing it. Additional accountability will fall to upper management/executives regarding accountability for follow through with the implementation of the processes learned in the training. 				
Change Management Plan: (if needed)	After implementation, additional support from GMs to build their workforce and highlight the use of leadership competencies will be crucial to the success of the program.				
Project Update Strategy:	Updates only when there are changes to the overall program.				
Project Request	Scope and Analysis				

4. Instructional Strategy:

Presentation/Content Delivery:	Direct Instruction Model – Orientation, presentation, structured/guided/independent practice where possible (forms)						
5. Creative Treatment:							
Theme/Look and feel:	Brand theme						
Additional elements (ex. gamification features):	Video/audio where possible						
6. Development Milestones							
Description			Date Sent to SME/Stakeholder	Return to ID/ Due Date			
ID Doc (This document)			May 01,	May 03,			
Storyboard (PDF or PPT	Doc via email)		May 16,	May 18,			
Narration/Video Script (Word Doc via email)			May 22,	May 24,			
eLearning Review #1 (Link via email)			June 9,	June 14,			
eLearning Review #2 (Link via email)			June 21,	June 23,			
Final Course Link to LMS (Link via email)			July 3,	NA			
7. Estimated Release Date:							
This eLearning is expected to be delivered on July 1,							
Note: Urgent projects may be moved ahead of existing projects in development.							
Team Signatures:							
I have thoroughly reviewed this document and to the best of my knowledge it is accurate and complete, based on the information available at this time. I understand that changes may be necessary over the course of the project. Task/progress tracking will be handled within Teamwork.							
Acknowledged by: Melissa K	Date:						
Acknowledged by:		Date:					
Acknowledged by:		Date:					
Acknowledged by:		Date:					