{Program Name}:
High Level Design Document

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Introduction

Many {Company Name}ers began their careers as part-time inside manual employees. Because the Cornerstone curriculum is available to all hub sorts and large preload sorts throughout the small package segment, approximately 92% of the part-time inside manual total new hires participate in this curriculum.

Recently, there has been a concern about the retention rate of new inside manual employees that turn over during weeks 1 to [redacted] of employment. In 2010, the current trend showed an [redacted]% turnover rate during this time period. The established target from the [redacted] is to reduce this turnover by [redacted]%. A [redacted]% reduction in turnover during the established time period would result in savings of $[redacted]. Along with the retention issue, it has been [redacted] since the {Program Name} curriculum for {Employee Position A} has been updated.

The current curriculum utilizes a traditional large classroom approach where participants are presented a scripted lesson and watching videos. This is augmented with on -area training for a portion of their four- {Employee Position A} or five- day ({Employee Positions B and C}) classroom instruction. In the current program for {Employee Positions B and C}, participants work with a training supervisor for five days after the workshop and are monitored periodically by their training supervisor during the remainder of the pre-seniority period.

Similar to the current curriculum, the new curriculum will also be a multi-day workshop spent in both the classroom and operations environments. However, the new curriculum will be different because one of its main goals is to shorten the amount of time in training. The reduction in time will be offset by including activities that are more engaging, interactive, and realistic. These types of activities will help participants to more easily transfer knowledge from the training to the work environment.

The new design is meant to be adaptable in a variety of settings and circumstances; such as:

- Large or small classes
- Classes with all participants learning a single job position or various job positions
- Facilities with dedicated training facilities or those with limited or no training facilities

Business Goals& Strategic Alignment

This project aims to achieve the following goals:

1. Ensure that new hires become productive sooner.
2. Reduce the turnover rate of employees who leave after completing the training due to unrealistic expectations of the operations environment.

Performance Objectives & Measures

Upon completion of the {Program Name}, participants should be able to:

1. Navigate safely and effectively around the operations environment
2. Demonstrate safe work methods relevant to their job position
3. Satisfactorily progress in job performance; such as:
    a. Increasing the number of packages processed per hour
    b. Decreasing the number of misloads
4. Accurately identify and solve exceptions that may occur; such as:
    a. Handling hazardous materials
    b. Handling irregular packages
    c. Need for redistributing packages within a vehicle

Audience Assumptions

Participants are generally new to the company, therefore they are lacking in Operations knowledge and experience. Also they have little understanding of the {Company Name} business culture and environment. Educational levels will vary greatly. Reading materials will be geared to a 6th grade reading level.

The {Job Category A} audience includes the positions of:

- Position A
- Position B
- Position C
- Position D
- Position E
- Position F
- Position G

The {Job Category B} audience includes the positions of:

- Position A
- Position B
- Position C
- Position D

Analysis & Findings

A training needs analysis was conducted. First, a team from the Performance Support group completed a product analysis and feedback during the retention project in {facility name}. Additionally, trainers from the [redacted] region met in {city name}, to discuss the training. The Training and Development team conducted field observations and interviews in the Atlanta metro area.

The recommendations were:

1. Include more hands-on activities.
    i. This will give the participants an opportunity to practice and receive feedback before they go into operations.
    ii. One possibility is to create a training "mockup" in the classroom.
    iii. Another possibility is to take the participants to spare equipment on area and train them there.
2. Increase time in the operations
    i. Eliminate outdated or redundant portions of training
    ii. Determine optimal day to begin working on floor
    iii. Better support/guidance for performance after the training
3. Training should be flexible to accommodate a variety of settings and circumstances
4. Use videos for vital, standardized information (compliance, certain methods).
5. The safety information should be updated, as warranted
6. Create modular training, so that centers may select what is relevant to the class.
    i. Instructors can select system(s) used at center (i.e., only discuss slide-to-car if the center does not have boxline or belt-to-car systems).
    ii. Instructors can select job-specific modules for specialized positions (i.e., splitter, data acquisition, etc.).
7. Integrate technology into training activities and process
    i. CBTs to allow individuals to work at their own pace
    ii. Simplify record keeping (If technology is introduced in the work setting, it will be addressed in a future revision.)
8. Streamline Participant Training Profile so it only contains materials relevant to the individual participant.

Design Approach

The primary impetus of this redesign effort is to create an interactive, engaging program so participants will easily transfer the skills to their jobs. Therefore, most of the activities will occur in a simulated or actual work environment. The overarching design principle is to create a direct linkage from expert demonstration, to student practice, to guided performance in the real work setting. To better prepare participants for their first full day on the job, the time allocated for both the simulation and work area activities will increase each day.

Classroom Activities

Instructor-led Activities

Some material will be presented by the instructor who may present materials, show videos, and facilitate class discussions.

Web-Based Activities

Based on specific job, Web-based training may be available to teach specific techniques such as [redacted] and [redacted]. These activities may include games or expert demonstration videos. A facilitator may co-ordinate web-based activities to teach a class of participants with diverse job positions. Additionally, these activities may be used for practice or remediation when prescribed in-class performance standards are not being met.

Expert Demonstration

It is vitally important that new hires see the best practices demonstrated for them. This is their first exposure, and it will make a lasting impression on them. Therefore, the quality of the demonstration must be very high and accurate. Another aspect of expert demonstration is to show the realistic level of expected performance such as the pace necessary to process a set number of packages per hour.

Student Practice/Simulation Activities

Shortly after each demonstration the new hire will have the opportunity to practice the skill. Practice will be most effective if the classroom has equipment that resembles the work environment. For example, classes may have some type of shelving labeled to resemble the shelves in a delivery vehicle. Or, classes may have a contained space, without shelves, to resemble a tractor trailer. Because the participants will need to learn package handling and sorting skills, every classroom should have a variety of packages of various shapes and sizes with appropriate labels.

The primary emphasis should be on establishing a correct routine using the Safety Methods. Speed of performance is of less concern during practice. The participant will be encouraged to perform faster after they have established a correct routine. It is recommended that each day every participant be timed on an appropriate task. Participants can then see their progress from day to day. They should also be compared to expected performance levels.

{Photo of Practice Area}

Example of a Practice Area

On-Area Activities

Workshop Days

After participants have seen and practiced correct routines in the classroom, they can spend time on the floor with guidance. Learners will be placed in small groups and taken to a controlled area with equipment and packages that are in production. They will observe the training supervisor perform methods and take turns practicing what they learned in class.

One-on-One Activities

After the workshop, participants are placed in their work area with a training supervisor. Depending on the job, the training supervisor may work with one to three new hires. For example, a training supervisor must work with one [redacted] because the job is very difficult and takes time to master, but the supervisors could train up to three [redacted]. The amount of time a new hire works one-on-one with the training supervisor will be based on sustained performance at a specified proficiency level. Though it is anticipated that the one-on-one activities will be performed for 5 days, it may be longer or shorter depending on when the individual demonstrates the ability to sustain expected performance levels for the defined length of time.

Graduated Guidance

After new hires have completed the one-on-one activities, their supervisor is responsible for helping the new hire to meet increasingly productive goals at specified points in time. To help new hire performance and motivation, incremental performance standards need to be clearly outlined for the new hires and their supervisors. During the remainder of the pre-seniority period, the training supervisor will check in with the employee on a regular basis.

Deliverables

This project will produce a final version learning solution for distribution and implementation in accordance with the guidelines determined during the design phase of the project.

- Master Operating Plan (MOP) for Training Managers
  - Mock work environment specifications
  - Training Supervisors
    - Selection Criteria
    - Description of responsibilities
  - Performance standards at periodic increments

- Facilitator Guide
  - Instructional modules
  - Strategies to deal with various circumstances; such as,
    - Different class sizes
    - Multiple job positions in same class

- Training Record
  - Topics
    - Job-specific skills and actions
    - Safety methods
    - Performance standards at periodic increments
    - Checklists to track new hire performance (Goal is to work toward placing in electronic format)
  - Will be created in sections, so only relevant content can be selected

- Videos
  - Job specific activities
  - Performance of relevant safe work methods
    - May be created if deemed necessary during the detailed design phase

- Web-based training
    - May be created if deemed necessary during the detailed design phase

APPROVAL

Customer

Name (signature): _____

Function: _____

Training & Development Group

Name (signature): _____

Function: _____