

Training Content Development Process Discovery Plan

I. Introduction

In February I reviewed a document that would later become the foundation of the Change Discussion Guide, and I received feedback that my comments were too harsh. A Technical Writer brought the disgruntlement to my attention, and I received feedback from the Communication Coordinator as well. They determined that my feedback was appropriate.

Due to my having previous problems with others sending me curriculum and documents which were far from complete, I wanted to know if it was acceptable for me to implement a process of my own as I reviewed documents. I went to my supervisor, the Program Support Lead, and I was instructed to do a process document on the issue and identify my role in the Training Content Development Process.

Current Content Development Process Guides

There are two process development guides that I was able to locate. The October 2016 P4 End User Training Plan lists the following as the process for developing content:

“Quality assurance of all training materials will occur using concurrent and sequenced reviews. These informal reviews are necessary to confirm that all required business processes are covered and that the training activities are sequenced properly. Materials will be reviewed concurrently by Training Team members and the business SMEs. During these reviews, the materials will be validated against the system by going through the procedures manually. The Training Content Developers will quickly address any discrepancies that have been identified during this process.

Next, the Technical Writer may review the training material, depending on availability, to confirm that the materials were written based on established grammar, punctuation, and document formatting rules in the training content development guidelines. All documentation errors will be addressed by the Training Content Developers based on the feedback provided.

The final review of training materials will occur through the Business Review. This feedback will be used to make final revisions to the training materials for pilot system training, which occurs at the end of this phase.

The Training Team will make training content (i.e., eLearning) available to designated Pilot counties. Participating Pilot counties will validate course materials and provide feedback via surveys.”

The February 2017 P4 Content Development Review Process only limits the role of technical writers as proofreaders. Another variation of this document is in circulation, but it is not on SharePoint. The current development guides are outdated and may be obsolete.

II. Purpose

To identify how trainers and content creators develop training materials and items on the Learning Gateway

III. Framework

Most academic circles outline the process of creating writing materials as the following:

1. Brainstorming- the process of generating ideas.
2. Research- the process of searching for supported or related evidence or resources.
3. Drafting- the process of professing and explicating a focused idea.

III. Framework (*Continued*)

4. Revising- the process of making changes and adjustments to the main ideas written in a document.
5. *Editing-the process of adjusting the language of a document so that it provides the optimum clarity of expression. This involves also removing inconsistencies that may be present in writing.
6. *Proofreading- the process of editing a document for grammar and language.
7. **Remembering- the process of storing a document for later retrieval; may include practice

*Editing and proofreading are often conflated. However, for the purposes of this document, editing is more in-depth than proofreading, and proofreading should be performed on a document that is thought to be completed.

**Remembering is not included in the writing process, but memory in general is a component in the development and recitation of speech materials.

Training Content Development Process Discovery Plan

To thoroughly identify the process by which training materials are developed, I conducted 15 interviews with people involved in the content development process: Team Leads, Content Developers, Trainers, Business Analysts, and Subject Matter Experts.

The interview questions will be coded in such a way as to touch on each of the writing processes. Further questions may be developed and added to the interview schedule as more information is elicited from the interviewees. The information which the interviewees provide will be cross-referenced with that which is already documented. I will also document what tools are at the trainers' and content developers' disposal for creating materials.

Training Material Development Process Codes	
Code	Stage
BST	Brainstorming
RSH	Research
DFT	Drafting
RVS	Revising
PRF	Proofreading
EDT	Editing
MEM	Remembering

Training Content Development Process Discovery Plan

Interview Schedule

Ice-breakers

1. For which project(s) and team(s) do you work? Briefly detail the role of each.
2. What is the title of your position? What are your primary responsibilities?
3. What do you consider your area(s) of expertise? This may or may not be related to your current position here at NC FAST.
4. To whom do you report? How often are you in contact with your immediate supervisor(s)?
5. With whom do you work? How often do you work with project and team members outside of your cubicle? How often do you work with the people within your cubicle?
6. What content are you responsible for creating?
7. How would you describe your content creating process?

Code: BST

1. How do you know what kind of content you have to create?
2. How do you go about coming up with ideas for content?
3. When developing content, what are some choices and options that you have to consider when making training materials?
4. How do you go about finalizing some of your decisions when creating content?

Code: RSH

1. What resources do you refer to when creating content? Where do you normally find these resources?
2. What kind of resources do you often have trouble finding when creating content?
3. If you are unable to find reference documents, how do you go about obtaining the knowledge and information that you need?
4. What are your primary methods for finding information when creating content?

Code: DFT

1. For what formats do you create your content? (For online delivery, face-to-face/in person delivery, for online reference, etc).
2. With what tools do you usually use to create your content?
3. How long do you work on your content before sending it for review?

Code(s): RVS, PRF, EDT

1. To whom do you send your content for review?
2. How often do you find that you need to restructure some of the original ideas that you came up with? (RVS)
3. What are your expectations when you send your content for review? What kind of feedback do you usually receive from your reviewer?
4. How long does it normally take you to change your content?
5. Whenever you feel you are finished, to whom do you send the final product, if anyone, and why?
6. What communication channels do you use to send your content to your reviewer?
7. When you send your content for review, is there a team member who recommends revision? If so, who? (RVS)
8. When you send your content for review, is there a team member who edits your work? If so who? (EDT)
9. When you send your content for review, is there a team member who proofreads your work? If so who? (PRF)

Code: MEM

1. Are you responsible for delivering the content you create? If so, how, and to whom do you deliver or present your created training content?
2. Where do you normally save your finished, developed content? In what format?
3. What naming system, if any, do you use when saving your documents?
4. How do you organize your resources and contents on your devices?

Training Content Development Process Discovery Plan

Lead Interview Schedule

For which project(s) and team(s) do you work? Briefly detail the role of each.

1. What is the title of your position? What are your primary responsibilities?
2. What do you consider to be your area(s) of expertise? This may or may not be related to your current position here at NC FAST.
3. To whom do you report? How often are you in contact with your immediate supervisor(s)?
4. With whom do you work? How often do you work with your supervisors or those who report to you?
5. What content are you responsible for creating? (These may include, but are not limited to, reports, plans, videos, or presentations)
6. What content are you responsible for reviewing? (These may include, but are not limited to, reports, plans, videos, or presentations)
7. How would you describe the reviewing process of content (if applicable)?

Code(s): RVS, PRF, EDT

If the interviewee mentions that they are responsible for creating content, ask the following questions:

1. What standards do you use for quality control for content which you create, if any?
 - a. How would you describe your own content creating process?
 - b. To whom do you send your content for review?
 - c. What kind of feedback do you usually receive from your reviewer? What are your expectations from your reviewer when you send your content for review?
 - d. How long does it normally take you to make changes to your content?
 - e. Whenever you feel you are finished with your content, to whom do you send the final product, if anyone?

Code: BST/RSH

- a. How do you know what kind of content you have to create?
 - b. How do you go about obtaining the information you need to create your content or document?
 - c. What are some choices and options that you have to consider when developing your content?
 - d. How do you go about finalizing some of your decisions when creating content?
 - e. If you are unable to find reference documents, how do you go about obtaining the knowledge and information that you need?
 - f. What are your primary methods for finding information when creating content?
2. What standards do you use for quality control for content which you review, if any?
 3. What communication channels do you use to send or receive content for review?
 - a. When you send your content for review, is there a team member who recommends revision? If so, who? (RVS)
 - b. When you send your content for review, is there a team member who edits your work? If so who? (EDT)
 - c. When you send your content for review, is there a team member who proofreads your work? If so who? (PRF)

Code: MEM

1. Where do you normally save your finished, developed content? In what format?
2. What naming system, if any, do you use when saving your documents?
3. What devices do you use to save your developed content?
4. How do you organize your resources and contents on your devices?

Training Content Development Process Discovery Plan

	Completed Yes (Y), No (N), Pending (P), Scheduled (S)	Training Interview List (1)			
		Name	Title (As per org Chart 03/2019)	Interview Date	Interview Room
1	Y	[REDACTED]	Project Training Lead	2/17/2019 @ 2:00 PM	His office
2	Y	[REDACTED]	(O&M) Training Technical Writer	02/21/2019 @ 10:30 AM	Barkeiya's Office
3	Y	[REDACTED]	Services Business Manager	02/21/2019 @ 12:30 PM	RM 202
4	Y	[REDACTED]	Services Training Content Developer	02/22/2019 @ 2:30 PM	RM 311
5	Y	[REDACTED]	Economic Benefits Regional Trainer	02/22/2019 @ 8:30 AM	RM 202
6	Y	[REDACTED]	Learning Gateway Administrator	03/01/2019 @ 1:00 PM	RM 302
7	Y	[REDACTED]	Services Training Content Developer	02/25/2019 @ 2:00 PM	RM 302
8	Y	[REDACTED]	Economic Benefits Regional Trainer	02/25/2019 @ 3:00 PM	RM 228
9	Y	[REDACTED]	Services Regional Trainer (Correction: She's a Lead)	02/25/2019 @ 10:00 AM	RM 202
10	Y	[REDACTED]	Child Services Program Consultant	02/27/2019 @ 1:00 PM	302
11	Y	[REDACTED]	Child Services Program Consultant	02/27/2019 @ 1:00 PM	RM 302
12	Y	[REDACTED]	Learning Gateway/FAST Help Administrator	03/01/2019 @ 1:00 PM	RM 302
13	Y	[REDACTED]	Child Welfare Officer (?)	02/26/2019 @ 1:30 PM	RM 307
14	Y	[REDACTED]	P4 Implementation Manager	03/05/2019 @ 3:30 pM	RM 302
15	Y	[REDACTED]	P4 Training Content Developer Lead	03/06/2019 @ 1:00 PM	RM 302
16	N	[REDACTED]	Training Content Developer	03/06/2019 @ 2:00 PM	RM 302

1. Anywhere where (?) is in the title is because the person is not listed on the Organization Chart.