

# “SYNERGY SPRINT”

AN ENHANCED “U” FOR A  
SYNERGIZED “US”

*AN ONBOARDING PROGRAM PROPOSAL FOR “FICTITIOUS, inc.”*

*FROM C&H SOLUTIONS*

**AECT DESIGN & DEVELOPMENT COMPETITION 2023**

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## Part 1. Introduction

### 1. Executive Summary

"*Synergy Sprint*" is an onboarding program designed not only to train new hires on company procedures and administrative processes, but also to synergize individuals for a deeper understanding of company culture, and improved teamwork quality.

"*Synergy Sprint*" has three phases, beginning with a **pre-onboarding phase**, when the new hires receive a welcome package and a checklist for smooth onboarding. The second phase is the primary **onboarding week**, which will start in the first working week of the new hires. This phase is a combination of team and individual activities designed based on the principles of connectivism. The final phase is **onboarding support** for two months after the onboarding week. This phase

provides a series of tools to facilitate a desirable work practice.

"*Synergy Sprint*" is hosted entirely online and is enhanced by a badge-based recognition system for exceptional individual and team performance. Finally, the onboarding program is evaluated using a combination of full-scope evaluation methods and the Kirkpatrick model, utilizing multiple data sources for a comprehensive conclusion.

## 2. Needs Analysis for "Fictitious, Inc."

We examined the data and context provided by "*Fictitious, Inc.*", utilizing the Performance Improvement Model (Van Tiem et al., 2012). Two organizational needs arose: an early initiation and the successful result of the client projects.

While an early start simply requires a (1) short onboarding program that helps acquire explicit and implicit knowledge, the success of a project depends on many other factors, such as team collaboration, individual efficiency, and client satisfaction. As client satisfaction prerequisites team collaboration and individual efficiency in most cases, "*Synergy Sprint*" concentrates on analyzing learners' status quo for the onboarding program. In the subsequent part, we examined employee profiles to determine their current performance on these two learning needs.

**-Team collaboration:** as stated in the problem statement, the new hires lack prior collaborative work experience with one another given that they are being recruited from different companies. Therefore, it is essential to let them learn each other's working styles, establish and practice teamwork principles in accordance with the company's working culture (2).

**-Individual efficiency:** It will be contributed by two domains: their expertise knowledge and company knowledge, such as procedural and administrator (P&A) knowledge. Given that new hires have at least five years of experience, there should be no knowledge performance gap in expertise; therefore, the focus should be on providing more robust e-learning solutions on company knowledge (3), such as simulation learning for mastering P&A tasks and performance support for better knowledge retention (4).

Finally, in recognition of the flexibility that remote work affords, we call for an online onboarding program that, while primarily virtual, includes elements of offline support, making it globally accessible and meaningful (5). All of the 5 organizational needs are visualized in Figure 1.

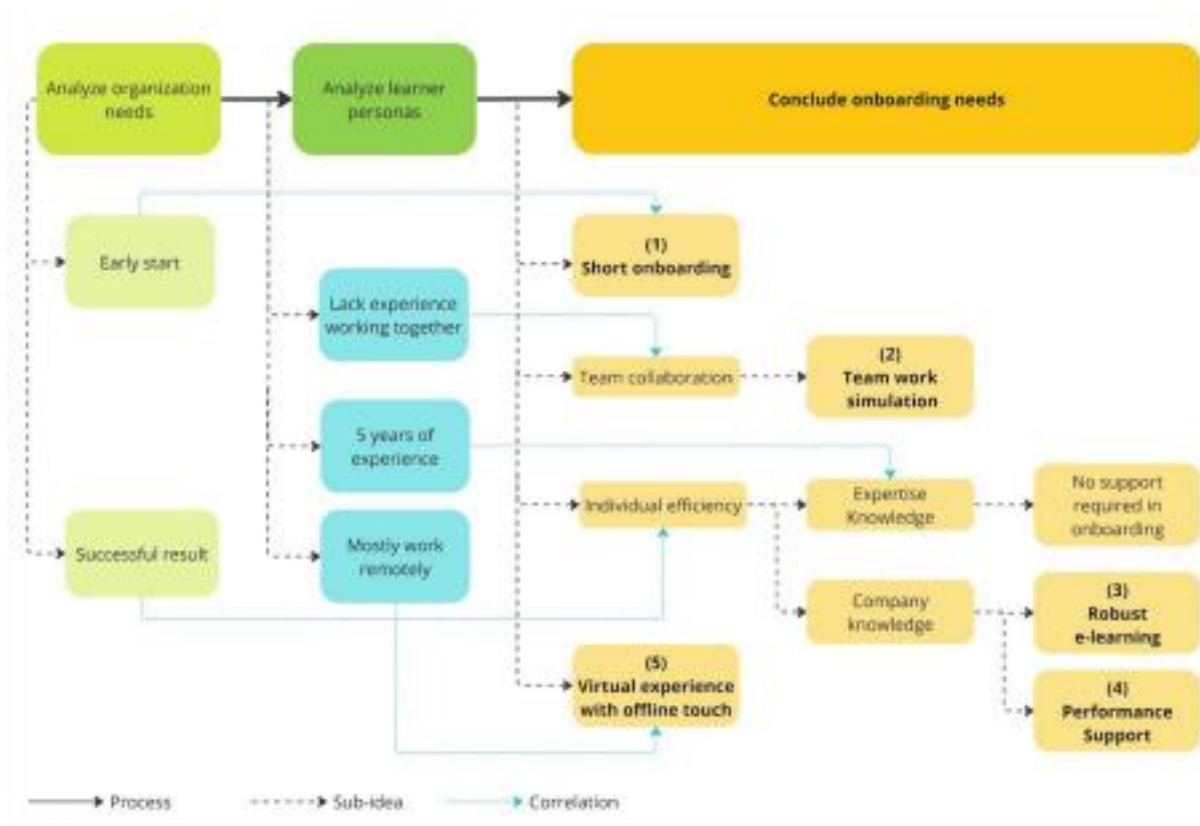


Figure 1. Logic flows of need analysis

### 3. Proposed solution:

Considering the significant impact an onboarding program can have on new hires and their path to success, C&H Solutions recommend strengthening ties with “Fictitious, Inc.”’s internal resources. This involves:

- Securing support from C-Level executive.
- Harnessing the expertise of subject matter experts in administrative processes, procedural tasks, and company culture.
- Promoting close collaboration with the Instructional Design Team and HR Team.
- Leveraging insights and resources from recent learners to enrich the program.

This comprehensive network will contribute to the creation of a well-rounded onboarding experience, which spans across the pre-onboarding phase, the onboarding week, and continue into the post-onboarding timeline, promoting ongoing learning and development.

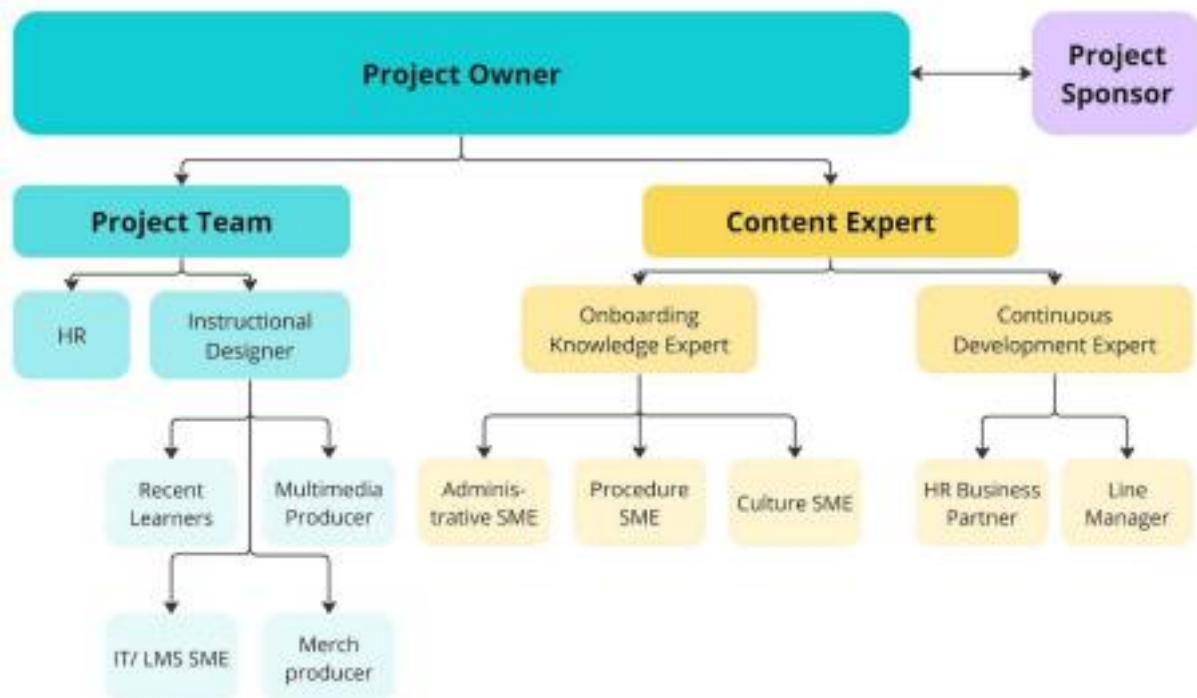


Figure 2. Onboarding project stakeholders

Table 1. Associated roles and responsibilities

Roles	Responsibilities
<b>Project Owner</b>	<ul style="list-style-type: none"> <li>• Quantity: 0.5 manager headcount, preferably an Instructional Designer Manager who is also handling other internal training projects.</li> <li>• Act as a key contact for experts &amp; project sponsors.</li> <li>• Manage overall project, e.g., budget, resources, timeline.</li> </ul>
<b>Project Members</b>	<b>Instructional Designers</b> <ul style="list-style-type: none"> <li>• 2 executive headcounts at minimum</li> <li>• Work with project owner to execute project items.</li> <li>• Work with SME and other project members to develop learning content.</li> <li>• Work with learners and project teams to facilitate learning progress, result evaluation, and feedback.</li> <li>• Work with external stakeholders, e.g., IT, graphic designers, printing services, etc.</li> </ul>

	<b>Human Resources Executive</b> <ul style="list-style-type: none"> <li>• 0.3 executive HR headcount, preferably an Employee Engagement Executive who is also handling other engagements with employees.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Work with learners to facilitate learning progress &amp; result evaluation if required.</li> <li>• Work with other project members to communicate or send pre and post-onboarding materials to employees</li> </ul>
	<b>Recent Learners</b> <ul style="list-style-type: none"> <li>• 2 employees who have been with the company for over six months. Each employee devotes a maximum of four hours per onboarding program.</li> <li>• Work with Instructional Designers to support facilitation and overall experience improvement.</li> </ul>
	<b>Multimedia Producer</b> <ul style="list-style-type: none"> <li>• 2 executive headcounts at minimum</li> <li>• Work with Instructional Designers to produce multimedia assets, e.g., video, website, infographics, etc.</li> </ul>
	<b>Merchandise Producer</b> <ul style="list-style-type: none"> <li>• Outsource to professional services. Project owner works with Purchasing/Procurement Team to source quality services.</li> <li>• Work with Instructional Designers to produce physical gifts, e.g., printed bookmarks, water bottles.</li> </ul>
	<b>IT/ LMS SME</b> <ul style="list-style-type: none"> <li>• Outsource to in-house IT team. Project owner works with IT Team or Learning Management System Team to define the persons in charge.</li> <li>• Work with Instructional Designers to set up technical features, e.g., badge systems, content upload, participants roles, etc.</li> </ul>

<b>Onboarding Knowledge Expert</b>	<b>Administrative/Procedure/Culture SME</b> <ul style="list-style-type: none"> <li>• Work with learners to answer questions or clarify if required.</li> <li>• Work with project members to develop learning content and audit final learning content before publishing.</li> <li>• Work with project owner to define learning strategies, learning outcomes, and performance context.</li> </ul>
<b>Continuous Development Expert</b>	<b>HR Business Partner</b> <ul style="list-style-type: none"> <li>• Work with project owner to provide feedback &amp; evaluate the new hires' performance.</li> </ul>
	<b>Line Manager</b> <ul style="list-style-type: none"> <li>• Work with project owner to provide feedback &amp; evaluate the new hires' performance when needed.</li> </ul>
<b>Project Sponsor</b>	<ul style="list-style-type: none"> <li>• Provide overall direction and resources.</li> <li>• Support project owner to manage project networks.</li> </ul>

## Part 2. Structure Overview

### 1. Theoretical Background

This onboarding program is developed based on connectivism; a theory specialized for online network learning (Goldie, 2016). Siemens (2017) suggested eight principles of connectivism, which guided the structure of "Synergy Sprint".

*Table 2. Principles of connectivism and implications for "Synergy Sprint"*

1. Learning and work-related activities are no longer separate. In many situations, they are the same.	"Synergy Sprint" supports a natural transition from the onboarding program to the real work environment. Learning activities will be designed to simulate working platforms in addition to problems that may arise in the future during teamwork. Supplemental activities, e.g.: reflections and newsletters, will be provided for up to two months to support the integration of learning and work experience by learners.

<p>2. Learning and knowledge rest in the diversity of opinions.</p>	<p>"Synergy Sprint" cherishes all the new employees' fresh insights. In the fixed modules, the learners will be given scenarios associated with company culture and discuss their opinions on them. The value "Fictitious, Inc." seeks will also be introduced to guide the learners as new members of the community.</p>
<p>3. Learning is the process of connecting specialized nodes or information sources.</p>	<p>The major learning experience in "Synergy Sprint" will happen during the mock project, which is reconstructed based on the real data provided by "Fictitious, Inc.". To provide an outcome for the mock project, the learners are encouraged to utilize every available resource in the company. Connecting the dots between their previous work experience and what is available in the company's database will be a precious experience for learners to grasp an idea of what it is like to work at "Fictitious, Inc.".</p>
<p>4. Learning may reside in non human appliances.</p>	<p>The whole onboarding program is hosted on the company's internal learning management system (LMS). Learners are encouraged to freely explore the LMS before the official start date of "Synergy Sprint". Their learning experience also comes from interacting with the LMS and getting familiarized with the company's internal system.</p>
<p>5. The capacity to know more is more critical than what is currently known.</p>	<p>We acknowledge that the new employees have substantial work experience from their previous employers. Therefore, "Synergy Sprint" is more focused on the culture of "Fictitious, Inc.", such as project-based workflow, team collaboration, and open conversation rather than technical skills. An open attitude to embrace new things is expected from the learners.</p>



6. Nurturing and maintaining connections is needed to facilitate continual learning.	The new learners will be matched up with other new learners to form a team. Once the onboarding process is finished, this team will be dismissed, and a new team corresponding to the claimed project will be formed within "Fictitious, Inc.". However, we strongly encourage the learners to maintain the connections from the onboarding process by saving the contact information, reflection peer-feedback system, and co-awarding the badges.
7. The ability to see connections between fields, ideas, and concepts is a core skill.	"Synergy Sprint" teams the learners up into several interdisciplinary teams for the mock project. As stated above, this may include existing employees, administrative staff, and new employees, potentially from other fields. It encourages the learners to communicate effectively across many disciplines, which is essential in software development (Foster et al., 2018).
8. Currency (accurate, up-to date knowledge) is the intent of all connectivist learning activities.	The learning content hosted on the LMS is confirmed by the internal subject matter expert before the official start date of "Synergy Sprint". Authorized personnel by the HR team of "Fictitious, Inc." can always update the learning content using the administrative account on the LMS.

## 2. Instructional Design Model

"Synergy Sprint" uses Rapid Prototyping (RP) as the instructional design model for the entire program (Tripp & Bichelmeyer, 1990).

RP model is characterized by "faster time to implementation, lower investment of time and resources, and more frequent assessment" (Meier & Miller, 2018, p. 4). Being already prevalent in the software engineering field, the RP model is an appropriate instructional design model as it "focuses on the teaching and learning activities and not on the technologies themselves, fostering trialability" (Botturi et al., 2009, p. 200). Carey et al. (2009) suggested two strategies for implementation; Briefly conduct the early analysis steps of an instructional design model, then develop prototype instructional materials rapidly, and use quick iterative cycles of formative evaluation and revision to shape the final form of the materials. (p. 233)

It optimally supports "Synergy Sprint" for the following reasons. First, "Fictitious, Inc." needs its new hires ready for work as soon as possible. This means it'll be better to take less time to conduct a needs analysis. Also, "Fictitious, Inc." hires international workers as well, which implies

that it'll be hard for the instructional designers to identify individual needs and reflect them on the instructional design considering the limited time and resources. Second, "Synergy Sprint" includes a mock project as one of its main contents, which needs concurrent updates and development considering the fast-changing trend of the field. Third, the instructional designers of C&H Solutions are taking up multiple responsibilities as content developers, graphic designers, and media producers besides the instructional design in this project, while the HR team of "Fictitions, Inc." would act as the subject matter expert and content reviewer. Besides the cost-efficiency this will bring, having team members with designated roles would allow the instructional designers to focus on design and development and not to wait for other team members to complete their tasks if working in a larger team (Dong, 2021). Fourth, there will be multiple onboarding programs as the company grows and it necessitates adjustments in the program for the next business cycle. The RP model enables the iterative process of implementing the program, gathering data from the implementation, and revising the program.

### 3. Performance Objectives

The onboarding process targets four learning objectives as described in Table

3. Table 3. Learning objectives, solutions, and performance evaluations

Learning objective	Learning solutions	Performance evaluation
(1) Navigating key company resources	<ul style="list-style-type: none"> <li>A comprehensive guided tour of the company's digital platforms and resources that applies the Universal Design for Learning (UDL) model to provide multiple ways of information representation, including but not limited to:               <ul style="list-style-type: none"> <li>- Interactive infographics</li> <li>- Demonstration videos</li> </ul> </li> </ul> <p>The solution will be hosted on LMS in a self paced asynchronous mode.</p>	Kirkpatrick's Level 2: Learning
(2) Managing administrative processes	<ul style="list-style-type: none"> <li>An interactive software simulation designed by Articulate Storyline for new hires to safely practice completing administrative tasks with immediate feedback.</li> </ul> <p>The solution will be hosted on LMS in a self paced, asynchronous e-learning module.</p>	Kirkpatrick's Level 2: Learning.

(3) Managing procedural process	<ul style="list-style-type: none"> <li>• An interactive software simulation designed by Articulate Storyline for new hires to safely practice completing procedural tasks with immediate feedback.</li> </ul> <p>The solution will be hosted on LMS in a self paced, asynchronous e-learning module.</p>	Kirkpatrick's Level 3: Learning
(4) Resolving teamwork and work related issues under company culture.	<ul style="list-style-type: none"> <li>• A synchronous, five-day workshop involving group case studies and discussion forums that simulate workplace scenarios. The workshop will provide a practical understanding of the company culture and equip new hires with the necessary skills for conflict resolution and problem-solving.</li> <li>• A pre-onboarding gift that will be delivered to employees' home addresses that offer additional support for remote work and foster a sense of connection to the company.</li> <li>• Throughout the onboarding process, mastery badges and performance badges will be awarded to outperforming individuals and teams to motivate them and later be used as one of the assessment resources.</li> </ul>	Kirkpatrick's Level 3: Behavior changes

Learning objective	Learning solutions	Performance evaluation
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(1), (2), (3), (4)	<ul style="list-style-type: none"> <li>• Bi-weekly newsletters that serve as a job aid in the first 2 months.</li> <li>• A Learning Management System that provides searchable learning content for employees to review &amp; reinforce learning at their pace.</li> <li>• Anonymous and asynchronous peer-learning forum after the first 3 months for new hires to share their wins and struggles together for collective learning &amp; troubleshooting if required.</li> </ul>	Kirkpatrick's Level 4: Business Impact
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## 4. Prototype

The prototype details can be found in the following link:

<https://huongjeantruong.notion.site/f740ad327696459186dc3a2578c96e3a?v=a17caa164266447fb6a2d32da336aabd&pvs=4>

## Part 3. Implementation Plan

### 1. Gathering team & background information:

#### 1.1. Getting a consultation from C-Level executive:

The first step in our process is to grasp the unique aspects of the upcoming onboarding batch and their project, as well as secure endorsement from the C-level executive for the program. This will involve discussions around.

- Achievements such as productivity, quality, cost efficiency, and timeliness • Intermediate outcomes, if applicable
- Anticipated project challenges, if applicable
- Recommended knowledge experts.

Action Steps:

- Set up a meeting with the C-level executive.
- Prepare a 1-page presentation on the onboarding program structure.
- Discuss expectations and stakeholder involvement in the onboarding.

#### 1.2. Onboarding Instructional Design Team and HR Team for the project:

After having the big picture from the C-Level Executive, the Project Owner needs to assemble a project execution team with the instructional designers from C&H Solutions and HR who will be the primary architects of the onboarding program.

Action Steps:

- Conduct a meeting to de-brief on the upcoming new hire cohort's characteristics and program structure.
- Schedule regular meetings within project teams to discuss program design, implementation, and evaluation.
- Obtain information about new hire onboarding lists, e.g., role, location, and working mode.

### **1.3. Onboarding knowledge experts or SMEs:**

With the recommended list from the C-Level Executive, the Project Owner needs to onboard knowledge experts to the project to extract relevant documents and their expert insights into administrative processes, procedural tasks, and company culture.

Action Steps:

- Conduct a meeting with SMEs in each domain to debrief on the upcoming new hire cohort's characteristics and program structure.
- Schedule meetings with SMEs and project teams to discuss and audit learning content design.
- Get access to relevant documents.

### **1.4. Onboarding recent learners:**

As recent hires can provide unique insights into their learning experience, which can help refine the onboarding program, the project owner can call for their support on prototype testing or facilitation.

Action Steps:

- Identify employees who have passed probation, have good performance and are willing to support the project.
- Conduct a meeting with new hires to brief them on the support needed.
- Provide access to recent learners to relevant documents and forums.

## **2. Designing onboarding program**

Because the onboarding program will span the pre-onboarding phase, the onboarding week, and the post-onboarding timeline, project teams should first roll out prototypes for each phase for SMEs and the Project Manager to confirm before designing entire content in different

media formats.

The total design process will take approximately 5 months, resulting in three different prototypes. The “Fictitious, Inc.” will choose the best fit for its needs and this proposal is the initial draft presented by C&H Solutions. The timeline is attached together with the budget plan at the end of the proposal.

### 3. Developing onboarding program

The majority of the design process will involve coordination between the instructional designers and other project team members and subject matter experts.

- **Develop the Technical Design Components:** Ensure the contents’ cross-platform functionality. (e.g., video production, graphic design, programming, sourcing of materials, etc.)
- **Sort the Contents:** The Instructional Design team will categorize content for synchronous (real-time, interactive) and asynchronous (self-paced) learning, catering to various learning preferences.
- **Gather Media Resources:** Identify and gather diverse media resources such as videos, lectures, documents, infographics, quizzes, etc., related to “Fictitious, Inc.” 's policies, culture, and necessary job skills.
- **Set Up Learning Platforms:** Set up platforms for delivering online training, such as LMS, video conferencing tools, and collaborative project management tools.
- **Select Delivery and Assessment Tools:** Choose the tools for delivering instructions and assessing learning. These can range from presentations and video tutorials to interactive quizzes and peer-review systems.
- **Design Integration with LMS:** Collaborate with the IT department to ensure seamless integration of training modules into the existing LMS.
- **Create Content Prototypes:** Design and build prototypes for interactive job simulations and tasks. These prototypes will be reviewed by the HR representatives for feedback and necessary adjustments.
- **Build Authentic Scenarios:** Create real-world scenarios that represent common tasks and challenges at “Fictitious, Inc.”, providing a realistic context for learning and application.
- **Finalize Content Creation:** Based on the feedback, create the final content incorporating all media types. Ensure content is accessible, engaging, and relevant to the learner's role.

Deliverables:

- **Onboarding Materials Package:** This includes content, media resources, details of delivery platforms, and assessments.
- **Content Prototypes:** Initial versions of content for review and feedback.
- **Job Aids:**

Quick-reference materials to support new hires as they navigate their roles.

- **Teamwork Case study:** Realistic tasks and challenges for application of learning.

## 4. Implementation

### 4.1. Pre-onboarding

Once the new hires sign their new contracts with “Fictitious, Inc.”, onboarding welcome packages will be delivered to their address. It consists of six items as shown in Figure 3.

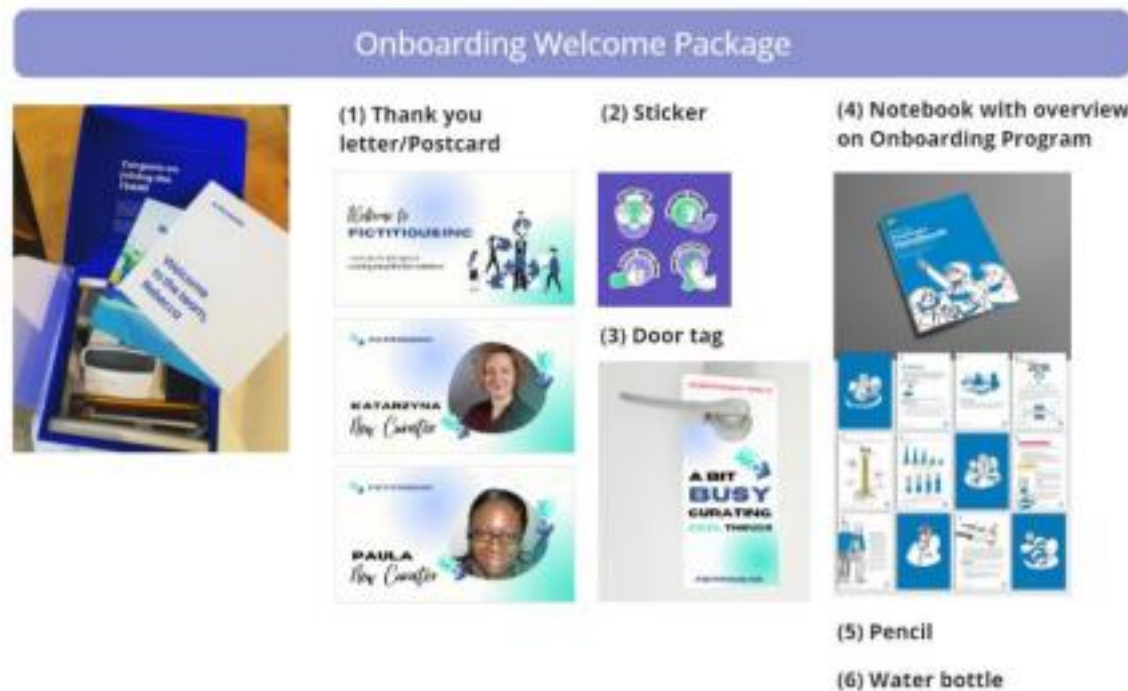


Figure 3. Details of onboarding welcome package

In addition to the appreciation message and company merchandises, the welcome package contains items to support an effective remote working environment, such as a door tag that can be used when having meetings, a water bottle, and a notebook with information about the onboarding program attached. This also helps employees gain a greater appreciation of the company's culture and prepares them for learning activities.

Along with the welcome package, the new hires will receive an e-mail with an overview of "Synergy Sprint" and a link to the meeting schedule platform, e.g.: <https://www.when2meet.com/> to indicate their availability for the fixed modules during the program. As we acknowledge that some new employees residing outside the U.S. may have a time difference, the schedule of "Synergy Sprint" will be adjusted to host the team members at the same time.

The pre-onboarding checklist will also be provided to ensure the new hires do not have any technological barriers. It includes 11 aspects the new hires should set up before they start the onboarding program such as computer setup, virtual private network (VPN), cybersecurity, company onboarding software, and learning management system (LMS), etc.

### 4.2. Onboarding week

### 4.2.1. Overview

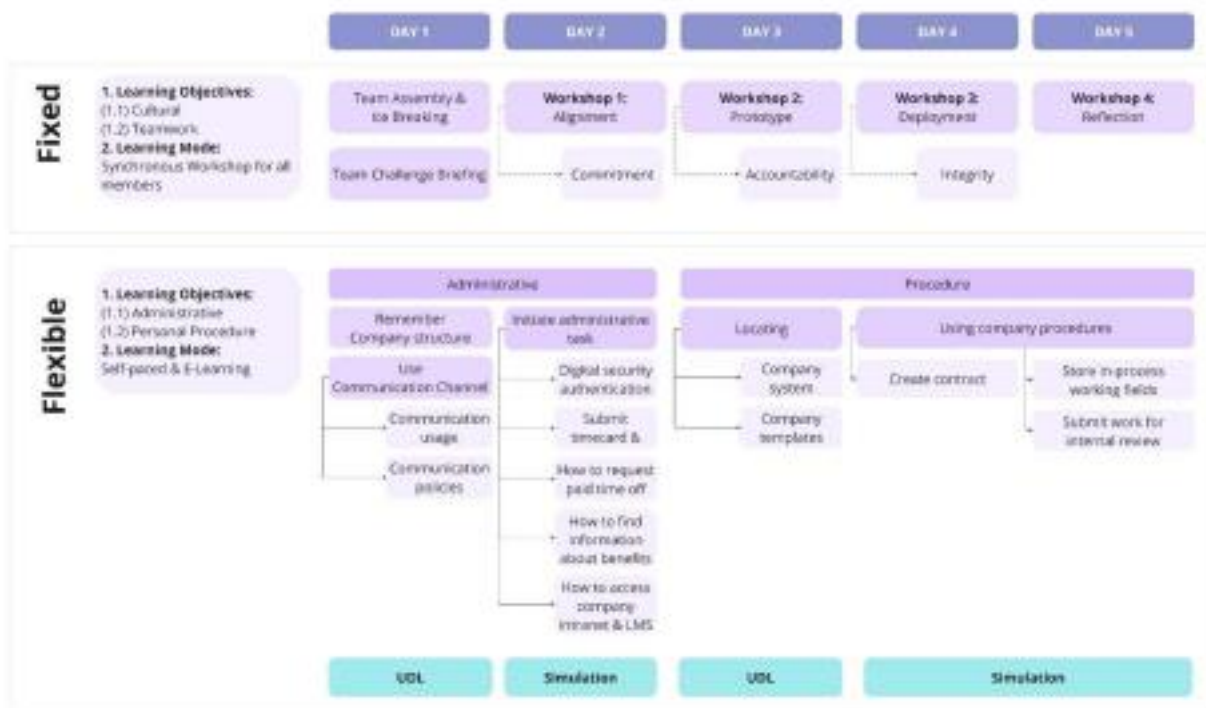


Figure 4. Overview of the onboarding week

The onboarding week officially starts on Monday of any week when all the new hires have signed the contract and the details for fixed and flexible schedules are set.

The onboarding process will last for five days, eight hours per day. Three hours will be fixed so that the team members can work synchronously. For the other five hours, the new hires are expected to go through the self-paced E-learning modules individually. Based on the employee's performance, badges will be awarded and later taken into consideration for the annual employee review.

During the fixed schedule, employees are expected to focus on building teamwork and adapting to the culture of "Fictitious, Inc." while they can focus on familiarizing themselves with administrative procedures and company guidelines during the flexible schedule. The whole process is designed based on universal design learning principles and structured based on simulation-based learning. The whole content for both fixed and flexible hours will be hosted internally on the LMS.

### 4.2.2. Learning Activities:

Timeline	Schedule	Key activities
Day 1	Fixed	<ul style="list-style-type: none"> <li>New employees will meet their team members and have ice breaking activities.</li> </ul>



		<ul style="list-style-type: none"> <li>• New employees will go through a briefing about the mock project, followed by a Q&amp;A session.</li> </ul>
	<b>Flexible</b>	<ul style="list-style-type: none"> <li>• New employees self-navigate e-learning module about the company's structure and communication channels is provided. The instruction on the communication channels will include hands-on experience (e.g., sending a message to a team member, making a group chat with other team members, and identifying internal communication policies)</li> </ul>
<b>Day 2</b>	<b>Fixed</b>	<ul style="list-style-type: none"> <li>• New employees join the first day workshops, which focus on team alignment. This includes discussion and identification of each team member's role and expectations for each other, which reflect the company value of '<i>commitment</i>'.</li> </ul>
	<b>Flexible</b>	<ul style="list-style-type: none"> <li>• New employees self-navigate e-learning module on basic administrative tasks. It includes digital security authentication, submitting timecards and expense reports, submitting extra working hour payment requests, learning more about benefits and welfare, and accessing the company's intranet and LMS.</li> </ul>
<b>Day 3</b>	<b>Fixed</b>	<ul style="list-style-type: none"> <li>• New employees work together to develop a prototype for the mock project. The main value emphasized here is '<i>accountability</i>', which ensures the prototype's feasibility. The prototypes from each team will be uploaded to the internal LMS so that the new employees can browse other teams' outcomes.</li> </ul>
	<b>Flexible</b>	<ul style="list-style-type: none"> <li>• New employees self-navigate e-learning module on company's system and templates. The new employees will follow the video instructions to navigate the company system and locate useful resources for their upcoming project.</li> </ul>


Day 4	Fixed	<ul style="list-style-type: none"> <li>New employees go through the deployment phase. Acknowledging the limited time, the new employees will not fully develop the solution but deliver a presentation including the design and development plan for the potential clients. A cultural value for this step is 'integrity'.</li> </ul>
	Flexible	<ul style="list-style-type: none"> <li>New employees self-navigate e-learning module on creating contracts.</li> </ul>



Day 5	Fixed	<ul style="list-style-type: none"> <li>New employees will reflect on the mock project. The new employees will design a rubric to evaluate the outcomes and conduct a peer evaluation on each other. They will also have a chance to feedback on one another within the team. The prompts will be focused on what went well, what could have been done better, and what they learned from the whole process.</li> </ul>
	Flexible	<ul style="list-style-type: none"> <li>New employees self-navigate e-learning module on company procedures as saving in-process working fields and submitting the final report for internal review.</li> </ul>




#### 4.2.3. Badges



There will be a total of nine badges available throughout the onboarding process. Mastery badges are given out to anyone who mastered certain tasks while performance badges are given out to limited employees based on relative assessment (Biles & Plass, 2016).

Table 4. Badges for the onboarding program

Individual ly awarded	Mastery Badge	 <p>Synergy Scholar badge</p>	An individually awarded mastery badge for any employee who covered all contents in the self-paced E-learning modules.
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	<b>Performance Badge</b>	 <b>Communication Champion</b>	An individually awarded performance badge for any employee who completed all 'communication' module with over 93% accuracy.
		 <b>Natural born Navigator</b>	An individually awarded performance badge for any employee who completed all 'administrative structure' module with over 93% accuracy.

		 <b>Contract Crafter</b>	An individually awarded performance badge for any employee who completed all 'contract' module with over 93% accuracy.
		 <b>Process Pro-player</b>	An individually awarded performance badge for any employee who completed all 'procedure' module with over 93% accuracy.
<b>Team awarded</b>	<b>Mastery Badge</b>	 <b>Synergy Team badge</b>	A team-awarded performance badge for the top three teams within an onboarding batch with the highest overall score in the outcome evaluation on Day 5.

	<b>Performance Badge</b>	 <b>Ethics Eagles Team</b>	A team-awarded badge for the top three teams within an onboarding batch with the highest score of 'ethics/company value' in the outcome evaluation on Day 5.
		 <b>Client Charmers Team</b>	A team-awarded badge for the top three teams within an onboarding batch with the best proposal and prototype that match with the client needs in the outcome evaluation on Day 5.

### 4.3. Ongoing development

As the onboarding process is designed as short-term, we acknowledge the new hires would need consistent support even after the training. We support their ongoing development via two channels: reflection and newsletter.

#### 4.3.1. Reflection

Reflection is an optional journal each employee may keep on the LMS. It can be anything about their work experience, achievements, struggles, and questions. It is private by default but if the employee feels the need to communicate with others on it, they can select viewers within the company's intranet. Reflection may be submitted as supplementary material for the annual employee review as well.

#### 4.3.2. Newsletter

Monthly newsletters are sent out from the HR department for two months following the onboarding process. It consists of three parts: job aid on procedures, energy level check-in, and useful resources and tips for newcomers. The resources for the monthly newsletter will be partially collected from interviewing the employees.

## 5. Evaluation:

### 5.1. Project Evaluation:

To assess "*Synergy Sprint*", both process and outcome evaluation techniques are implemented from the full-scope evaluation (Kaufman, Keller, and Watkins, 1997) and the Kirkpatrick model (Kirkpatrick, 1996).

Under the assumption that the company continues to expand, and the onboarding program will occur every month, full-scope evaluation is a crucial process for guiding the improvement process (Van Tiem et al., 2012), which includes:

- Formative evaluation: In the design process, instructional designers conduct frequent meetings with subject matter experts and confirm the program's appropriateness.
- Summative evaluation: Instructional designers extract a quantitative survey result at the end of phase 1 and each day in phase 2 to evaluate the program's efficiency and impact.
- Confirmative evaluation: After three months, a minimum of two hour-long interviews are conducted with the best and worst performers in an onboarding batch to evaluate the program's long-lasting impact.
- Meta-evaluation: At the end of a business cycle, a report is generated, including all data collected from all types of evaluations to form a holistic view. This is used for strategic changes in the next business cycle.

## 5.2. Learner evaluation

The Kirkpatrick model is adopted for evaluating the learners' success as follows:

- Reaction: "*Synergy Sprint*" multimodally measures the new hires' reaction by observing their overall pace and performance. Relevant data will be collected via rating on the LMS or survey.
- Learning: At the end of each phase, the new hires are asked to write down what they have learned on the LMS, which is assessed based on a rubric.
- Behavior: The learning performance will be multimodally evaluated through observation and 360-degree feedback with teammates.
- Results: Evaluation of the result will be conducted in meta-evaluation with other documents including project outcomes, employee performance evaluations, employee annual satisfaction surveys, and turnover data following the completion of the onboarding.

In total, there will be four primary data sources from:

1. Employees: In addition to observation by the Instructional Design team, data will be gathered from employees via survey and interview. To encourage more employees to complete the survey evaluation, it is essential to effectively utilize the company's internal communication channels, such as sending the survey immediately after the end of each onboarding day or on Friday afternoons when most tasks have been completed. Additionally, to ensure a high response rate, the communication message will be in a persuasive and actionable language, e.g: "Your opinion matters! Join the 90 percent of your colleagues who have already responded to this 5-minute survey and help us continuously improve our onboarding process."

2. Employee Managers: During and after the onboarding process, regular meetings will be held with the managers to collect information on employee performance, productivity, and team integration.

3. Business: The project team works closely with other collaborators to collect project and

business results in which the new hires are involved.

4. LMS: The project team works closely with the LMS Expert or IT Team to collect log data recorded on LMS to analyze the learners' performance.

## 6. Budget and Timeline

The program includes technologies and tools below:

- Freepik: A library provides assets for creating visual content.
- Adobe Suite: Tools for graphic design, video editing, and document creation.
- Envato Elements: A library of presentation templates, graphic elements, and music.
- Articulate Storyline: A tool to create interactive e-learning courses.
- Zoom: A video conferencing tool ideal for conducting live onboarding sessions or team meetings.
- Mailchimp: A platform for setting up automated onboarding email sequences.
- Padlet: An collaborative tool for brainstorming and discussion.
- Otter.ai: A transcription service for making spoken onboarding content accessible in text form.

The human-related costs will be calculated based on the number of training hours (Defelice, R. A., 2021): [https://docs.google.com/spreadsheets/d/1HCqSfNt-4Cv\\_flwA8nDas\\_IdF-n\\_Ge3EyUz3\\_A2N6k/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1HCqSfNt-4Cv_flwA8nDas_IdF-n_Ge3EyUz3_A2N6k/edit?usp=sharing).

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