

# DESIGN PLAN for Striving DC



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# Design Plan

## 1. RATIONALE:

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Providing top notch service with an attitude of excellence is a quality that is found in most social service organizations. In most cases, it is the pillar that organizations utilize as a base for building their organization to a standard that represents their brand. In all that Striving DC attempts to accomplish, their primary goal is to provide service that resonates throughout the organization and around the Washington DC metropolitan area.

In speaking with the leadership team at Striving DC, managers are stating that the interns are not performing in their new role as support staff resulting in a drop in client base retention for services. The company is currently working to close the performance gaps in order to improve intern performance and increase client retention by offering the *Striving Interns* course.

Sponsored by the Director of Social Services the goal of the *Striving Interns Course* is to educate and empower interns who are providing service while equipping them with the skills to handle various situations that challenge our clients. Participants will attend quarterly training modules that promote optimal performance of the interns in topics that include Communication, Cultural Sensitivity, and Customer Service and De-escalation. The course is mandatory and the completion of all four modules is a requirement for continued employment. Follow on training will provide interns the opportunity to participate in practical workshops that relate to their real time work situations.

The course is located at the DC facility in the main classroom. The facility is equipped with a display screen, an instructor podium with a computer and internet access. To allow for participator interaction and class discussions the class size is limited to 12 interns. This course is implemented in 3 hours and provides for two 15 minute breaks. A facilitator guide, handouts, worksheets and hard copy presentation slides, and a softcopy of the presentation will be provided to each facilitator.

## 2. TARGET POPULATION:

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The targeted individuals for this training program are incoming college students who are working as interns with Striving. The interns within this training program have limited experience working with individuals from low economic backgrounds or individuals facing barriers of homelessness.

## 3. COURSE DESCRIPTION:

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This course is structured to equip working professionals/interns in the social service arena. It will provide interns the opportunity to learn established procedures for working with impoverished populations. Interns will be given presentations, handouts, worksheets, and job aids and will be able to participate in group discussions that elaborate on content covered in the training modules. Instructional methodologies include lecture with power point presentations, class discussions, class activities using handouts and worksheets and journaling. Training materials include job aids, worksheets, handouts and slides.

The purpose of this course is to educate and empower interns so they will be able to identify and define the discrepancies in their present knowledge of low income populations and learn how to develop appropriate responses in working with challenged populations. The course is an instructor led course that is comprised of 4 (four) separate 3 hour modules delivered on a quarterly basis. The modules will cover topics to include; Communication, Customer Service, Cultural Sensitivity, and De-Escalation Techniques. Within each module there is specific information to encourage interns to gain, retain, and apply the knowledge received in each training session. Journal writing assignments will be given to facilitate reflection and to allow the interns to express feelings regarding the training. Over the course of a year, the interns who participate in these training modules should improve their skills in communication, customer service, conflict resolution, and cultural competency.

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## **4. OBJECTIVES:**

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### **4.1. TERMINAL OBJECTIVE**

Given a lecture, PowerPoint presentation, worksheets, handouts and a job aid the intern should be able to demonstrate an awareness of their communication style by completing the communication self-evaluation tool.

Given a lecture, PowerPoint presentation, worksheets, handouts, and a job aid the intern should be able to define communication by participating in a discussion.

### **4.2. ENABLING OBJECTIVES**

- Given a lecture, PowerPoint presentation, worksheets, handouts, and a job aid the intern should be able to identify the foundations of communication by responding to questions when asked
- Given a lecture, PowerPoint presentation, worksheets, handouts, and a job aid the intern should be able to restate the communication process by participating in discussions
- Given a lecture, PowerPoint presentation, worksheets, handouts, and a job aid the intern should be able to illustrate the message process by completing the message process handout
- Given a lecture, PowerPoint presentation, worksheets, handouts, and a job aid the intern should be able to demonstrate understanding of the factors present in the senders message by leading a discussion
- Given a lecture, PowerPoint presentation, worksheets, handouts, and a job aid the intern should be able to share a difficult conversation by citing an example
- Given a lecture, PowerPoint presentation, worksheets, handouts, and a job aid the intern should be able to display the ability to reflect on their learning experience by writing in their journal

## 5. EVALUATION STRATEGY:

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### 5.1. LEVEL 1 (REACTION)

At the end of each module participants will be asked to complete a course participation evaluation form to determine the learner's impression of the course. The learner will turn in the evaluation form before leaving class.

### 5.2. LEVEL 2 (LEARNING)

At the end of each module participants will complete a 20 item discussion evaluation form to ensure that learning has occurred and to assess course effectiveness in imparting knowledge.

### 5.3. LEVEL 3 (TRANSFER)

Three months after training has been completed observe how interns interact with the population to determine if knowledge transfer has occurred and observe how behavioral attitudes within the organization have changed.

### 5.4. LEVEL 4 (RESULTS)

At the end of the year after all modules are completed, management will measure the impact of training from a business and organizational perspective by analyzing client base retention for service data against the previous year's data. The analysis will determine if training reduced or eliminated the drop in client retention for services. Follow on analysis will occur every 6 months over a 3 year period. Additionally, the ATP scales will be analyzed every 3-6 months to determine if the training had any impact on the attitudes of the interns and the organization as a whole.

## 6. PREREQUISITES:

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### 6.1. FACILITATOR PREREQUISITE

Five years' experience with at risk populations as well as a specific knowledge of homeless populations and barriers they may face daily. Also the facilitator should have experience in workforce development and training.

#### Participant Prerequisite

- Recommended by school
- Enrolled in social science courses
- Journal

## 7. DELIVERABLES:

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- Design Plan
- Facilitator Manual
- Evaluation Instruments
- PowerPoint Presentation
- Job Aid
- Worksheets

