

Project Information

Project Title:	Drive Toward Interview Success with the C.A.R. Technique										
Project Description:	<p>The “C.A.R. Technique” asynchronous module is designed to introduce the audience to an interviewing strategy that helps candidates thoroughly and effectively answer situational interview questions. This module will explain the C.A.R. (Challenge, Action, Result) Technique interview response framework, provide learners with interview question and response examples, and allow for active participation and critical thinking through a role-specific practice exercise with sample intern characters that are preparing for an interview.</p> <p>This eLearning module can be completed independently during scheduling Asynchronous Work time and will be included in the hybrid “Interview Skills” workshop delivered in Module 3 of the Learning & Development Phase.</p>										
Gap Analysis:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">Desired Status</th> <th style="background-color: #e0e0e0;">-</th> <th style="background-color: #e0e0e0;">Actual Status</th> <th style="background-color: #e0e0e0;">=</th> <th style="background-color: #e0e0e0;">Need</th> </tr> </thead> <tbody> <tr> <td>Year Up students will be able to learn the C.A.R. Technique and apply this skill to their own interview preparation in a fully online, self-paced module that can be completed in 15-20 minutes.</td> <td style="text-align: center;">-</td> <td>The one-hour instructor-led lesson, focused on the STAR Method, was recently impacted due to the inclusion of Asynchronous Work blocks that reduce instructor-led synchronous lessons. In addition, past learners have noted confusion with the components of the STAR Method.</td> <td style="text-align: center;">=</td> <td>An online, self-paced module introducing the C.A.R. Technique (to replace the STAR Method) that the Business Communications Instructor can assign learners to complete during Asynchronous Work time to complement the instructor-led Interview Skills lessons.</td> </tr> </tbody> </table> <p>Background Information gathered from Stakeholder Kickoff meeting:</p> <ul style="list-style-type: none"> As noted by the client, past learners have been educated in the S.T.A.R. (Situation-Task-Action-Result) Interview Response Method. Assessment data and student feedback suggests that the similarities in “Task” and “Action” components posed a challenge for comprehension and recall The Subject Matter Expert shared that industry professionals are moving to the C.A.R. (Challenge, Action, Result) or P.A.R. (Problem, Action, Result) framework to reduce confusion for interview candidates and simplify the sequence. 	Desired Status	-	Actual Status	=	Need	Year Up students will be able to learn the C.A.R. Technique and apply this skill to their own interview preparation in a fully online, self-paced module that can be completed in 15-20 minutes.	-	The one-hour instructor-led lesson, focused on the STAR Method, was recently impacted due to the inclusion of Asynchronous Work blocks that reduce instructor-led synchronous lessons. In addition, past learners have noted confusion with the components of the STAR Method.	=	An online, self-paced module introducing the C.A.R. Technique (to replace the STAR Method) that the Business Communications Instructor can assign learners to complete during Asynchronous Work time to complement the instructor-led Interview Skills lessons.
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Roles and Responsibilities

Learning Designer:	Alyssa Toshach	Other Contributors:	N/A
Project Stakeholders:	<ul style="list-style-type: none"> [Redacted] 		
Subject Matter Experts:	<ul style="list-style-type: none"> [Redacted] 		

Learner Analysis

<p>Target Audience:</p>	<p>Young professionals (18-30 years) currently enrolled in the Year Up program on Facebook’s Menlo Park campus.</p>
<p>Unique Characteristics of Learners:</p>	<p>The individuals enrolled in the Year Up Facebook-Menlo Park (FBM) campus are 18-30 years of age, with a High School Diploma/GED. A small percent of learners have obtained a Bachelor’s Degree. By the time they reach Module 3 within the Learning & Development phase, the learners have been enrolled in the Year Up program for 3 months and have successfully completed BUS 101- Introduction to Business Communications. Since the redesign of the program schedule (in Fall 2020) to incorporate asynchronous scheduling blocks in addition to live, instructor-led lessons, current cohorts are familiar with completing deliverables independently and without instructor guidance.</p> <p>All learners have had experience attending at least one professional job interview and have answered situational job interview questions, yet they are unfamiliar with the term “STAR Method” or the sequenced technique used for answering situational interview questions.</p> <p>Upon completion of the Learning & Development phase, all learners will be placed in Externship positions in Facebook, Instagram, WhatsApp, or Chan Zuckerberg Initiative based on their technical track in Project Management, Recruitment, or IT Help Desk/Services. After the six-month Externship, 45% of Year Up students will enter contract positions in the same team from their externship, while 55% of students will need to interview for roles on other teams or with external companies.</p> <p>The learners in the program primarily fit within late-stage Millennial and the Generation Z cohort of individuals that tend to thrive in digital spaces, appreciate interactivity in learning, and connect strongly with meaningful learning.</p> <p>(https://www.facultyfocus.com/articles/teaching-and-learning/generation-z-re-thinking-teaching-and-learning-strategies/)</p>
<p>Research / Theory / Model Selected in Response to Learners’ Needs:</p>	<p>As noted in the “eLearning Designer’s Handbook” (Slade, 2020), Merrill’s Principles of Instruction are a sequenced framework that promotes scaffolded learning through demonstration, application, problem-centered, activation, and integration (p. 40).</p> <p>Within this eLearning module:</p> <ol style="list-style-type: none"> 1) Demonstration (Video sample response, Audio sound bites plus survey assessment with feedback) 2) Application (Practice assessment) 3) Problem-centered (Real-world case study with 3 intern characters) 4) Activation (C.A.R. Technique Challenge) 5) Integration (Advanced interview prep resources and C.A.R. worksheet)

Project Content

Project Goal:	The overall project goal is to inform learners about an interview technique that can be beneficial in organizing a thoughtful response during an interview and showcasing a candidate's value in comparison to a response that does not employ the CAR Interview Response Method.
Learning Objectives:	<p>Main Instructional Goal</p> <p>By the end of this module, the young professional learners will be able to identify the three components of the C.A.R. Technique, the type of interview questions that elicit a C.A.R. Technique framework response, and two benefits of utilizing this strategy.</p> <p>Performance Objectives</p> <ol style="list-style-type: none"> 1. When given a multiple choice assessment (CN), the young professional will be able to correctly (CR) identify the names of each C.A.R. Technique component (B). 2. When given a series of traditional and situational interview questions (CN), the young professional will be able to successfully (CR) select the questions that elicit a C.A.R. Technique framework response (B). 3. When given a list of potential reasons (CN), the young professional will be able to accurately (CR) select the answer choices that are direct benefits of utilizing the C.A.R. Technique in a job interview setting (B).
Description of Engagement Strategies & Interaction	<p>Interactivity and engagement are at the forefront of design within this eLearning module.</p> <p>Here are the key interactive inclusions:</p> <ul style="list-style-type: none"> ● Videos: one explainer video (“What is the C.A.R. Technique?”), one YouTube resource of a sample interview response using the C.A.R. Technique ● Audio Sound Bites : Listening exercise with Example (Ideal) and Non-Example (Not Ideal) of C.A.R. Technique response ● Survey question : In relation to audio sound bites listening exercise ● Labeled Graphic: enables exploratory learning ● Drag-and-Drop: categorizing a deck of qualifying elements ● Slideshow Interaction: allows for clickable slides in a step-by-step process or story ● Embedded Assessment with Multiple-Choice and Multiple-Select ● Scenario: practice-based application of learning in a performance setting scenario ● Link to Post-Module Survey
Assessment Plan:	The mid-module Practice Assessment will be completed within a three-question assessment that appears at the end of the first lesson and before the real-world application section. In order to move to the next section, learners will need to pass the assessment with a 65% score percentage of 100%. The Post Assessment will be given to learners at the completion of the Interview Skills module during an instructor-led session and will encompass learning components from the eLearning module and instructor-led workshops.

To ensure alignment with the learning objectives, the following questions will be included:

Performance Objective	Assessment Question
When given a series of traditional and situational interview questions (CN), the young professional will be able to successfully (CR) select the questions that elicit a C.A.R. Technique framework response (B).	Select all of the situational interview questions. [Multiple-Select. Nine sample questions total with five situational questions that need to be identified and selected]
When given a multiple choice assessment (CN), the young professional will be able to correctly(CR) identify the names of each C.A.R. Technique component (B).	What are the correct components of the C.A.R. Technique for responding to situational interview questions? A. Challenge-Action-Result [Correct] B. Compete- Action- Response C. Challenge- Action- Response D. Challenge- Ability- Result
When given a list of potential reasons (CN), the young professional will be able to accurately (CR) select the answer choices that are direct benefits of utilizing the C.A.R. Technique in a job interview setting (B).	Identify the benefits of utilizing this technique in a job interview. Select all that apply. [Multiple-Select. Six example reasons total with four true benefits that need to be identified and selected]

Content Outline:

Heading/Chapter	Sub-sections	Interactivity
Course Introduction	1A. Start Page 1B. Course Overview	
CAR Technique Overview & Practice Assessment	2A. Learn about the C.A.R. Technique 2B. Examples of C.A.R. Technique Responses 2C. C.A.R. Technique Benefits and Best Practices 2D. Practice Assessment	2A. Drag-and-Drop, Video, Labeled Graphic 2B. Audio + Survey, Linked Button 2C. Slide Story, Labeled Graphic 2D. Assessment
Scenario & Practice Challenge	3A. Scenario: Coach the Interns for their Interviews 3B. C.A.R. Technique Challenge & Resources	3A. Scenario 3B. Click Tabs, Linked Buttons
Key Takeaways	4A. Key Takeaways, Post Course Survey, & Sources	4A. Linked Survey

Course Deliverables

LMS Platform or Authoring Tool to be Used:	Articulate 360 Rise (web-based eLearning module with left panel chapter organization)
Description of Deliverables / Course Assets:	<ul style="list-style-type: none"> • Link to eLearning Module (Articulate Rise) • Link to Post-Module Survey (Google Form)

Initial ID Reflection

How does learning about this topic apply to your future professional plans?	<p>I am passionate about workforce development and career readiness training, specifically for young adults from underrepresented backgrounds. This topic, C.A.R. Technique, directly prepares learners with applicable interviewing guidance to reduce Imposter Syndrome and foster confidence through the acknowledgment of value-add statements that can impress hiring managers. In addition, this technique simplifies the traditional STAR Method (Situation, Task, Action, Result).</p> <p>Regarding learning about eLearning Design, I plan to apply these skills in my current and future roles by utilizing emerging technologies to engage learners, ensure retention and performance improvement, and promote a positive learning environment. With the heightened focus on mobile learning, self-paced, and hybrid learning options, I am excited to translate learning techniques from live classroom learning to asynchronous modules. I also look forward to collecting the feedback and data insights offered by eLearning solutions that are less present in traditional, instructor-led sessions.</p> <p>Considering eLearning technologies, I have had experience with beginning eLearning authoring in Adobe Captivate and earned Captivate eLearning Specialist certification from Adobe in 2019. One major challenge was a steep learning curve and not-so-user-friendly interface. I look forward to creating an eLearning module using interactive elements within Articulate Rise as unique ways to encourage active participation, critical thinking, and an overall engaging learning experience for the target audience. In the future, I hope to obtain a full Articulate 360 license so I can explore more robust authoring within Articulate Storyline.</p>
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