

# GOAL #1

<p><b>GOAL #1</b></p>	<p>Example Goal: Identify bottlenecks that our team faces M.E.M. Expectation: Achieve Results - focus on a common vision and goals</p> <p>Storyboard setup: A Lead L&amp;D Manager has just received their CAPM. Also, biannual performance evaluations for their L&amp;D Team, which included a skills assessment for potential professional development opportunities. The logical professional progression for instructional designers in this team are to eventually move from ID associates to project managers.</p> <p>The Manager would like to share the new knowledge they acquired from the PMBOK, in combination with their existing ID knowledge, with their ID teammates in group live meetings and short microlearnings. The Manager has emphasized that many summative assessments and learner testing is <b>not</b> the goal of this learning product. They want their team to be able to learn what the Manager finds important from their CAPM course, specifically using PMBOK process groups for ID projects. Note: To clarify course information, context, and direction, the teams do not need testing over ID approaches.</p> <p>The Manager wants to supply much of the content they read to perform course tasks. This will be part of the 10% of learning and will be self-directed by the learners at Management's request.</p> <p style="text-align: right;"><b>Deadline:</b> _____</p>
<p><b>EXPERIENCE</b> (challenging assignments, skill practice)</p> <p>70%</p>	<p>Example: Examine a process to identify bottlenecks that our team faces.</p> <p>Section 1: Experiential Learning (70%) Introduction: Set the context for the scenario. Learning Objective 1: Apply PMBOK® Project Management Process Groups in ID projects. Scenario: Present a project management challenge that requires analyzing specific tasks and evaluating which PMBOK process group is responsible for managing those tasks. Activity 1: Describe an experiential activity that immerses the learner in the scenario. Reflection: Encourage learners to reflect on their experience.</p> <p style="text-align: right;"><b>Deadline:</b> _____</p>
<p><b>ENGAGEMENT</b> (mentoring,</p>	<p>Example: Identify and talk to someone with experience using process maps.</p> <p>Section 2: Working with Others (20%)</p>

**networking)**

**20%**

Learning Objective 2: Evaluate project-based scenarios to match tasks with the correct process groups.  
Collaboration: Learners collaborate with L&D/ID peers to identify anticipated and unanticipated tasks and how they would fit into a project plan. This exercise prepares learners to work with different entities when preparing project plans and how to mitigate potential risks like scope creep when having to work as a group or team.  
Group Discussion: Facilitate discussions among learners to share knowledge and insights.  
Feedback: Provide opportunities for feedback from peers.

**Deadline:** \_\_\_\_\_

Example: Find a learn how to use a process map course on LinkedIn Learning.

**EDUCATION  
(courses,  
readings,  
videos)**

**10%**

Section 3: Formal, Planned Learning (10%)

Learning Objective 3: Create a project plan utilizing the 5 project management process groups.  
Microlearning: Deliver concise and targeted content on PMBOK®'s five groups comprising the Project Management Processes. Should be designed to serve as a QRH as well.  
Self-Assessment: Include a self-assessment or quiz to evaluate understanding.  
Conclusion: Summarize the key takeaways and next steps for further learning.  
This structure aligns with the 70-20-10 model, with an emphasis on experiential learning (70%), collaboration (20%), and formal learning (10%). We can now start developing the content for each section. Where would you like to begin?

**Deadline:** \_\_\_\_\_