

Beyond the Checklist

Recognizing and Responding to Employee Disengagement

PROJECT TYPE	AUDIENCE	FORMAT	EST. DURATION
Corporate L&D; simulation	Frontline managers	Responsive eLearning	15-20 minutes

Executive overview

This self-initiated portfolio project proposes a short, scenario-based learning experience for frontline managers. The training helps managers distinguish between healthy work boundaries and possible employee disengagement, initiate supportive conversations, and agree on appropriate next steps. It applies the ADDIE instructional design model from business analysis through evaluation planning.

Important project note: Elevate Solutions, Inc. and all organizational needs, examples, and survey figures in this case study are fictional. The learning experience is a portfolio simulation, not a commissioned intervention or an evaluated workplace program.

The business challenge

At fictional business-services company Elevate Solutions, managers report uncertainty about how to respond when employees become quieter, stop volunteering for extra assignments, or seem less connected to their teams. Managers risk interpreting legitimate boundaries as poor engagement or missing workplace conditions that deserve attention.

Illustrative discovery findings (fictional): 42% report feeling disconnected from work; 36% report insufficient manager feedback; 29% report insufficient recognition. These are scenario assumptions, not real survey results.

Performance problem vs. training need

The proposed performance gap is inconsistent manager behavior: how to notice changes, inquire without judgment, offer support, and document follow-through. Training can improve conversational decisions, but cannot alone resolve structural causes such as workload, compensation, or unclear organizational priorities.

Proposed learning solution

A mobile-responsive, 15-20 minute course with realistic scenarios, accordions, a four-step manager conversation framework (CARE), knowledge checks, a scored application assessment, and a downloadable conversation guide.

ADDIE: From performance gap to learning experience

ADDIE is used here as an iterative design process. Decisions and feedback in one phase inform revisions to earlier phases; it is not treated as a strictly one-way checklist.

01 ANALYZE

Business goal: improve the quality and consistency of frontline managers' responses to potential disengagement while protecting employees from unsupported assumptions.

Target audience: frontline managers with limited formal coaching training and variable experience conducting sensitive employee check-ins.

Proposed needs-analysis methods: interviews with managers and HR partners; review of engagement pulse-survey themes; task analysis of effective check-ins; and review of relevant manager guidance. In this portfolio simulation these are proposed, not completed field research.

Root-cause considerations: inadequate conversational skill, unclear expectations, organizational workload, recognition practices, and access to resources. Non-training issues would be referred to appropriate organizational decision-makers.

Instructional decision: focus instruction on observable manager decisions rather than teaching managers to diagnose employees or equating fewer extra-role activities with disengagement.

02 DESIGN

Learning goal: managers respond to potential disengagement with evidence-informed, supportive conversations and clear follow-up.

Measurable learning objectives

- Identify at least three possible indicators that warrant a respectful check-in, while acknowledging that indicators alone do not establish disengagement.
- Distinguish healthy boundaries from potential concerns using scenario evidence.
- Select supportive, open-ended questions and practical next steps in realistic management situations.
- Apply the CARE approach and earn at least 80% on a five-item scenario-based assessment.

Instructional strategy: use authentic scenarios, progressive disclosure, short practice decisions, explanatory feedback, and a take-away job aid. Keep information focused on actions learners will perform.

Assessment alignment: scenario classification supports objectives 1-2; conversation-choice checks support objective 3; a five-item decision assessment supports objective 4.

03 DEVELOP

Create the working learner experience and associated performance-support materials from the approved storyboard.

Course architecture

MODULE	LEARNER EXPERIENCE	INSTRUCTIONAL PURPOSE
1. The challenge	Jordan scenario + reflection	Establish relevance and activate prior knowledge
2. Understanding	Three expanding content cards	Clarify concepts and prevent misclassification
3. Recognizing signs	Branching response choice + feedback	Practice interpretation without assumptions
4. CARE framework	Four-step interactive process	Provide usable conversation structure
5. Apply your skills	Five-item scored scenario quiz	Demonstrate decisions; 80% threshold
6. Take it to work	Reflection + printable job aid	Support workplace transfer

Signature interaction: Meet Jordan

Jordan has completed assigned work on time but has stopped volunteering for optional projects. Learners decide whether to label Jordan disengaged, assign more work, or schedule a supportive private check-in. Feedback explains why the check-in is the most defensible first response given the limited evidence.

Performance aid: CARE conversation guide

- C - Connect privately: open a respectful, nonjudgmental conversation.
- A - Ask: use open-ended questions to understand the employee's experience.
- R - Respond: explore feasible support and clarify expectations.
- E - Establish: agree on next steps and a reasonable follow-up date.

Proposed production tools: Canva Pro for branded graphics and job aid; Canva Code or a responsive authoring platform for learner interactions. The final authoring tool and publish format should be recorded accurately when the course is built.

Quality assurance: review factual accuracy, reading load, answer/feedback logic, keyboard operation, contrast, mobile responsiveness, file links, and usability.

04 IMPLEMENT

The portfolio implementation consists of publishing a working demo and providing access to prospective employers. A real-world implementation would additionally require stakeholder approval, pilot testing, an LMS or website launch plan, communications, support contacts, and privacy review.

- Publish a shareable, responsive course link; test it on desktop and mobile.
- Run a small pilot with representative reviewers and note issues before release.
- Provide a printable CARE guide and a clear completion experience.
- Document any hosting or platform limitations, including whether SCORM, LMS tracking, or learner data capture is supported.

05 EVALUATE

Evaluation is planned at multiple levels to examine both learning and application. The success thresholds below are design targets, not achieved results.

Formative evaluation

Use storyboard review, accessibility testing, content review, and pilot-user feedback to improve clarity, interaction quality, and realistic decision-making before release.

Summative and transfer evaluation

LEVEL	PROPOSED MEASURE	ILLUSTRATIVE TARGET
Learning	Five scenario-based items scored at course end	At least 80% correct
On-the-job behavior	30-day follow-up self-report and optional observational rubric	75% demonstrate targeted practices
Organizational signal	Compare later engagement pulse-survey indicators with baseline	Improvement over ~90 days

Interpretation safeguard

A change in engagement scores would not establish that the course caused the improvement. Workload, staffing, manager practices, and other conditions may contribute. The organization should triangulate sources and avoid collecting unnecessary sensitive employee information.

Iteration loop

If learners confuse healthy boundaries with disengagement, revise Module 2 examples and assessment distractors (Design/Develop). If pilot users cannot navigate the experience, revise interactions and accessibility (Develop/Implement). If managers perform well on quizzes but not on the job, investigate environmental barriers and add workplace support (Analyze/Evaluate).

Portfolio presentation & reflection

Deliverables

- Responsive, self-paced eLearning course with six modules
- Instructional design storyboard and assessment blueprint
- Scenario-based questions with explanatory feedback
- Downloadable CARE Manager Conversation Guide
- ADDIE case study and proposed evaluation plan

Portfolio-ready project summary

I designed a scenario-based leadership learning experience to address a fictional manager performance gap related to employee disengagement. I applied ADDIE to define the problem and audience, establish measurable objectives, design authentic practice, plan course development and implementation, and define evaluation measures. The solution emphasizes respectful conversations, practical next steps, and transfer of learning into workplace behavior.

What this project demonstrates

- Performance consulting: separating trainable behavior from organizational causes.
- Adult learning: relevant situations, learner choice, short practice, and immediate feedback.
- Alignment: connecting performance needs, objectives, practice, and assessment.
- Digital learning design: responsive layout, usable interaction patterns, and accessibility checks.
- Evaluation thinking: distinguishing proposed targets from verified outcomes.

Project reflection

The design reframes quiet quitting as a cue to understand context rather than to assign blame. My key instructional choice is to move managers from assumptions to observable actions: noticing change, asking open-ended questions, responding with support, and following through. A future real implementation would test the assumptions through stakeholder discovery and revise the learning solution based on evidence.

Ethics and representation

This work is a self-initiated, fictional portfolio case study. The client, survey percentages, and organizational scenario are illustrative. No participant or business outcome data were collected for this project. The CARE framework is a design device, not a validated diagnostic instrument. The course does not advise managers to diagnose burnout or mental-health conditions.
