

GUEST SERVICE: THE OAKLEY RESORTS' WAY TRAINING COURSE

Prepared for Oakley Resorts

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OAKLEY
RESORTS

Executive Summary

Oakley Resorts is a chain of moderately priced, upper-midscale resorts with locations throughout the United States and in five other countries. Most of the 1,200 resorts are owned by franchisees, though a few are managed by Oakley Resorts, Inc. Each resort typically employs five to seven front desk agents, who are responsible for assisting guests with bookings, check-in and check-out procedures, and various guest needs throughout their stay. Oakley Resorts prides itself on training self-sufficient front desk agents who are empowered to make decisions in the guest's best interests. This online training course serves as one tool provided by Oakley Resorts to equip front desk agents with the necessary skills and knowledge to consistently deliver excellent guest service.

Target Learner Analysis

Oakley Resorts employs a diverse group of individuals. Trainees typically range in age from 18 to 50 and represent all genders. Due to a 50% turnover rate, there is a wide range of prior customer service training, and only an estimated 20% have prior experience in the lodging industry.

Needs Analysis

As one element of the new hire onboarding program implemented by Oakley Resorts, the online course will cover five modules designed to familiarize front desk agents with Oakley Resorts' policies, build excellent customer service skills through a series of informational videos, asynchronous discussion, and assessment, and equip front desk agents with the knowledge and confidence to go above and beyond in providing our guests with the best in customer service.

Course Content

This five day, 10-hour long online training course will teach employees what outstanding guest service means to Oakley Resorts (covering customer service basics and Oakley Resorts policies as they relate to guest service), how active listening plays a role in excellent guest service, how to approach guest encounters with empathy while maintaining company integrity, and methods for dealing with guest confrontation. Each module contains informational videos, asynchronous discussion prompts, and a short assessment. The last module highlights exceptional guest service employees at multiple locations (employees who have received guest praise or been recognized by fellow employees), providing an inspiring and empowering segue into on-the-job training with their location supervisors.

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Needs Analysis

Oakley Resorts is a chain of moderately priced, upper midscale resorts with locations throughout the United States and in five other countries. Most of the 1,200 resorts are owned by franchisees, though a few are managed by Oakley Resorts, Inc. The front desk agents at these resorts are responsible for assisting guests with check-in and check-out, as well as with handling guest problems and needs throughout their stay. They handle guest needs by phone and in person. Each resort typically has five to seven front desk agents on staff, and two agents are generally scheduled per daytime shift. The agents are largely trained in-house by the resort managers, but a portion of the training on procedures and computer systems is conducted online. Turnover industry-wide ranges from 25% to 160%. Oakley Resorts prides itself on low turnover for the industry at only 50%. However, this turnover requires the company to train 3,600 front desk agents annually. Because of the variations in training, the level of guest service at their resorts is not uniform or predictable. Oakley Resorts wants to ensure that guests at their resorts will encounter outstanding guest service. As such, the company is in need of a uniform guest service training course designed to provide new hires with the foundations of outstanding guest service per the Oakley Resorts standards. All current desk agents will be required to complete the training as well.

The company has a learning management system (LMS) in place, and additional courses and users can be added with no additional LMS fee. The company uses the LMS to provide training to resort staff at all levels via videos and interactive activities. However, prior to this guest service training plan, discussion boards have only been used by management trainees. Oakley Resorts believes that a constructivist and connectivist approach to guest service training will result in better learning outcomes for front desk agents on the topic of guest service. The front desk agents will be required to participate in the discussion boards, sharing experiences and ideas as directed in the modules.

The in-house design team, consisting of four instructional designers from the Employee Development Division, has consulted an outside subject matter expert on customer service and will continue to work with him throughout the project. In addition, the team is working with the Vice President of Customer Relations, the in-house subject matter expert on customer service and Oakley Resorts' policies. In this iterative development process, the Head of the Employee Development Division and the Vice President of Customer Relations initially approve the design plan and module content. Once module content is approved by this subject matter expert and department head, a

panel of three company executives gives final approval on the module content prior to development of the modules.

The course will be an online, asynchronous module with content sequenced over a five-day period. Learners will be able to access the training via a computer with an internet connection at the trainee's resort. As part of the new hire onboarding process, learners will work their way through all five of the two-hour lessons during their first week of employment. The guest service training will be one component of the new hire training, the remainder of which will be provided by resort management and pre-existing training modules on resort check in procedures, check out procedures, wake-up calls, frequently encountered situations regarding guest needs, and the computer systems.

Learner Analysis

The front desk agent trainees range in age from 18 to 50 and represent all genders. Due to the high turnover rate in the industry, there is a wide range of prior knowledge. A large percentage of the employees have had at least minimal customer service training in a prior job, but that training was not at the high level that Oakley Resorts' guests expect from the front desk agents. In addition, only twenty percent of the 3,500 employees trained annually have experience in the lodging industry. Five percent of the trainees have worked for Oakley Resorts in another capacity, at another location, or are being rehired after a gap in employment. Front desk agents must have a high school diploma, but some employees have college experience with a percentage possessing associate's degrees and a small percentage having obtained a bachelor's degree. Only eight percent of trainees have completed college-level coursework related to the hospitality industry, management, or business.

All trainees are proficient in English as it is a required proficiency, and English is the primary language. However, for approximately ten percent of trainees, English is a second language. All trainees have previous experience using computer systems, either for work, school, or personal use. However, this experience varies. Approximately fifteen-percent of the trainees have experience with a learning management system, and the primary acquisition of this experience occurred through online college coursework. Less than five percent have used a learning management system in an employment setting.

Diversity among trainees varies by location, and approximately 62% of the 3,500 annual trainees are white. Eighteen percent of trainees identify themselves as Hispanic. Fifteen percent are African-American. Five percent are Asian/Pacific Islander. Nine percent of trainees have dual citizenship or are citizens of a country other than the United States.

The trainees come from a variety of socioeconomic and cultural backgrounds. Some trainees are working their way through college, and others are supporting families. They also have a variety of goals for the future. During the interview phase, almost all trainees expressed an interest in long-term careers in the hotel industry. However, only approximately fifteen percent expressed a desire to pursue advancement in the hospitality industry based on a random survey of trainees in 2017.

The learner population includes learners who have been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD), a disorder which impacts attention span and knowledge retention. Management estimates that this includes fourteen to twenty percent of learners in any given year. Less than one percent of learners have experienced traumatic brain injuries, another impairment which can impact knowledge retention. In addition, less than five percent of trainees have a history of special education classes and/or have been diagnosed with learning disorders other than ADHD. These disorders include mathematics disorder, disorder of written expression, developmental reading disorder, and dyslexia. These learners have regular high school diplomas rather than special education diplomas.

Learners also have diverse physical characteristics. The job does require the individual to stand for the majority of the work shift. Thus, physical characteristics of the learners do not impact standing. However, approximately five percent of learners have physical impairments. This five percent is comprised of those with visual limitations, learners with hearing impairments which are corrected with hearing aids, those with manipulative limitations in one of the upper extremities, and individuals who require the use of a cane for walking but not for standing.

Since only fifteen percent of trainees are interested in pursuing a career in the hospitality industry, the majority of learners are primarily motivated to work for Oakley Resorts in order to make a living. Approximately ten percent of the learners appear to live at home with their parents; however, this number is difficult to gauge. Ninety percent of the trainees are fully supporting themselves and/or their families.

Thus, 85% of the trainees have relatively little interest in advancement in the hotel industry. The company has determined that the desire to receive a raise and the desire to retain employment are the primary motivating factors for job performance among their employees.

Course Deployment Technology Analysis

Design Team Technology Tool Training

The design team will use Articulate Storyline 2 software for this project. The instructional designers have used the software extensively. The design team is also familiar with the LMS. Two of the members of the team have completed modules in this LMS previously for the company.

Learner Technology Tool Training

The design plan will include a one-hour instructional video on the modules and use of the LMS to be viewed by all resort managers during the second week in July. After viewing the instructional video, the managers will be able to guide trainees on using the system and navigating the modules for the guest service course. They will also be able to answer any questions and address any problems or concerns that may arise during training at their resort site.

Local resort management will complete the training course on guest service in the third week of July, prior to providing the training to current employees and new hires. This guest service training is required of all current employees as a refresher course and will be required for all future employees as they are on-boarded.

Course Syllabus & General Weekly Schedule

Oakley Resorts
139 Cedar Lane
Alpharetta, GA 30005

Guest Service: The Oakley Resorts' Way Course Syllabus

Course Format: Online, Asynchronous

Course Duration: 5 days

Vice President of Customer Relations:

Alyson Miller
Email: amiller@oakleyresorts.net
Phone: (404) 579-0014

Head of Employee Development:

Steve Lee
Email: slee@oakleyresorts.net
Phone: (404) 579-0109

Course Overview:

An introduction to guest service expectations for Oakley Resorts' front desk agents.

Oakley Resorts' Guest Service Policy:

Guest service is a staple for success in the hospitality business. The relationship between guests and employees is paramount. Guests require a quality experience from the moment they engage with us to reserve a room. We here a Oakley Resorts strive for excellence in ensuring our guests are more than satisfied. Outstanding guest service is our goal!

Course Aim:

The course introduces newly hired front desk agents to the professional expectations for guest service at Oakley Resorts. It is designed to provide an overview of the basics of customer service as well as the expectations for Oakley Resorts' employees to provide outstanding guest service. For two-hours per day, during their first five days of training, trainees will engage in interactive eLearning tutorials and exercises. The rest of their shift on these five days will consist of training on aspects other than guest service. Passing this course indicates a trainee's proficiency in the guest service and the expectations for providing outstanding guest service.

Required Texts:

All required readings are contained within the eLearning modules and discussion

boards. These include infographics, tutorials, and readings and activities related to discussion board posts.

Student Learning Objectives:

After completing a five-day course on the fundamentals of guest service at Oakley Resorts, trainees will be able to...

1. Identify behaviors and techniques for building rapport with guests.
2. Define, identify, and apply active listening techniques.
3. Define, recognize, and demonstrate empathy for guests.
4. Identify and apply techniques for dealing with confrontations with angry or upset guests.
5. Provide examples of Outstanding Guest Service at Oakley Resorts and model those behaviors.
6. Define and demonstrate Outstanding Guest Service at Oakley Resorts.

Course Requirements: (Learning Activities)

1. Trainees will complete an asynchronous online course comprised of five eLearning modules
2. Trainees will engage in tutorials and interactive exercises in each eLearning module
3. Trainees will complete discussion posts for each module and will reply to the discussion posts of at least two other learners for each module.
4. Trainees will complete an assessment with each module and a Final Assessment as the final task of the eLearning course

Grading Policy: (Learner Evaluation)

This is a pass/fail course, with a minimum passing rate of 80%. There are five eLearning modules; trainees must complete modules and hands-on components in ascending numerical order. A trainee MUST complete and pass the course to progress from probationary to permanent employment status.

Day 1 eLearning Module	<i>Pass/Fail</i>
Day 2 eLearning Module	<i>Pass/Fail</i>
Day 3 eLearning Module	<i>Pass/Fail</i>
Day 4 eLearning Module	<i>Pass/Fail</i>
Day 5 eLearning Module	<i>Pass/Fail</i>
Final Assessment	<i>Pass/Fail</i>

Grading Scale:

Pass/Fail, with a passing rate of 80%.

Attendance Policy:

As this course is online and asynchronous, trainees will complete each module during a specific two-hour block of time as part of their training for their position. They will access the modules using a computer at their resort provided for this purpose. They will be able to access the modules and discussion board from home as well if they desire to revisit modules. Attendance is mandatory. Trainees will be compensated for all of their training hours.

Equal Employment Opportunity (EEOC) Compliance:

Oakley Resorts does not discriminate on the basis of race, color, religion, sex, sexual orientation, national origin, disability, age, genetic information. Any employee who believes discrimination has occurred should contact EEOC via phone, 1-800-669-4000. Employees desiring more information should visit www.eeoc.gov.

Web Accessibility and Assistive Technology:

Oakley Resorts provides Internet access and an Internet-accessible electronic device at each resort in order to ensure equal employee access to the web and web-based training. The training was designed in accordance with recommendations from the Web Content Accessibility Guidelines (WCAG 2.0):

- Captions and transcripts are provided for all training videos.
- Fonts may be re-sized and the colors of fonts and page backgrounds may be adjusted.
- Progress may be saved and revisited during any portion of the eLearning modules except during the module assessments and Final Assessment.
- A Help Page is available for common troubleshooting inquiries

General Training Plan				
Day One	Day Two	Day Three	Day Four	Day Five
Topic: <i>What is Outstanding Guest Service</i>	Topic: <i>Active Listening</i>	Topic: <i>Empathy</i>	Topic: <i>Confrontation</i>	Topic: <i>Standards for Outstanding Guest Service: Employee Spotlight</i>
Objective: This module outlines the company's policies, with emphasis on how they relate to guest service. Additionally, this module will emphasize the importance of building rapport, and how that can be accomplished.	Objective: This module defines, identifies, and teaches the learners to apply listening techniques.	Objective: This module helps learners define, recognize, and demonstrate empathy for guest.	Objective: This module provides a guide to dealing with confrontation with your guests. Additionally, this module addresses how to deliver bad news to the guest.	Objective: This module highlights our exceptional guest service employees and their stories.
Discussion Board Activity: Yes	Discussion Board Activity: Yes	Discussion Board Activity: Yes	Discussion Board Activity: Yes	Discussion Board Activity: Yes
Assessment: Yes	Assessment: Yes	Assessment: Yes	Assessment: Yes	Assessment: Yes

Detailed Five-Day Schedule

Module 1: What is outstanding guest service? Objective: This module outlines the company's policies, with emphasis on how they relate to guest service. Additionally, this module will emphasize the importance of building rapport, and how that can be accomplished. Materials: Oakley eLearning Module and desktop computer with Internet access. See Figure 1 for interface screenshot.				
D A Y O N E	eLEARNING UNIT	DISCUSSION BOARD	ASSESSMENT	EST TIME
			Learner Knowledge Assessment via online quiz	8:00am to 8:15am
	eLU 1.1 (Video) (see Figure 2) Presenter explains outstanding guest service from Oakley Resorts. eLU 1.2 (Video) Clips of front desk agents interacting with guests and showing examples of correct and incorrect ways to build rapport in person. Tips include: making eye contact, smiling, initiating conversation. eLU 1.3 (Video) Clips of front desk agents on the phone showing how to build rapport	Discussion Question One: (see Figure 3) Describe a time when you received exceptional customer service. What circumstances led to this encounter? What made the experience memorable? What was your attitude when approaching the situation, and how did the employee respond? What aspects of this experience could you bring to your workplace? Discussion Question Two: Describe a time your received poor guest service. Again, what circumstances led to this encounter? What made the experience memorable? What was your attitude when	Narrator (with text available for accessibility) will read a scenario, and learners will have to choose the correct course of action based on the policies covered in this module.	8:15am to 10:00am

	<p>over the phone. Tips include: smiling, sitting up straight, avoiding slouching, and avoiding frowning.</p> <p>Asynchronous activity: Learners will be required to use cell phone or comparable recording device to record two audio clips. While recording one, learners will be sitting up straight and smiling. For the second, learners will slouch and frown throughout the conversation. Learners then listen to the difference in their voices.</p>	<p>approaching the situation, and how did the employee respond? How would you, as a guest service representative, have handled this situation?</p>		
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Module II: Active Listening

Objective: This module defines, identifies, and teaches the learner to apply active listening techniques.

Materials: Oakley eLearning Module and desktop computer with Internet access.

D A Y T W O	eLEARNING UNIT	DISCUSSION BOARD	ASSESSMENT	
		Learners spend the first 30 minutes of the session reading and responding to other learner's posts from Day One.		8:00am to 8:30am
	eLU 2.1 (Video) Presenter gives instruction on active listening. Tips include: avoid interrupting the guest, give the guest your complete attention, paraphrase what the guest is saying or ask questions to be sure you understand.	Discussion Question One: Describe a time when you voiced a complaint to an employee, and you felt they clearly weren't paying attention to you. What was your reaction? How satisfied were you when you concluded the interaction?	The narrator (with text available for accessibility) describes a scenario where the learner is tempted to multitask and is presented with three options. Learners must chose the best out of three options.	8:30am to 10:00am
	eLU 2.2 (Video) Clips of front desk agents demonstrating active listening skills. eLU 2.3 (Video) Clips of guests reacting when agent interrupts repeatedly, is clearly multitasking, or is not listening to what they are saying.	Discussion Question Two: Describe a time when someone was multitasking while you were trying to hold a conversation with them. Choose a customer service setting, if possible (i.e., trying to ask a sale's associate for assistance, checking into a hotel or even, ordering food). What observations can you make about the interaction? What was your satisfaction level with the interaction? How would it have	1.The phone begins to ring while the employee is assisting a guest at the front desk. 2.While assisting a guest on the phone, a guest approaches the front desk.	

		been different had the person stopped to give you their full attention? How can you apply this understanding to your future interactions with Oakley Resorts' guests?	3.While on the way to see a guest in their room after they have called down with a complaint, another guest approaches the employee with a question about amenities offered by the hotel.	
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Module III: Empathy

Objective: This module helps learners define, recognize, and demonstrate empathy for guests.

Materials: Oakley eLearning Module and desktop computer with Internet access.

D A Y T H R E E	eLEARNING UNIT	DISCUSSION BOARD	ASSESSMENT	EST TIME
		Learners spend the first 30 minutes of the session reading and responding to other learner's posts from previous day's posts.		8:00am to 8:30am
	eLU 3.1 (Video) Presenter discusses empathy and common reasons for guests being upset that have nothing to do with the hotel. eLU 3.2 (Video) Presenter provides examples of guest situations and proper ways to handle the guest.	Instructions: Choose one question and provide a step-by-step imagining of how you would handle the situation. Discussion Question One: It is almost two in the morning, and it's been a fairly busy day due to a convention being held in the hotel. You're nearing the end of a ten-hour shift and can't wait to get home. Before you can hand the shift over, the guest you just checked in comes back downstairs. The room she'd just walked into has a single queen bed, and she reserved a room with two beds. She's clearly upset, and repeats several times, "I specifically requested a room with two beds; I don't understand how I ended up with one." What you	Learners must identify the top four things to keep in mind when dealing with guest, particularly those are upset (eye contact, listening posture, allowing the guest to fully explain their situation/problem, an empathetic attitude). Learners will be given three scenarios and must correctly identify to the best of their ability whether the guest is angry with them personally or are upset	8:30am to 10:00

		<p>don't know: she is participating in the conference at the request of her university. She'd already had to book both the plane ticket and the hotel on her credit card, because her department lost her paperwork and didn't get it processed in time, leaving her with a balance of \$3,000. She doesn't know when her reimbursement will come. Because she had to pay for her own flight, she had to choose a much later one than she'd originally picked out. She's there with a fellow student she's never met, who has been in the city since three that afternoon, unable to access the hotel room; the fellow student has been sitting in the hotel since 7:30 that evening, and the student feels guilty about leaving her stranded. She's tired, stressed out, and the fact that she now has to share a bed with complete stranger has tipped her over the edge.</p> <p>Discussion Question Two: It's been a fairly quiet day when a guest comes to the front desk, livid. The room he and his family</p>	<p>about a different problem altogether. These scenarios will be read aloud by a voice actor, who will provide the appropriate inflection for the scenario.</p>	
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		<p>checked into smells faintly of cigarette smoke. He begins the conversation with a raised voice, yelling how it's unbelievable that his room should smell like cigarette smoke, insulting the establishment and you in particular. You've tried several times to interject, but he just raises his voice further and continues ranting. What you don't know: this man and his family have had to cancel their family vacation, and instead are on their way to visit his wife's father, who has just been hospitalized for lung cancer. They're tight on money, and the kids are too little to understand why they are going to a hospital instead of the beach they'd been looking forward to. They don't know if they'll be able to make it up to see him again before he passes, so it might be their last chance to see him.</p>		
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Module IV: Confrontation

Objective: This module provides a guide to dealing with confrontation with guests. Additionally, this module addresses how to deliver bad news to the guest.

Materials: Oakley eLearning Module and desktop computer with Internet access.

D A Y F O U R	eLEARNING UNIT	DISCUSSION BOARD	ASSESSMENT	EST TIME
		Learners spend the first 30 minutes of the session reading and responding to other learner's posts from previous day's posts.		8:00am to 8:30am
	eLU 4.1 (Video) Presenter provides information on dealing with angry or upset guests. "While our management is always available for support, we like our employees to feel empowered to tackle a difficult situation before bringing a manager into the situation." eLU4.2 (Video) Presenter gives tips for dealing with angry guests including: body language do's and don'ts, phrasing. (It's a fine line between suiting the guests' needs and upholding company policy.) eLU4.3 (Video) Clips of scenarios dealing with a guest's complaint while not placing blame on	Discussion Question One: Describe a time that you dealt with a customer confrontation. What happened? How did you handle it? How might you handle the situation now? What support did you receive from management, if applicable? If you have never experienced a customer confrontation situation, describe a time when you observed an angry customer in any setting. How did the employee involved handle the situation? What was the guest/customer's response? How might you handle that situation? Discussion Question Two: Describe a time that you were the customer/guest in a confrontation. How did the employee handle the	1.Learners must click on each display of poor body language in a picture with several customer service employees. 2.Learners will be presented with three different scenarios and will judge whether they can handle the situation, whether they should call a manager, or whether they should call security/police.	8:30am to 10:00am

	<p>innocent parties (including the hotel, in many cases).</p> <p>eLU4.4 (Video) Presenter discusses safety and how to gauge appropriate actions. These may include: handling the confrontation yourself, calling for a manager, or calling for security.</p> <p>eLU4.5 (Video) Clips of front desk agents delivering bad news to a guest in effective and ineffective manners. For example, when a credit card is declined or the hotel is overbooked.</p>	<p>situation? How could they have handled it better?</p> <p>.</p>		
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Module V: Standards for Outstanding Guest Service – Employee Spotlight

Objective: This module highlights our exceptional guest service employees and their stories.

Materials: Oakley eLearning Module and desktop computer with Internet access.

D A Y F I V E	eLEARNING UNIT	DISCUSSION BOARD	ASSESSMENT	EST TIME
		Learners spend the first 30 minutes of the session reading and responding to other learner's posts from previous day's posts.		8:00am to 8:30am
	eLU 5.1 (Video) Interviews with employees and their stories of Outstanding Guest Service.	No discussion questions for this module.	Final Assessment: Learners must demonstrate understanding of Outstanding Guest Service through online assessment.	8:30am to 10:00am

Development Schedule

Development Schedule: Guest Service: The Oakley Resorts' Way

DELIVERABLE	RESPONSIBLE PARTIES	DEVELOPMENT HOURS REQUIRED	DUE DATE
Stakeholder Consultation	Stakeholders (Alyson Miller and Steve Lee), instructional designers	Throughout course development	4/17-7/3/18
Subject Matter Expert Consultation(s)	SME (Outside SME on customer service), instructional designers, graphic designer	Throughout course development	4/17-7/3/18
Course Prototype	Instructional designers, graphic designer	30 hours	4/20/18
Scripts for 5 modules	Instructional designers	40 hours	4/27/18
Module 1	Instructional designers, graphic designer	90 hours-IDs 18 hours-GD	5/4/18
Module 2	Instructional designers, graphic designer	90 hours-IDs 18 hours-GD	5/11/18
Module 3	Instructional designers, graphic designer	90 hours-IDs 18 hours-GD	5/18/18
Module 4	Instructional designers, graphic designer	90 hours-IDs 18 hours-GD	5/25/18
Module 5	Instructional designers, graphic designer	90 hours-IDs 18 hours-GD	6/8/18

Videos for Modules	Videographer, instructional designer	100 hours	6/9/-6/19/18
Tutorial for Managers	Instructional designers, graphic designer	20 hours-IDs 20 hours-GD	6/26/18
Final Product (Modules including video clips)	Development Team	n/a	7/3/18

Team Responsibilities

After meeting with the stakeholders, Ms. Alyson Miller and Mr. Steve Lee, the four instructional designers will meet with the Customer Service Subject Matter Expert and then collaborate to create a Course Prototype. The tasks for the Course Prototype will be divided among the development team and will require thirty (30) hours of work, deliverable on April 20, 2018. One week later, on April 27, 2018, the scripts for all five module videos are due. Module 1 is due with the exception of the video portion on May 4, 2018. Each of the modules will require ninety (90) development hours and will be due in one-week increments. The fifth module is due on June 8, 2018. Upon completion of the modules, the instructional designers and videographer will collaborate for one-hundred (100) hours of development. The videos will be shot at Oakley Resorts' headquarters and at local Atlanta resorts with Oakley Resorts' employees. The videos are due on June 19, 2018. The instructional designers will spend one week assimilating the videos into the modules. They will spend twenty (20) hours developing the tutorial for managers. The tutorial will be completed on June 26, 2018. The final product will be delivered on July 3, 2018.

The development team will use Articulate Storyline 2. The four instructional designers, D. Garner, Cindel Wyrick, Amber Sewell, and Juliana Heaton, will collaborate to design all modules.

Cindel Wyrick will serve as a point person for any problems with the functionality of the training course after the Final Product is delivered. The instructional designers will not be responsible for discussion board activity after the course is developed.

Corporate Support

Guest Service: The Oakley Resorts' Way Training Program Detailed Budget Worksheet

A. Personnel – Costs from salaries of the in-house personnel based on time dedicated to this project.

<u>Name / Position</u>	<u>Computation</u>	<u>Average median Cost</u>	
Juliana P. Heaton - Senior Instructor Designer	[75,000 x 100%]	\$75,000	\$6250
Cindel O. Wyrick – Multimedia Developer	[50,000 x 100%]	\$50,000	\$4166
Amber M. Sewell – Assistant Instructor Designer	[65,000 x 100%]	\$65,000	\$5416
Damone A. Garner – eLearning Developer	[50,000 x 100%]	\$50,000	\$4166
John Moss - graphic designer	[50,000 x 100%]	\$50,000	\$4166
Total:		\$290,000.00	\$24,164.00

	<u>Hourly Rate</u>	<u>Four Month Rate</u>
Senior Instructor Designer	\$36.00 x 4 months	\$23,040
Multimedia Developer	\$24.00 x 4 months	\$15,360
Assistant Instructor Designer	\$31.25 x 4 months	\$20,000
eLearning Developer	\$24.00 x 4 months	\$15,360
John Moss - graphic designer	\$24.00 x 4 months	\$15,360
		Total \$89,120.00

Total:

\$89,120.00

Additional Employment Costs for Five Employees

<u>Costs (Benefits and Legal Requirements)</u>	<u>Computation</u>	
Employer's FICA	[\$19,998 x 7.65%]	\$152.00
Retirement	[\$19,998 x 6%]	\$119.00
Health Insurance	[\$19,998 x 12%]	\$239.00
Workman's Compensation	[\$19,998 x 1%]	\$19.00
Unemployment Compensation	[\$19,998 x 1%]	\$19.00

Per employee: \$548

Total: \$2,740.00

D. Equipment & Supplies

<u>Item</u>	<u>Computation</u>	<u>Cost</u>
Training Materials [produced by outside vendor]	[\$2/set x 15 sets]	\$30
		Total: \$30

E. Consultants (Fees which exceed these amounts require additional justification and prior approval.)

<u>Name of Consultant</u>	<u>Service Provided</u>	<u>Computation</u>	<u>Cost</u>
James Knox of Envision	Customer Service Specialist	[\$400/day x 4 days]	\$1,600
Atlanta Video	Videographer	[\$45/hour /100 hours]	\$4,500
			Total: \$6,100

Budget Summary

<u>Budget Category</u>	<u>Amount</u>
A. Personnel	\$89,120.00
B. Additional Employment Expenses	\$2,740.00
C. Equipment & Supplies	\$30.00
D. Consultants	<u>\$6,100.00</u>

Total: \$97, 990 overall budget

Corporate Responsibilities

Oakley Resorts is responsible for providing access to the training. Employees will access the training onsite with a dedicated computer but will also be able to access the training off site if desired. New hires will complete this training during their first week on the job. Managers onsite will introduce the employees to the training system and troubleshoot as necessary. Another department at Oakley Resorts will manage and maintain the learning management system, a system already in use for other courses. Oakley Resorts will use a trainer to monitor the discussion boards during the training sessions.

Appendix (Screenshots)



Figure 1 Guest Service Training Interface Screenshot on LMS

Home
Module 1

Video

Discussion
Assessment

Module 2
Module 3
Module 4
Module 5

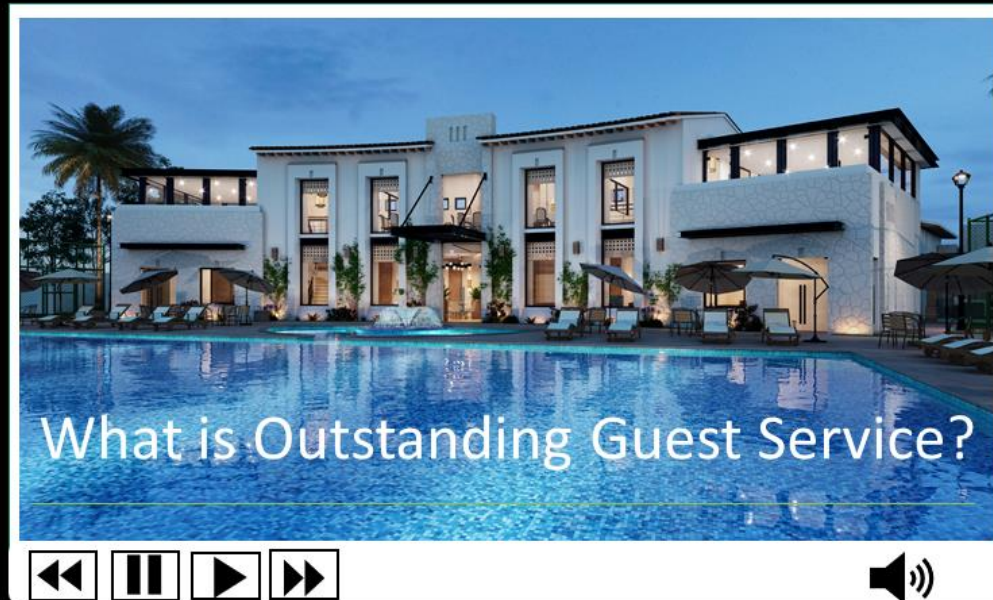


Figure 2 Guest Service Training Video Screenshot for Module 1 (Photo by [Ciudad Maderas](#) on [Unsplash](#))

What is Outstanding Guest Service?

Discussion Question One:

Describe a time when you received exceptional customer service. What circumstances led to this encounter? What made the experience memorable? What was your attitude when approaching the situation, and how did the employee respond? What aspects of this experience could you bring to your workplace?

[Reply](#)

Replies

AB

Ashley Brown

Last week, I went out to eat with some friends. The server was sooo good. He got our drinks out right away! Then he helped us decide what to order because one of my friends can NEVER make a decision. They put some kind of spicy sauce on my chicken that I didn't like, and he took it back and brought me one without sauce!

Home

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Figure 3 Screenshot of Module 1 Discussion Questions Page