



Kristin Marroletti

Virtual Job Interview



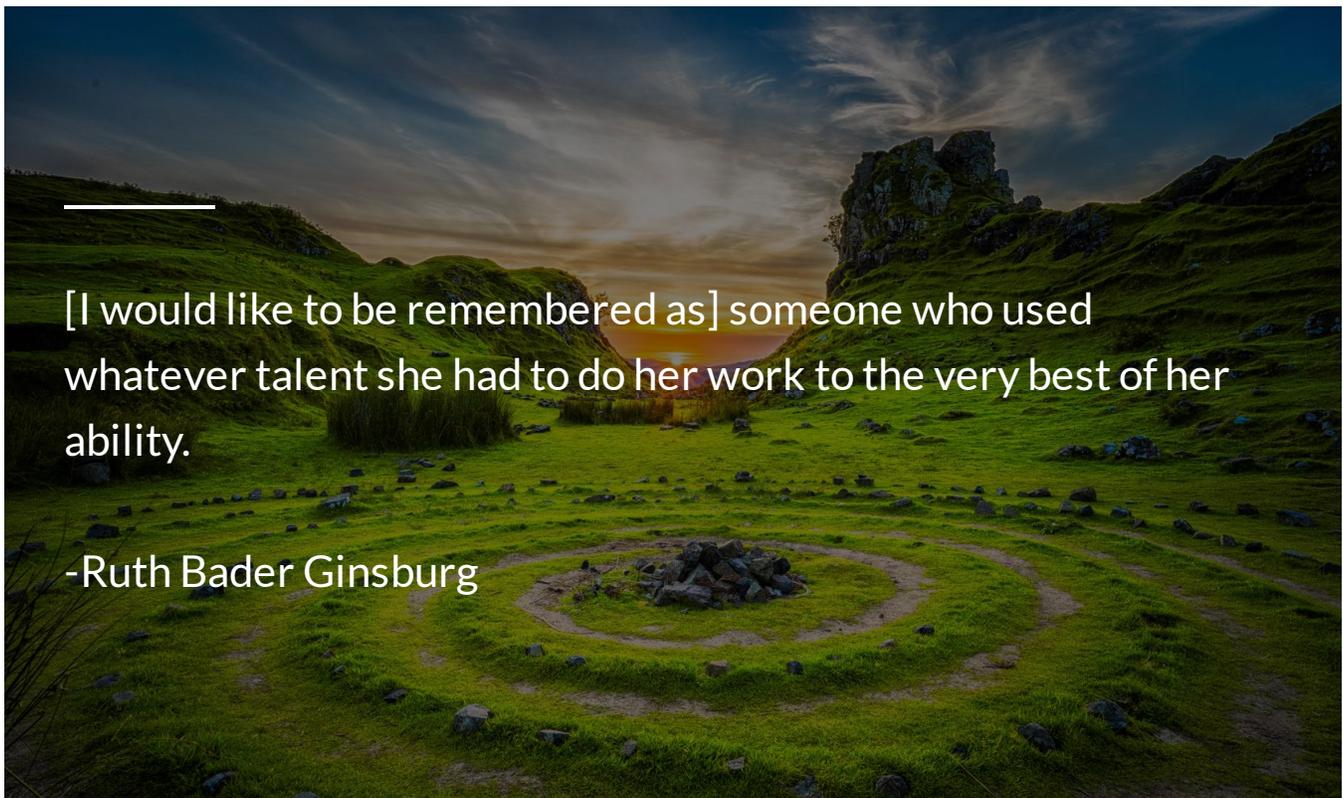
Marroletti
Designs

In the spirit of online education and remote careers – here's a self-paced virtual interview! Click on any of the questions below to learn more about my background, how I work, and my experience with instructional design and training development.

- ☰ [What are my professional goals?](#)
- ☰ [What technology and tools do I use most often?](#)
- ☰ [What learning methodologies do I use in my work?](#)
- ☰ [How do I work with others?](#)
- ☰ [How do I measure project success?](#)

What are my professional goals?

 Kristin Marroletti



EDUCATIONAL BACKGROUND	PROJECT MANAGEMENT	PREVIOUS JOBS	WHAT I'M LOOKING FOR
<p>I received a Bachelor's degree in psychology, where I got to explore behavior analysis and also get hands-on research experience when I completed my undergraduate thesis on Parent-Child Interaction Therapy (PCIT) and Teacher-Child Interaction Therapy (TCIT). My thesis gave my further insight into how training and behavior analysis have major impacts on the lives of children. I also helped teach several introductory psychology classes and delivered GRE-prep</p>			

seminars to undergraduate students, which gave me a better understanding of how to provide effective instructor-led training to a (more than you would think) discerning audience.

All of this eventually led me to an incredible Master's program at Western Michigan University, where I got a Master's degree in Industrial/Organizational Psychology. My education in behavior analysis, as well as my emerging interest in adult learning, helped me discover my love of instructional design and training development! While my professional career has taken some twists and turns, that passion has never dwindled.

**EDUCATIONAL
BACKGROUND**

**PROJECT
MANAGEMENT**

PREVIOUS JOBS

**WHAT I'M LOOKING
FOR**

During my graduate program at WMU, I acted as a systems analyst consultant for large furniture company. They wanted someone to observe their new product introduction process and provide innovative recommendations for improvement. This was my first introduction into project management and process improvement.

When I worked for a financial technology startup company several years later, I wanted (and needed) to expand my knowledge of project management in order to effectively do my job. I challenged myself to lead more projects, further my education, and eventually obtained my Project Management Professional (PMP) certification from the Project Management Institute in 2018.

**EDUCATIONAL
BACKGROUND**

**PROJECT
MANAGEMENT**

PREVIOUS JOBS

**WHAT I'M LOOKING
FOR**

My first job as an instructional designer was for OnCourse Learning, where I designed pre-licensing, post-licensing, and continuing education for various professional careers (including real estate, appraisal, and home inspection.) I also led an initiative for improving the company's course development through better use of personalized instruction, accessibility, and gamification.

Later, when I was offered a position at a Colorado-based startup company that was working on developing a local first payment card (I'm still very passionate about the localism movement today) - I decided to take a risk and move across the country for the new job. It was an exciting, fast-paced environment where I had the unique opportunity to try out many different "hats" and work with a diverse range of clients, vendors, colleagues, and contractors. I got to develop multiple departments from the ground up, train new employees, use graphic design software to create visual aids, and continue expanding my knowledge of project management. It was a stressful place of employment, but one that ultimately taught me invaluable skills and helped shape my career path.

I eventually went back to my roots and took another job as an instructional designer for The CE Shop. The company was relatively small when I started, and I had the pleasure of helping The CE Shop grow its product base and even expand into a new vertical: mortgage loan origination. I was quickly provided with an increasing amount of leadership responsibilities - including the opportunity to act as a project manager and course owner.

EDUCATIONAL BACKGROUND	PROJECT MANAGEMENT	PREVIOUS JOBS	WHAT I'M LOOKING FOR
<p>I have loved every company I've ever worked for. Each job has helped me develop my skills and expand my horizons so that I could continue growing into the professional I am today. My current position, however, has left me feeling as though I'm not able to reach my full potential.</p> <p>I'm also looking for more leadership opportunities and an ability to advance in my career. My ideal position will allow me to innovate, try new things, and feel like a valued member of the team. I want to work with people who share my views of what successful learning is - quality learning experiences that result in real world skills and knowledge.</p> <p>Wherever I end up next, I want to work with a company that believes in the value of what I do - so that we can grow and thrive together!</p>			

CONTINUE



What technology and tools do I use most often?

KM Kristin Marroletti



Whether it's designing new courses in state-of-the-art LMS platforms, keeping in touch with other members of a remote team, or managing various ongoing projects to stay on track with impending deadlines - technology and all of its glory are deeply ingrained in everything I do. Here are just some of the tools I use most often in my work.

Learning Management Systems



I've primarily used different companies' proprietary LMS platforms, but I'm also familiar with TalentLMS and Thinkific.

Course Development Tools



I regularly use Adobe Illustrator, InDesign, and Photoshop to create images, Camtasia to make quick videos, and Articulate 360 (Rise and Storyline) to develop course structures.

Project Management Tools



Every organization has different project management tools they love - I've worked with Trello, Jira, and Asana in previous jobs.

Collaboration Tools



Technology helps us all work together! I'm well acquainted with Slack, Google Workspace, Zoom, as well as GoToMeeting.

CONTINUE

What learning methodologies do I use in my work?

 Kristin Marroletti

ADDIE MODEL

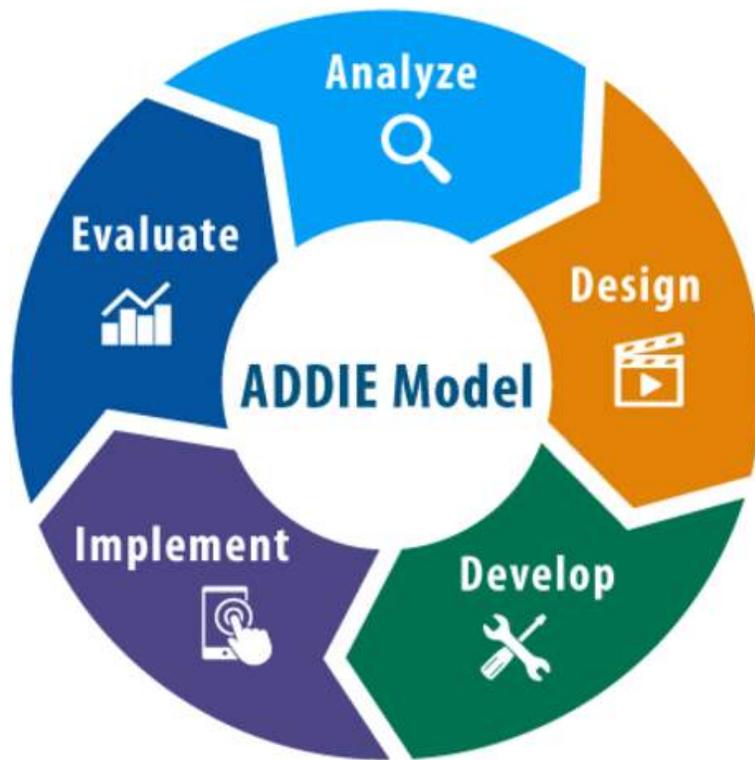
THE KIRKPATRICK MODEL

EXPERIENTIAL LEARNING

SELF-DIRECTED LEARNING (SDL)

The ADDIE model is the bread and butter of all instructional design. Using this model helps identify a training need (a step that is skipped more often than you'd think) and provides all of the steps needed to design and improve learning experiences over time. ADDIE is an acronym that stands for:

1. **Analysis** - Step one is always to determine why a training is needed. Is there a problem with performance? Is that problem due to a lack of knowledge? Or is it due to some other issue that needs to be addressed? Knowing what performance gaps are causing problems impacts the rest of the process from here.
2. **Design** - Consider this the planning phase, when an instructional designer starts to build out the general plan and scope of the training.
3. **Development** - I like to build a detailed storyboard when developing a new course or training. Development is the time when information is fleshed out and learning materials are actually created.
4. **Implementation** - Time to get this training in front of learners! Implementation occurs once the course or training is presented to the target audience.
5. **Evaluation** - This is the step that really makes the ADDIE model into a cycle, rather than a linear process. Trainings should be continually evaluated to measure outcomes (and subsequently the success) of the learning experience. If outcomes aren't meeting expectations, go back to step one and start again. Even excellent training need to be improved now and again.

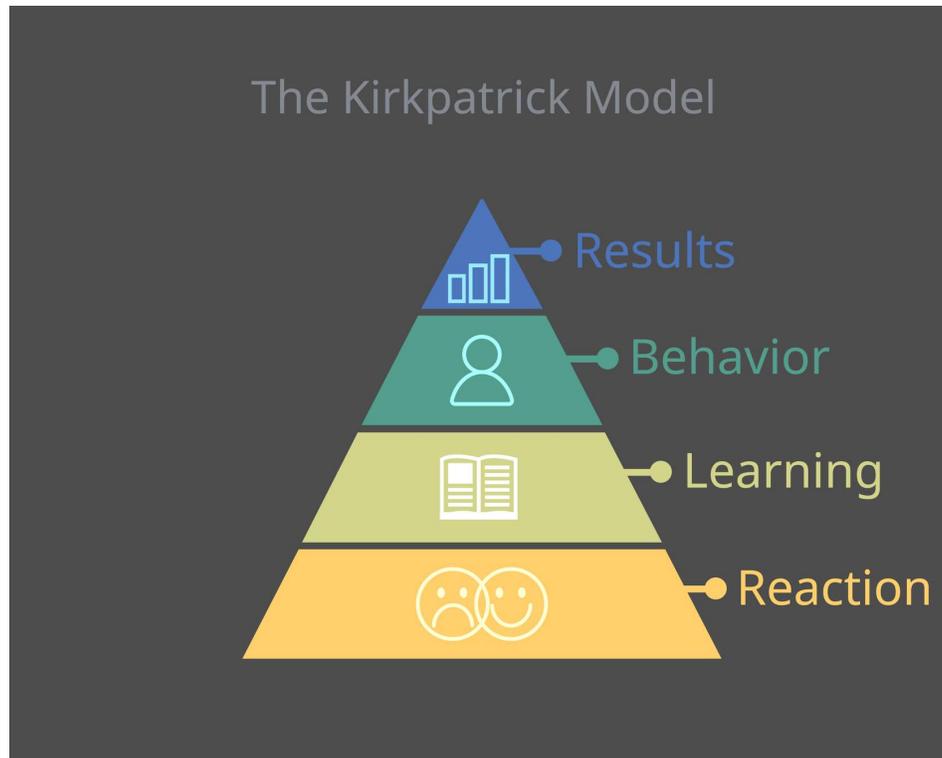


ADDIE MODEL	THE KIRKPATRICK MODEL	EXPERIENTIAL LEARNING	SELF-DIRECTED LEARNING (SDL)
-------------	-----------------------	-----------------------	------------------------------

Who doesn't love the Kirkpatrick model? This evaluation model basically measures the success of training at four different levels:

1. **Level 1 (Reaction):** This is essentially how the learner felt about the training. You can see this being measured with exit surveys or other simple tools. It's a good start, but doesn't always really provide adequate measures of success.
2. **Level 2 (Learning):** Did the learner actually retain the information that was provided in the training? Generally, this is measured via a knowledge test or quiz at the end of a training. Too often, this is highest level that is measured in elearning, due to logistical constraints.
3. **Level 3 (Behavior):** A step above learning is the behavior level of measuring training success. Behavior is demonstrated by whether the training impacted how learners act and behave, even after the course is over. Did the training change how learners act, even months after the training? This is usually measured by observing learners' behavior after training is completed.

4. **Level 4 (Results):** The top level of the Kirkpatrick model is what we're all really trying to measure. Did the training have a meaningful impact on whatever problem it was created to address? This could be a decrease in costs, increase performance, or any other outcome that benefits the business or learner. Sometimes ROI is considered the "fifth" level of the Kirkpatrick model, but this is really just another aspect of results.



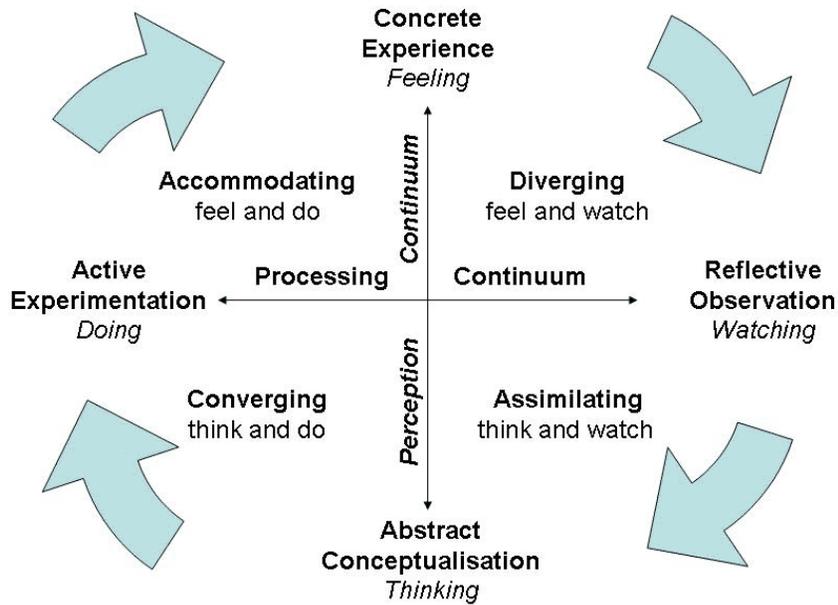
ADDIE MODEL	THE KIRKPATRICK MODEL	EXPERIENTIAL LEARNING	SELF-DIRECTED LEARNING (SDL)
-------------	-----------------------	-----------------------	------------------------------

The basic premise of Kolb's experiential learning theory is that all people approach learning experiences the same way they approach day-to-day life. So, whether you're in a training seminar, an online course, or a hands-on project, you approach problem-solving and decision-making the same way. Every experience provides an opportunity to learn something new.

Experiential learning states that there are four "steps" (though, you guessed it, it's more of a learning cycle than a linear process) to learning: experiencing, reflecting, thinking, and acting. In other words - encountering something new, thinking about what you're seeing, making

conclusions about what you've seen, and experimenting with new actions based on what you learned.

Kolb also asserts that every learning has a preferred learning style (shown below). While I believe that learning styles has merit, I also believe that it's more important to tailor content to the learning style it best lends itself to, rather than trying to fit a square peg into a round hole by fitting content to a pre-destined learning style.



ADDIE MODEL	THE KIRKPATRICK MODEL	EXPERIENTIAL LEARNING	SELF-DIRECTED LEARNING (SDL)
-------------	-----------------------	-----------------------	------------------------------

Finally, because most of the projects I created are for an online learning environment, I often take a self-directed learning approach. In essence, I aim to empower learners to be the masters of their own learning experience.

My view is that my biggest job as the instructional designer is to create a structured environment where the learner can choose how to approach the content in a way that results in

the learner mastering the material. I facilitate the learning experience by providing approachable information, detailed feedback, and meaningful support - while the learner brings self-motivation, curiosity, and self-reflection to the table.

For this reason, I am also a huge proponent of inquiry-based learning, where learners are provided with novel situations that must be analyzed at a deeper level to fully absorb the material.

CONTINUE

How do I work with others?

 Kristin Marroletti



A huge part of what I do involves communicating and working with a team of talented people who all contribute to creating amazing products and services! My interaction style is deeply rooted in establishing mutually respectful relationships, where everyone feels like their voices are heard and acknowledged. To truly succeed, I do my best to always do what I say - and provide everyone with what they need to do their jobs too!

Below are some comments I've received from colleagues I've worked with, as well as my approaches to working with SMEs, direct reports, customers, and more.



“I just wanted to thank you for ALWAYS taking the time to create or revise lessons so they're current, detailed, and ACCURATE. Oh, and really GOOD. Almost every time I get to a stellar lesson, it turns out to be one of yours. I can't begin to tell you how rare this is (not for you, but among the lessons I've been reviewing) and how much I appreciate it, because it makes my life easier!”

- Fellow Instructional Designer



“I just wanted to put in writing how incredibly great your sections always are. They are so well-researched and incredibly well-written. It's such a pleasure to work on them. I was just telling my husband that they're "light as air" and cover all the bases ... and realized I should tell you, not him. ”

- Editor



“[You] are a kind, thoughtful, and ever positive person who takes the time to bring a little light into the most mundane of interactions. Thank you for being that person.”

- SME



“You continue to be one of the top IDs on the team. We can assign you any topic knowing you'll produce a high quality, accurate section. You balance independent judgement and team collaboration very well. You do a great job sharing ideas related to new delivery methodology...the information you present is always very well received by the team and I'm glad you share it.”

- Supervisor





Subject Matter Experts

SMEs are crucial for many elearning projects. I have utmost respect for SMEs and their expertise, and I try to communicate that to any SMEs that I interact with. Unfortunately, SMEs can sometimes be unresponsive, overbearing, or fail to provide needed information without additional guidance. My role when working with SMEs is to communicate expectations clearly, establish a friendly and professional relationship, and communicate regularly (with additional prompts when needed.)



Other team members

I've had the pleasure of working with editors, graphic designers, quality assurance specialists, digital converters, voice talent, and so many other professionals who help make learning experiences come to life. It's true that it takes a village to make something amazing, and I work hard to facilitate conversations between different team members when needed, and always make sure I follow through with my commitments to the team.



Direct reports



I am a firm believer in having an open door policy, where any of my direct reports can feel comfortable reaching out and talking to me about anything that's on their minds. My job is to set clear expectations and do everything I can to make sure that my direct reports have what they need to do their job well. I'm a huge fan of the servant leadership model, which states that leaders exist to pave the way for employees, not the other way around.



Supervisors

On the flip side of the coin, I appreciate having a good rapport with my supervisors. Whether it's opportunities for improvement, stress points, questions, or just saying hello - I think that communication between supervisors and direct reports should be honest, respectful, and open.



Customers and clients

I've always made a point to volunteer for customer support opportunities where I can, so that I can communicate directly with the customers who purchase elearning products that I've helped design. It's challenging to talk to dissatisfied customers, but it's necessary (and often rewarding) to the process of improving learning outcomes and experiences.

CONTINUE

How do I measure project success?

 Kristin Marroletti

"Without continual growth and progress, such words as improvement, achievement, and success have no meaning."

- Benjamin Franklin



Success is a shape-shifting concept that looks different to everyone, depending on what their desired results are. For stakeholders, it's a return on investment and improved results. For learners, it's anything from passing a licensing exam, gaining a new skill, or being prepared for a better career.

When I'm measuring the "success" for the learning experiences I design, I look at several things:

- 1 Whether training was the right approach to take in the first place.
- 2 Whether I've fulfilled the learning objectives that were chosen for the project.
- 3 Whether outcomes are measured in a way that actual reveals changes in behavior or knowledge, and whether learners demonstrate improvement in those areas.



4

Whether the training was developed within appropriate resource constraints (be that monetary cost, effort cost, or deadlines.) It's not enough to make something incredible - projects have to be completed on time and on budget!