

Sample design document · Concept course

Reskilling: Grow Into Your Next Role

SkillSpring Academy

Reskilling: Grow into your next role

The Signal

MAP

BRIDGE

PROVE



A four-video course that gives employees whose roles are shrinking a method they can start the same week: read the signal, then Map, Bridge and Prove.

Concept course. SkillSpring Academy is ADC's own concept brand, not a client. ADC designed and produced this course to show its process. Audience details, the source text and the evaluation plan are written by ADC as realistic samples, not client data.

1. Project summary

Business problem	When automation takes part of a job, people panic or wait; neither leads to the next role.
Learners	Employees at any level whose role is changing
Behaviour to change	Pick a target role, close a short skills gap with a plan, and prove it through real work
Format	Illustrated narrative course, one narrator, four videos
Runtime	8:40 in total (2:16, 2:11, 2:16, 1:58)
Delivery	SCORM 1.2 learning path, 4 MP4 masters, captions, transcripts, optional certificate
Success measure	Pass mark 80%; learners with a written skills map and a first proof project

2. Audience analysis

	Assumption	What it means for the design
Roles	Team leads and specialists in shrinking roles	One story (Marco, a support team lead) runs through all four videos
Setting	Self-paced, spread over several weeks	Four short videos that unlock in order, one move each week
Prior knowledge	Expert in their current job	"Reskilling isn't starting over": strengths come with you
What gets in the way	Fear, busy weeks, a long list of skills	Gap kept to 3–5 skills; "shrink the plan, don't drop it"
Constraints	Each company has its own roles and programs	Method kept separate from story, so roles and programs can be swapped

These are ADC's assumptions for a concept course. With a client, they come from the discovery call and two or three conversations with the people who will watch it.

3. Performance goal and learning objectives

Performance goal: Employees whose role is changing leave with a target role, a 3–5 skill gap, a scheduled plan with support, and a first piece of real work that proves the new skill.

After the course, learners will be able to:

1. **Read the signal:** Recognise the early signs that their role is changing.
2. **Reskill vs upskill:** Tell reskilling from upskilling, and say which a situation calls for.
3. **Map:** Map a target role against their own strengths to find a short skills gap.
4. **Bridge:** Build a learning plan with set times and support that survives busy weeks.
5. **Prove:** Prove new skills through real work before asking for the move.

4. Content outline and framework

Read the signal, then three moves: **Map** → **Bridge** → **Prove**. Each video takes one step, and the same story runs through all four.

Time	Scene	Teaches	Key line
V1 0:00–0:56	The signal	Recognise the signs	"It means your role is changing shape."
V1 1:06–1:30	Two ways to grow	Reskill vs upskill	"Reskilling means building new skills so you can move into a different role."
V1 1:30–2:16	Three moves	The framework	"Reskilling isn't starting over."
V2 0:00–2:11	Map the gap	Map	"Twenty skills isn't a plan."
V3 0:00–2:16	Build the bridge	Bridge	"When you fall behind, shrink the plan instead of dropping it."
V4 0:00–1:10	Prove it	Prove	"A certificate says you studied. Evidence shows you can do the work."
V4 1:10–1:58	Recap and first step	Recap	"Your experience doesn't expire."

Left out on purpose: Labour-market statistics, a catalogue of courses and generic career advice. The story numbers are part of the fictional case, not research claims.

5. Assessment map

Every objective is taught by a scene and checked by a question; each wrong answer is a mistake a real learner would plausibly make.

Objective	Taught in	Checked by	Distractor logic
1. Read the signal	V1 0:12–0:56	Q1: An automated tool now answers most of your team's requests. Which response is reskilling?	"Wait a quarter to see whether volume comes back" is the waiting the signal warns against.
2. Reskill vs upskill	V1 1:06–1:30	Q1: Which response is reskilling?	"A course to resolve tickets faster" is the upskilling distractor: useful, but the wrong move when the role is shrinking.
3. Map	V2 0:00–2:11	Q2: A colleague's skills-gap list has eighteen items. What next?	"Choose a role with fewer gaps" sounds sensible but abandons the target instead of trimming the list.
4. Bridge	V3 0:00–2:16	Q2: What should they do next?	The correct answer bundles the Bridge rules (short list, start with the unlocking skill, set times), so Q2 tests Map and Bridge together.
5. Prove	V4 0:00–1:10	Q3: You've finished a forecasting course. What best shows you're ready?	"A course certificate on your profile" is the trap the video names directly.

Design note: Three questions after Video 4 cover all five objectives, so recall is tested late. A client build with a longer schedule would add one check at the end of each video.

6. Design rationale

Four decisions shape the course, each tied to a principle an L&D reviewer will recognise.

Decision	Why	Principle
One story across four videos. (V1 0:06)	Marco's move from support lead to workforce planning runs from the first ticket drop to his first day on the new team, so each move is seen in a real life.	Narrative continuity across segments

Decision	Why	Principle
Name the two kinds of growth. (V1 1:13)	"Two ways to grow" puts upskilling and reskilling side by side as ladders, because people pick the wrong one when a role shrinks.	Contrasting cases
Plan for the bad week. (V3 1:18)	Ski season hits, Marco falls behind, and the course shows him shrinking the plan to one hour a week instead of quitting.	Implementation intentions and planning for lapses
Method separate from story. (All)	A client can swap in their own company, roles and programs without touching the teaching.	Separating content from context for reuse

Process: ADC's Discover → Structure → Visualize → Produce → Review → Deliver flow, mapped to ADDIE, with SAM-style review rounds at script, storyboard and draft cut.

7. Script and storyboard excerpt

A dense source passage became short script lines, one action each.

Source passage (sample written by ADC for this concept course):

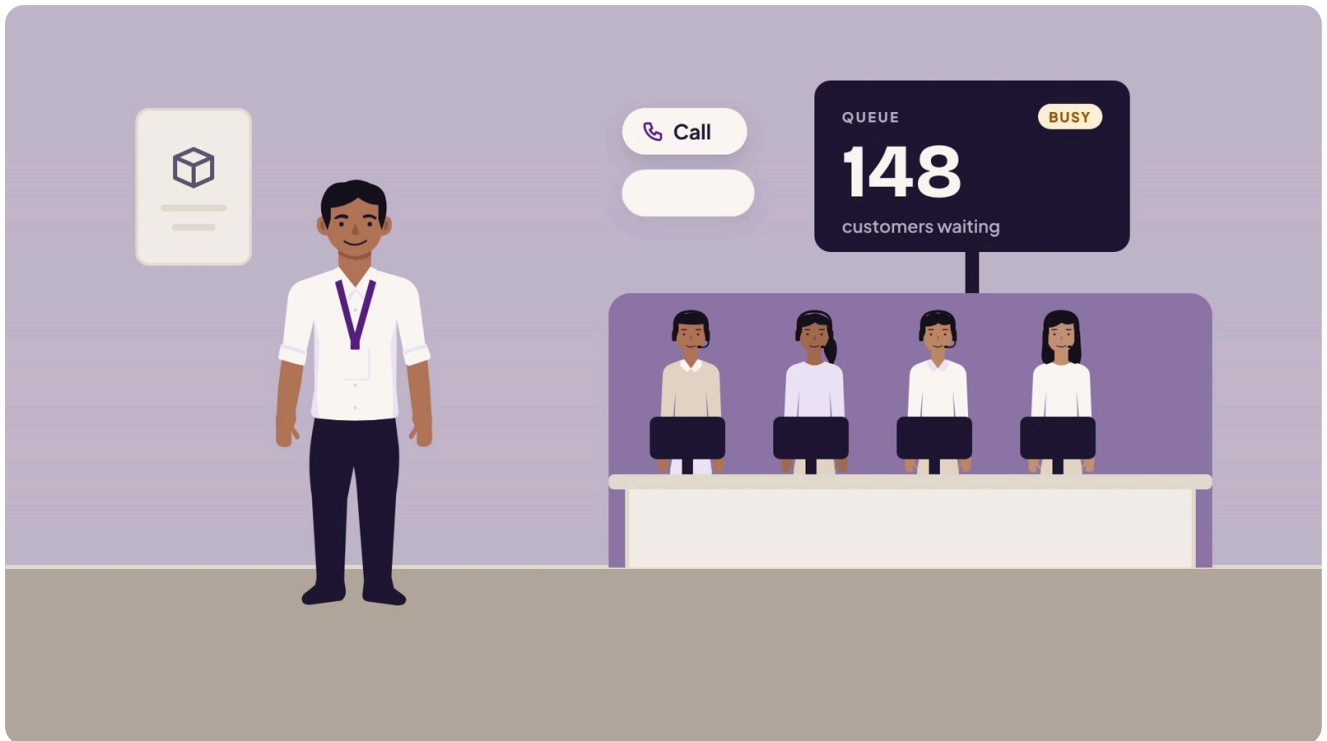
Career Mobility Framework, section 3. Employees whose roles are affected by automation are encouraged to pursue internal mobility. Eligible employees may access the learning budget, protected study time and the mentoring programme upon submission of an Individual Development Plan (IDP) approved by their line manager. An IDP must specify a target role from the internal job architecture, a competency gap analysis, development activities with completion dates, and evidence of capability. Applications for internal vacancies are assessed on demonstrated capability against the role profile.

Source says	Script says	Objective
An IDP must specify a target role from the internal job architecture, a competency gap analysis...	Before you learn anything, decide where you're going. Then compare it honestly with where you are now.	Map
...development activities with completion dates...	A plan that works answers four questions: what you'll learn, where, when exactly, and who will help.	Bridge
Eligible employees may access the learning budget, protected study time and the mentoring programme...	Ask what your company already offers. You don't have to build a bridge alone.	Bridge
Applications for internal vacancies are assessed on demonstrated capability against the role profile.	A new skill only counts when other people can see it. Put it to work before you have the title.	Prove

Rewrite rules used: HR terms become everyday actions; "IDP" becomes "your map"; each policy clause becomes one thing to do this week.

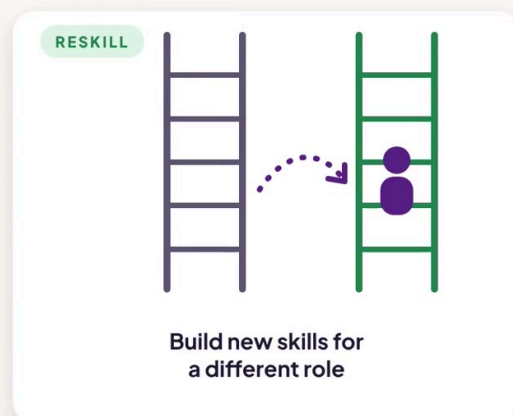
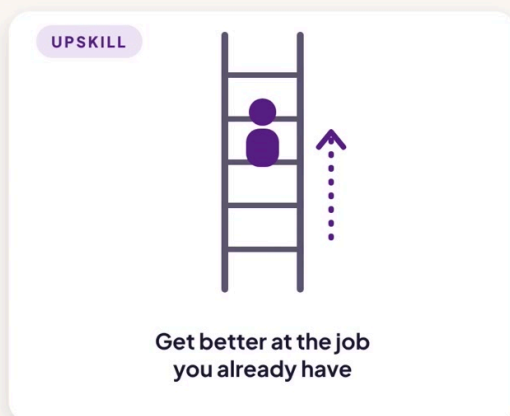
Storyboard excerpt (stills from the four videos)

V1 0:20 • The signal. Marco at his desk as the queue counter climbs to 148. *Narration:* "Then Northpoint launches an automated tracking assistant." *On screen:* Queue: 148 customers waiting.

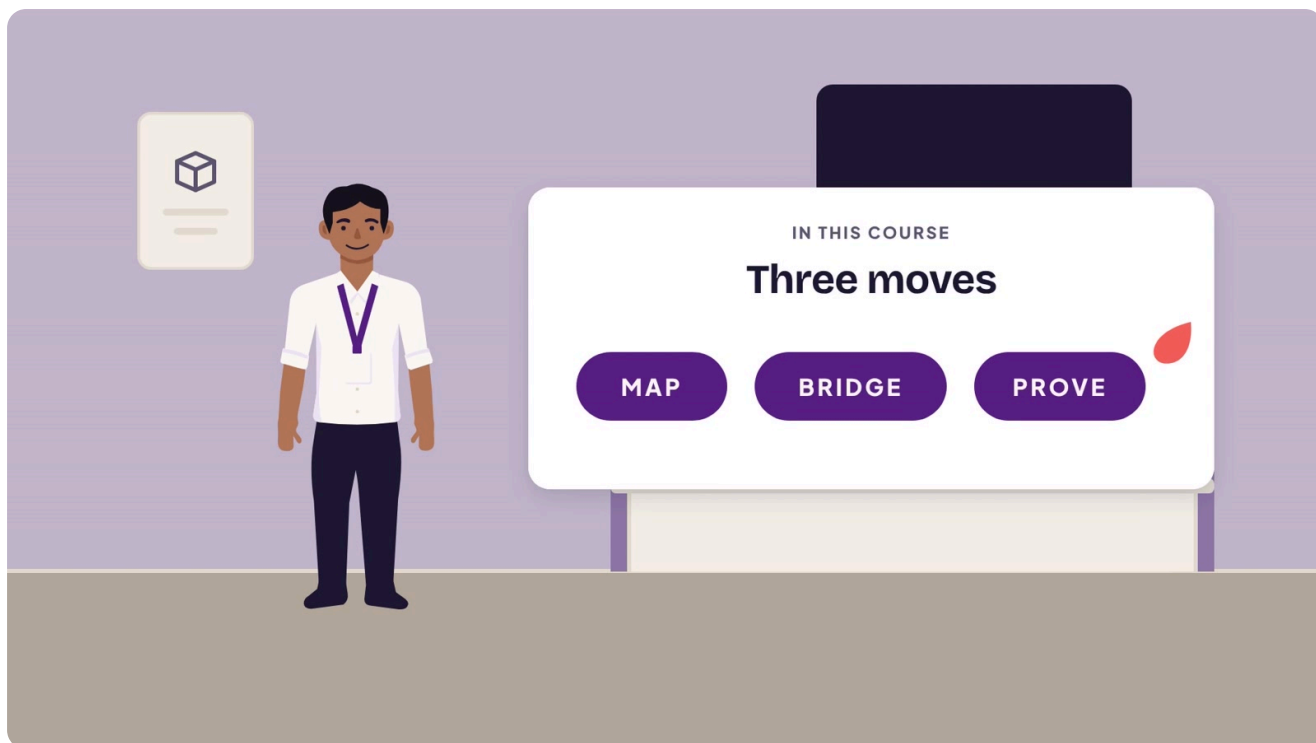


V1 1:24 • Two ways to grow. Two ladders: climb the one you are on, or move to a new one. *Narration:* "Reskilling means building new skills so you can move into a different role." *On screen:* Upskill · Reskill.

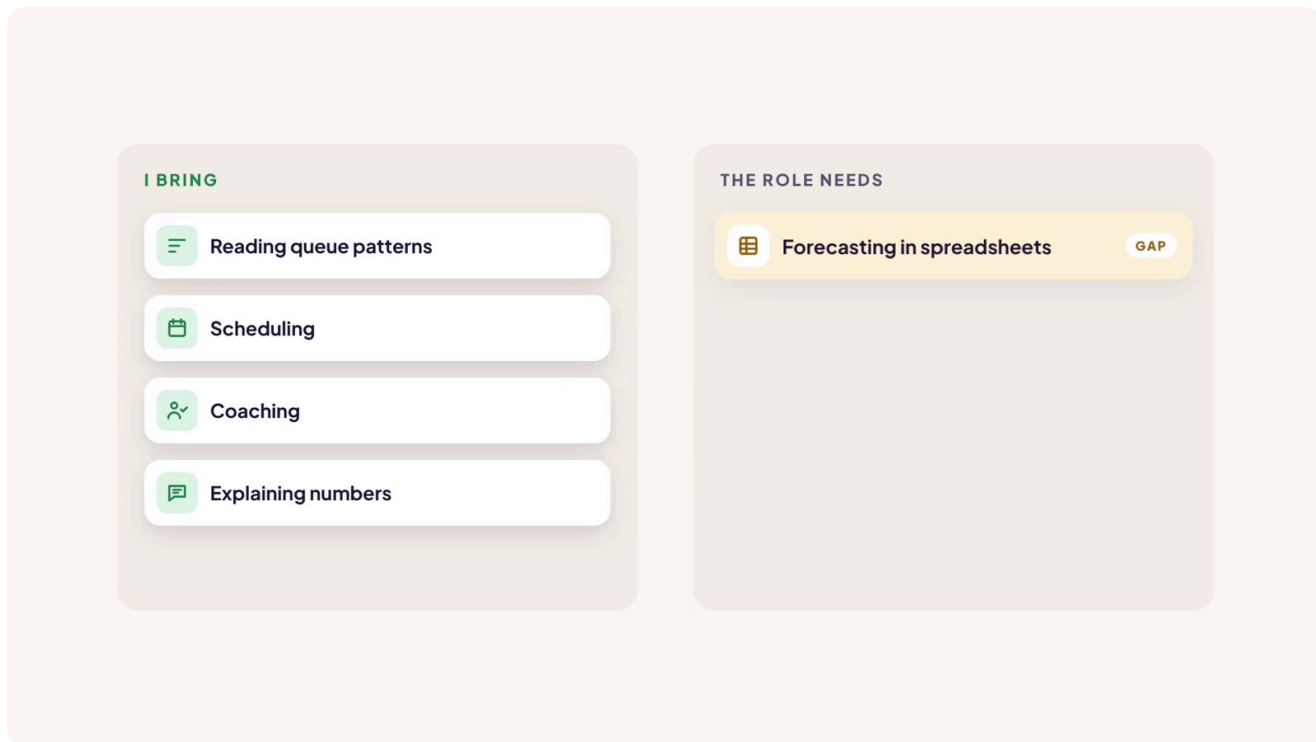
Two ways to grow



V1 1:58 · Three moves. The course map appears beside Marco. *Narration:* "Map, bridge and prove it."
On screen: In this course: Map · Bridge · Prove.



V2 1:30 · Two columns. What Marco brings next to what the role needs. *Narration:* "What's left between the two columns is your gap."
On screen: I bring · The role needs.

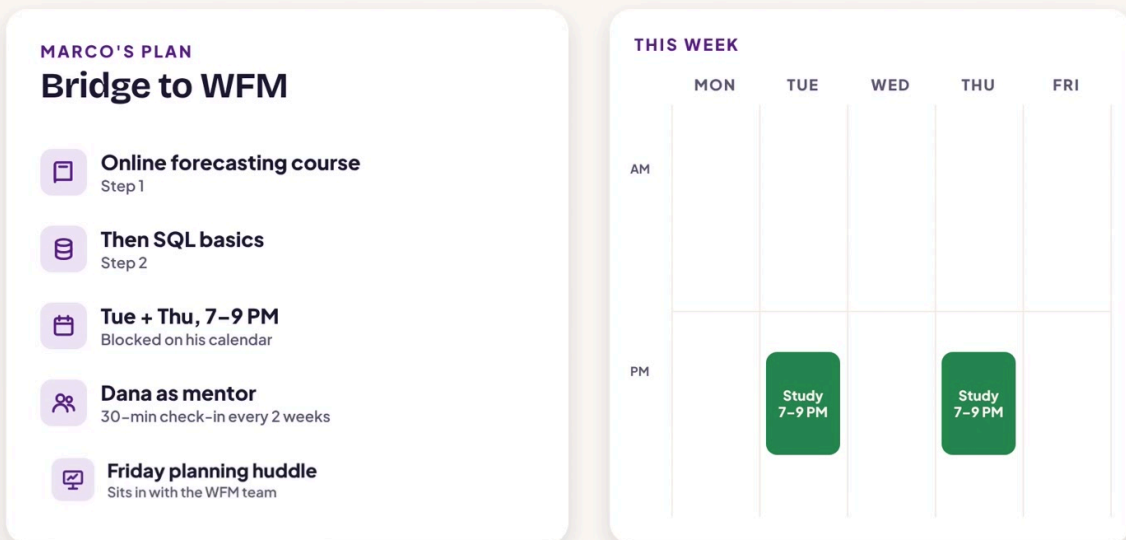


V2 1:46 · Keep it short. Twenty skill tags crowd a card. *Narration:* "Twenty skills isn't a plan." *On screen:* 20 skills isn't a plan.



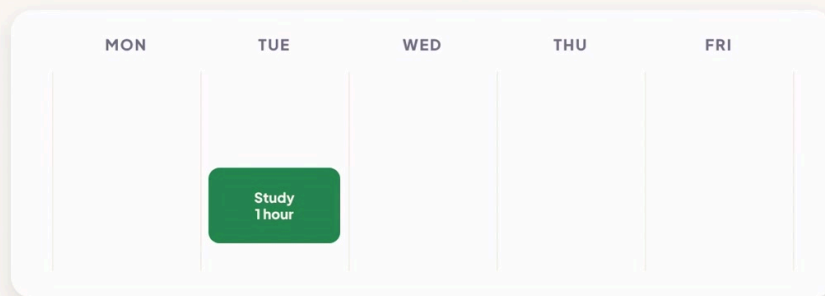
20 skills isn't a plan

V3 0:44 · The plan. Marco's plan and his week, study blocks booked. *Narration:* "Tuesday and Thursday, seven to nine in the evening." *On screen:* Bridge to WFM · This week.



V3 1:50 • Shrink it. The week shrinks to one study block. *Narration:* "Shrink the plan instead of dropping it." *On screen:* One hour a week keeps the habit alive.

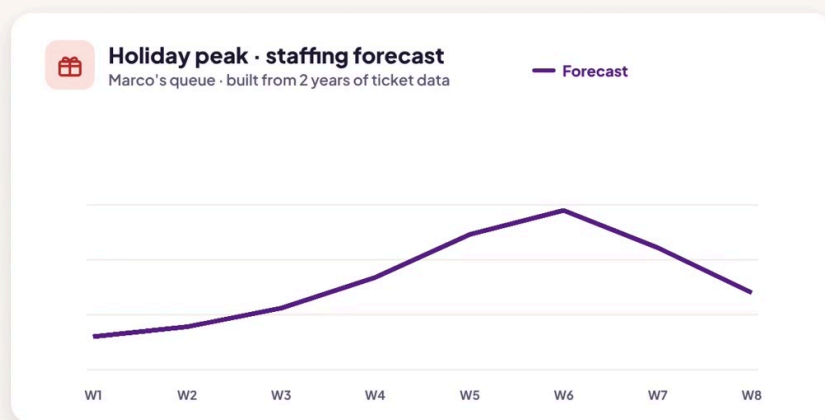
Shrink the plan. Don't drop it.



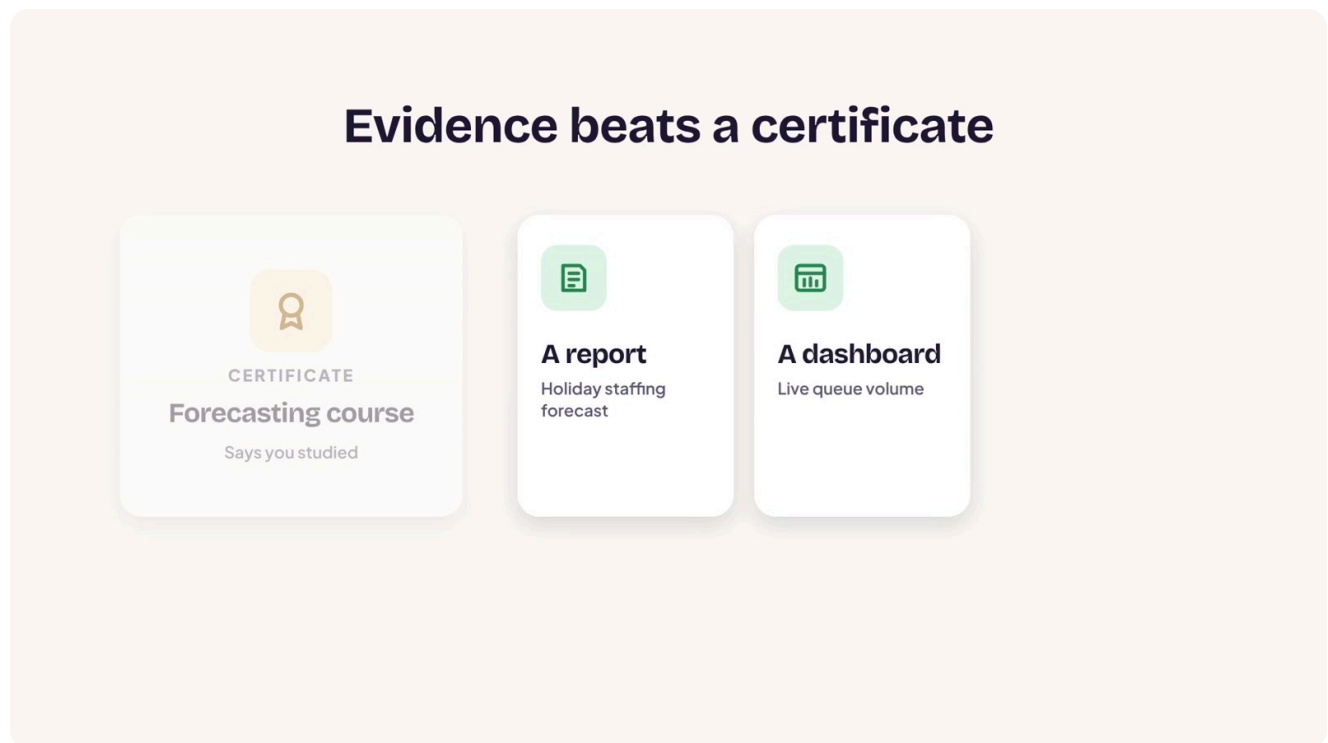
One hour a week keeps the habit alive

V4 0:24 • Real work. Marco's holiday-peak staffing forecast. *Narration:* "A forecast you built yourself." *On screen:* Holiday peak · staffing forecast.

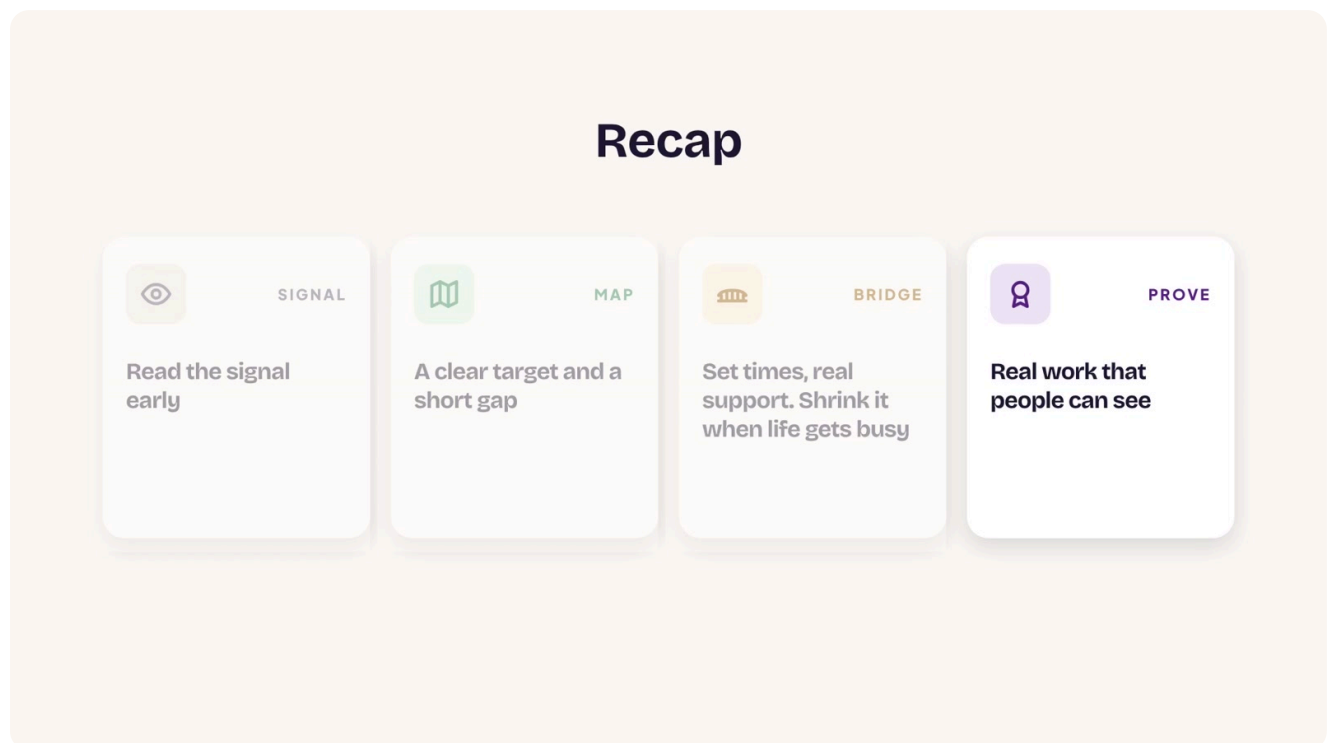
"A forecast you built yourself." — Dana



V4 0:55 • Evidence. A certificate card beside a report and a dashboard. *Narration:* "Evidence shows you can do the work." *On screen:* Evidence beats a certificate.



V4 1:34 • Recap. The four steps as cards. *Narration:* "Then prove it with real work that people can see." *On screen:* Signal · Map · Bridge · Prove.



8. Delivery and evaluation plan

Delivery setup

Setting	Value
Standard	SCORM 1.2, four modules in one learning path
Sequencing	Each video unlocks when the previous one is complete
Completion rule	All four videos watched and the final quiz passed
Pass mark	80% (3 of 3), unlimited attempts
Certificate	Optional, issued on completion

Accessibility: captions on by default (SRT and VTT), full transcript, on-screen text kept to short labels, checks usable by keyboard and touch.

Evaluation plan (recommended measures, not results; concept courses have no learners yet):

Level	What to measure	Source	When
1. Reaction	"Do you know your first step this week?"	LMS survey after Video 4	At completion
2. Learning	First-attempt pass rate, per question	LMS quiz report	First 30 days
3. Behaviour	Learners with a written skills map shared with a manager	HR or L&D check-in	30 days after
3. Behaviour	Internal applications with a proof project attached	Talent acquisition	Quarterly

The leading signal is the map, not the move: a written 3–5 skill gap within a month means the method has started.

Working with ADC

Every ADC project starts with a document like this one, agreed before production begins. Your experts give a kickoff call, one script review and one review per draft; ADC handles structure, script, visuals, production and delivery, with one point of contact.

Book a 30-minute discovery call at aurora-dc.com to see which of your repeat training topics would gain most from being built once.