Hiring Simplified: The ATS Transition

Kelsey Flores

IDT 545

California State University, Fullerton

Table of Contents

Scope of Project

This instructional product will facilitate the transition from a paper-based recruitment and hiring process to an Applicant Tracking System (ATS) for an organization. The product will focus on introducing the change to three primary roles involved in the hiring process: Hiring Managers, HR Specialists, and Recruiters. While the product will provide an overview of the ATS, it will not delve into the technical navigation of the system itself. Instead, it will emphasize the strategic and operational benefits of the ATS, addressing how the transition will affect daily workflows, roles, and responsibilities. The primary purpose is to ensure employee buy-in for the new ATS. The instructional product will achieve this by:

- Demonstrating the importance of ATS adoption within the company's broader strategy, focusing on how it improves recruitment efficiency, data management, and long-term talent acquisition.
- Illustrating how the ATS will simplify the roles of hiring managers, HR specialists, and recruiters by automating routine tasks and improving collaboration.
- Clarifying the role-specific changes that will result from the transition and guide employees on how to adapt to these changes effectively.

This product will consist of a series of learning modules tailored to each of the three roles in the hiring process. These modules will cover:

1. **The Rationale for Change:** Why is the company transitioning to an ATS, and what benefits does it bring to the organization and individual roles?
2. **Role-Specific Changes and Benefits:** A breakdown of how each role will evolve with the introduction of the ATS and how it will make their work more efficient.

3. **Impact on Company Goals:** An explanation of how the ATS will contribute to the company's broader objectives and how employees in each role are crucial to making the transition successful.
4. **Addressing Common Concerns:** Anticipating and addressing any resistance or challenges employees may face in adopting the new system and providing reassurances and support mechanisms.

This instructional product will be delivered through a computer-based asynchronous course organized into a series of modules that can be completed in segments. The approximate time required to complete the entire course is 1 hour. The product will be accessible via a digital learning platform and supplemented by downloadable resources like quick-reference guides and FAQs.

Learner Analysis

The primary audience for this instructional product consists of three groups within the hiring process: Hiring Managers, HR Specialists, and Recruiters. While they possess varying levels of technical proficiency, they all share a common need to understand how the ATS will impact their roles and contribute to the organization's broader goals.

Characteristics

Role	Hiring Managers	HR Specialists	Recruiters
Experience Level	Varied experience with digital tools; some resistance possible	Familiar with HR systems but learning a new platform.	Familiar with recruitment tools but may vary in ATS experience.
Responsibilities	Oversee candidate selection and make hiring decisions.	Manage recruitment processes, ensure compliance, and support managers.	Source, pre-screen, and pass candidates to Hiring Managers.

Learning Preferences	Prefer clear, concise, and role-relevant explanations.	Need detailed information about process changes and system capabilities.	Prefer efficient, task-oriented training with practical applications.
Time Constraints	Limited due to managerial responsibilities beyond hiring.	Often balancing multiple responsibilities across HR functions.	Focused on tight recruitment deadlines, with limited time for training.
Technical Proficiency	Varies from low to moderate, depending on exposure to digital systems.	Moderate to high; used to working with HR and data management systems.	Moderate; often familiar with recruitment tools, though may vary.
Motivational Drivers	Wants to reduce manual workload and increase efficiency	Seeks better collaboration with managers and reporting capabilities	Interested in streamlining candidate management

Learner Needs

Category	**Needs**
Engagement	All learners will benefit from role-specific, interactive scenarios that demonstrate how the ATS will directly affect their daily tasks.
Clarity	Clear, concise instructions are necessary, particularly for Hiring Managers who may not be as tech-savvy. All materials should avoid jargon and be user-friendly.
Relevance	The content must highlight the practical benefits of the ATS for each role to ensure buy-in, making sure learners understand how it improves their specific tasks and contributes to company goals.
Efficiency	Given busy schedules, learners need the ability to complete training in short, digestible segments that fit into their day-to-day workflow.
Support	Immediate access to help or resources, such as FAQs or quick-reference guides, will help reinforce the learning and adoption of the ATS.

Context

Factor	Description
Learning Environment	The instructional product will be completed asynchronously in a digital learning platform. Learners will be able to access the modules at their own pace, either in the workplace or remotely.
Time Constraints	The product is designed to be completed in one hour, and it is broken into manageable modules that can be completed in segments.
Technology Requirements	Learners will need access to a computer with internet connectivity. No advanced technical knowledge is required, as the modules are user-friendly and intuitive.

Learning Theory and Instructional Strategies

The instructional product will leverage two learning theories: Transformational Learning and Constructivism. These theories will guide the design and instructional strategies to ensure employee buy-in, foster a deeper understanding of the organizational change, and empower learners to adapt effectively to their evolving roles during the transition to the Applicant Tracking System (ATS).

Transformational Learning Theory

Transformational Learning encourages a shift in mindset by challenging existing beliefs and attitudes (Mathis, 2010). In the context of this transition, it will help learners move from viewing the paper-based hiring process as comfortable and reliable to seeing the ATS as a more efficient and advantageous tool. This theory is particularly important for achieving buy-in, as it allows learners to critically reflect on their current practices, recognize inefficiencies, and embrace new, more effective methods.

Constructivism

Constructivism emphasizes learning through active engagement and hands-on experiences (Dennick, 2016). Learners build their knowledge based on prior experiences, constructing new understandings as they engage with real-world scenarios. For this instructional product, constructivist strategies will encourage learners to actively participate in role-specific simulations and reflective activities that mirror their daily tasks, enabling them to construct a deep understanding of how the ATS will benefit their roles.

Instructional Strategies

Interactive Videos will provide an engaging introduction to the broader impact of the ATS, explaining both how it will benefit the company as a whole and why the transition is strategically important. In addition to the company-wide perspective, the videos will break down the specific advantages of each role, illustrating how the system will streamline daily tasks and improve efficiency. This comprehensive approach will help learners understand both the organizational and personal relevance of adopting the ATS.

Reflective activities will guide learners in critically assessing their current workflows and identifying inefficiencies in the existing paper-based processes. These activities will encourage learners to reflect on how the ATS can address these gaps, prompting a shift toward embracing the change. Helping learners connect the benefits of the new system to their personal experiences will make the training feel more relevant and impactful, ensuring the transition resonates with them on a personal level.

Role-specific scenarios will allow learners to explore how their responsibilities will change with the introduction of the ATS. These scenarios will demonstrate how tasks will evolve from the current manual processes to more streamlined workflows. Placing learners in realistic situations based on their roles will help them actively engage with the upcoming changes and understand how the transition will improve their day-to-day operations.

Collaborative discussion boards will create a space for social learning where learners can share their reflections, challenges, and ideas with peers. Participating in discussions will allow employees to engage in collective problem-solving and knowledge sharing, reinforcing key concepts from the training. This collaborative environment will support the learners' understanding of how the ATS benefits their individual roles and the company as a whole, fostering a sense of shared purpose and buy-in.

Learning Objectives

By the end of this course, learners will be able to:

1. Explain why transitioning from a paper-based system to the ATS is essential for achieving the company's strategic vision of improving operational efficiency, data accuracy, and scalability.
2. Identify the role-specific benefits of the ATS, including how it saves time, improves communication, supports data-driven decisions, and shifts their focus toward more strategic tasks.
3. Describe how the ATS impacts broader company outcomes, such as enhancing talent acquisition, improving team dynamics, and driving organizational success, and how their role contributes to these goals.
4. Articulate how the long-term benefits of the ATS will outweigh initial resistance or challenges during the transition.

Forms of Assessment

The instructional product will include both formative and summative assessments to ensure learners engage with the material, meet learning objectives, and are well-prepared to adopt the new ATS.

Formative assessments will be integrated throughout the modules to provide ongoing feedback and guide learners as they progress through the course. These assessments will help learners self-evaluate and adjust their understanding as needed. Short quizzes with multiple-choice or true/false questions will be embedded in the modules to assess content knowledge, such as how the ATS aligns with company goals and how role-specific tasks will change. Learners will also engage in interactive, scenario-based questions related to their roles, where they must apply their knowledge to real-world examples (e.g., how their role will evolve in terms of managing applicant data). Additionally, knowledge checks, such as matching exercises or drag-and-drop activities, will be placed at the end of each concept or section to reinforce critical takeaways.

For summative assessments, a final quiz at the end of the course will evaluate whether learners have met the learning objectives. This comprehensive quiz will assess their understanding of the ATS, including how it supports company-wide goals, the impact on their specific roles, and the long-term benefits. Learners will also complete a scenario-based summative activity in which they must apply their knowledge to a simulated, role-specific situation. For example, learners may be asked to select the appropriate ways in which the ATS will support their responsibilities (e.g., automating tasks or providing data for decision-making). This final scenario will provide a practical assessment of how well learners can apply what they’ve learned in a realistic context.

Project Management Chart

Phase	Tasks	Start Date	End Date	Duration
Phase 1: Instructional Design & Alpha Prototype	Develop the alpha version of the instructional product	Early Fall 2024 (Oct 1)	Fall 2024 (Oct 20)	3 weeks
	Submit alpha prototype	Fall 2024 (Oct 20)	Fall 2024 (Oct 20)	1 day
	Review feedback received on alpha prototype	Fall 2024 (Oct 28)	Fall 2024 (Nov 3)	1 week
Phase 2: Beta Prototype	Make changes to alpha based on feedback, prepare beta prototype	Fall 2024 (Oct 28)	Fall 2024 (Nov 3)	1 week
	Attend small group workshop, present beta prototype for review	Fall 2024 (Dates TBD)	Fall 2024 (Dates TBD)	1 week
	Review feedback from beta workshop	Fall 2024 (Nov 4)	Fall 2024 (Nov 10)	1 week
Phase 3: Gold Prototype	Finalize gold prototype based on beta feedback	Fall 2024 (Nov 11)	Fall 2024 (Nov 24)	2 weeks
	Submit the gold version	Fall 2024 (Nov 24)	Fall 2024 (Nov 24)	1 day
Phase 4: Final Submission (Spring 2025)	Continue revising gold version based on ongoing feedback	Spring 2025 (Jan)	Spring 2025 (May)	4 months
	Submit final version of instructional product	Spring 2025 (May)	Spring 2025 (May)	1 day

Usability Testing Procedures/Alpha and Beta Evaluation Procedures

Usability testing will ensure that the instructional product is effective, efficient, and functional for hiring managers, HR specialists, and recruiters. The objective is to assess how well learners can navigate the course, understand the content, and achieve the learning objectives. The

process is divided into two phases: Alpha testing (Phase 1) and Beta testing (Phase 2). Alpha testing will focus on identifying technical issues and usability challenges, while Beta testing will assess the product's effectiveness, engagement, and alignment with learning objectives through external reviewers (Hai-Jew, 2019).

Phase 1: Alpha Testing

Objective	Verify the technical functionality and usability of the instructional product, ensuring that all components work as intended and that the content is clear and understandable.
Participants	Internal peer evaluators from the MSIDT 26 cohort.

Process Step	**Description**
Pre-Test Briefing	Provide an overview of the instructional product's purpose, its intended users (hiring managers, HR specialists, recruiters), and the goals of the test.
Testing	Evaluators will navigate the instructional product as end-users, testing it across different devices to ensure compatibility and smooth functionality. Focus on identifying technical glitches, issues with navigation, and content clarity.
Feedback Collection	Gather feedback through observation notes, post-session debriefs, and a survey that collects quantitative and qualitative data on ease of use, clarity of instructions, and overall satisfaction.
Focus Areas	
Navigation and Interface Design	Ensure all buttons and interactive elements function correctly and the interface is intuitive.
Technical Functionality	Verify that the product loads properly across various devices and all multimedia elements (videos, simulations, quizzes) display and function without issues.
Content Delivery	Check for broken links, grammatical errors, and ensure content is clear and aligned with learning objectives.
Compatibility	Test the instructional product across different browsers and devices to ensure a consistent user experience.
Analysis and Revision	

Analyze Feedback	Analyze the feedback to identify common technical issues and prioritize them based on their impact on the user experience.
Implement Fixes	Implement necessary fixes and improvements to address identified issues.
Retest	Retest to verify that all problems have been resolved before moving on to the beta phase.

Example Alpha Evaluation Survey

Question	**Yes**	**No**	**Comments**
Was the navigation intuitive and easy to use?			
Did all buttons and interactive elements function correctly?			
Did the product load properly on your device?			
Were all multimedia elements displayed correctly?			
Were there any broken links or grammatical errors?			
Was the information clear and easy to understand?			
Was the length of the course appropriate?			
Were the learning objectives clear and aligned with the content?			

Phase 2: Beta Testing

Objective	Evaluate the instructional product's effectiveness, user engagement, and overall user experience in real-world conditions to ensure the learning objectives are met.
Participants	External subject matter experts (SMEs), instructional designers (IDs), and representatives from the target audience (hiring managers, HR specialists, and recruiters).

Process Step	**Description**
Pre-Test Briefing	Provide an overview of the instructional product's purpose, intended users, and navigation instructions to participants.

Testing	Participants will complete the instructional product independently. They will evaluate the content based on their role (hiring managers, HR specialists, recruiters) and how the ATS benefits their role.
Feedback Collection	Gather feedback through surveys and observations, focusing on user engagement, content clarity, and technical functionality.
Focus Areas	
Learning Objectives	Assess how effectively the product conveys key concepts related to the ATS and its role-specific benefits for hiring managers, HR specialists, and recruiters.
User Engagement	Evaluate the level of learner engagement and interest in the instructional product.
Content Clarity	Ensure that the instructions and explanations are clear and aligned with role-specific objectives.
Technical Functionality	Verify that the instructional product functions correctly without technical issues.
Feedback Analysis	
Identify Common Issues	Identify common issues and prioritize them based on their impact on learning outcomes and user experience.
Analyze Feedback	Analyze both qualitative and quantitative feedback to identify patterns and areas for improvement.
Implement Revisions	Implement necessary revisions to address identified issues and conduct final testing to ensure the product meets desired standards of quality.

Example Beta Evaluation Survey

Question	Yes	No	Comments
Did the instructional product clearly explain the strategic importance of the ATS?			
Was the content engaging and relevant to your role?			
Were the instructions easy to follow?			
Did the product help you understand how the ATS aligns with your role?			
Were there any technical issues (e.g., multimedia not loading)?			

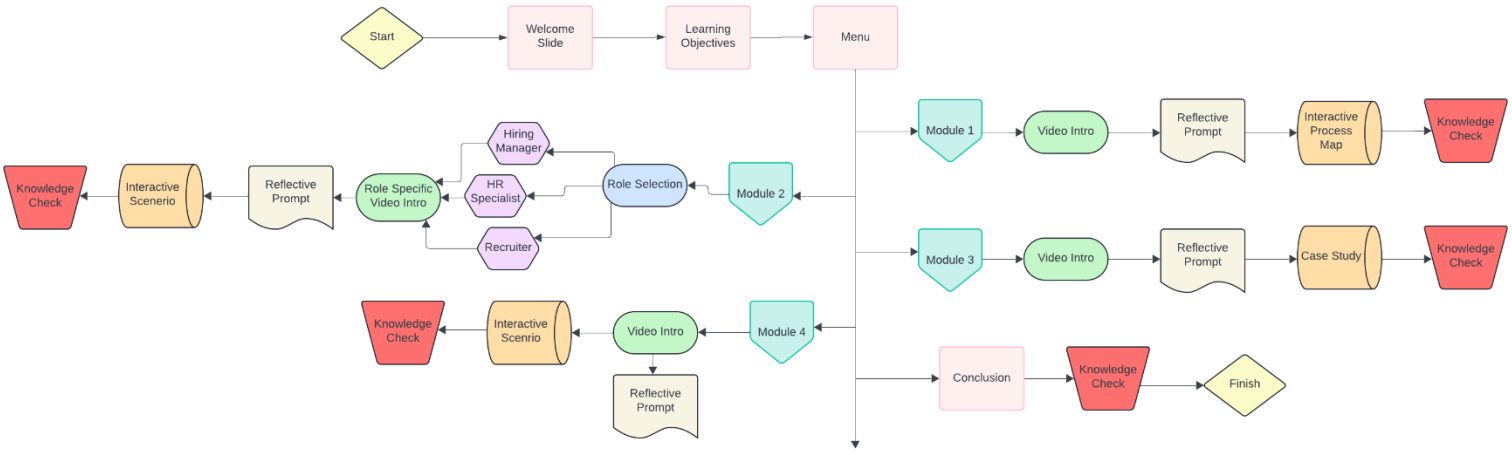
Was the information presented in a way that was easy to understand?			
Do you have any suggestions for improving the product?			

Style Manual

Category	Details
Typography	**Headings**: Arial or Calibri, sizes 24pt (H1), 20pt (H2), 16pt (H3), color Dark Blue (#00478d), Bold. **Body Text**: Arial or Calibri, 12pt, Black (#000000), regular.
Primary Colors	**Black**: #000000 (Main Text, Buttons) **Dark Blue**: #00478d (Headings, Emphasis)
Secondary Colors	**Mint Green**: #5beea7 (Background) **Pale Aqua**: #009ebd (Borders) **Light Gray**: #f8f8f8 (Subtle Accents)
Highlight Colors	**Purple**: #4608ab **Light Blue**: #0073b0
Page Layout	**Margins**: 1 inch on all sides **Alignment**: Left-aligned text **Spacing**: 1.5 lines between paragraphs, 2 lines between sections
Images	Include descriptive alt text. Align images with relevant text. Ensure images are clear and optimized for fast loading.
Tables	**Borders**: 1pt in Pale Aqua (#009ebd) **Header Row**: Bold with Mint Green (#5beea7) **Body Text**: 10-12pt Arial or Calibri, regular style
Tone and Voice	**Tone**: Professional but approachable. **Voice**: Active and instructional, focusing on clarity.
Language	Use concise and direct instructions. Avoid jargon unless industry-specific and explained.
Icons	Simple, universally recognized icons (max size 30x30 pixels).
Buttons	**Primary**: Black (#000000) with White text **Hover**: Dark Blue (#00478d) **Size**: Min 44x44px for accessibility
Multimedia	**Videos**: Embedded, with captions and minimum 720p resolution. **Audio**: Clear, professional-quality, with transcripts provided.

Hyperlinks	**Color**: Dark Blue (#00478d) **Hover Color**: Light Blue (#0073b0) Open links in a new tab. Use descriptive link text.
Accessibility	**Alt Text**: All images and multimedia must include descriptive alt text. Ensure 4.5:1 contrast ratio, keyboard navigation, and adjustable text size.
Module Structure	Each module starts with an overview, includes learning objectives, uses clear headings, and ends with a summary and assessment.

Flowchart



Storyboards

Scene #: Welcome

Scene 1, Slide #1 **Title**: Title of your slide	
On-Screen	**Narration**
 **Text:** "Hiring Simplified: The ATS Transition“	*Voiceover:* "Welcome to Hiring Simplified: The ATS Transition. In this course, you'll learn how our new Applicant Tracking System will streamline your daily tasks and help our company achieve its broader goals."
Programming Notes	
***Interaction**: A "Start" button at the bottom center of the screen takes the learner to the next slide.* **Visual Elements:** The background features a professional, sleek design with a mint green (#5beea7) backdrop, subtle light gray accents (#f8f8f8), and a pale aqua border (#009ebd). The button is purple (#4608ab), with white text for contrast.	

Scene Title: Learning Objectives

Scene 1, Slide #2 **Title**: Learning Objectives	
On-Screen	**Narration**
 **Learning Objectives** • Explain how the ATS aligns with the company's strategic goals. • Identify how the ATS benefits your specific role. • Describe the company-wide impact of adopting the ATS. • Articulate concerns and overcome resistance to change **Text:** "By the end of this course, you will be able to: - Explain how the ATS aligns with the company's strategic goals. - Identify how the ATS benefits your specific role. - Describe the company-wide impact of adopting the ATS. - Articulate concerns and overcome resistance to change."	**Voiceover Text:** "By the end of this course, you will be able to explain how the ATS supports the company's strategic goals, understand its role-specific benefits, and confidently overcome challenges during the transition."
Programming Notes **Interaction:** After a brief delay (3-5 seconds), a "Continue" button appears in the bottom-right corner, allowing learners to move forward to the next slide (menu)	
Visual Elements: The background remains consistent with the welcome slide, using a mint green (#5beea7) backdrop, pale aqua border (#009ebd), and subtle gray accents (#f8f8f8). The text is in black (#000000), and the "Continue" button is purple (#4608ab) with white text.	

Support and Supplementary Materials

Dennick R. (2016). Constructivism: reflections on twenty five years teaching the constructivist approach in medical education. *International journal of medical education*, *7*, 200–205. https://doi.org/10.5116/ijme.5763.de11

Hai-Jew, S. (2019). *Alpha testing, beta testing, and customized testing. Designing instruction for open sharing.* Springer. https://doi.org/10.1007/978-3-030-02713-1_9

Mathis, D. (2010). Transformational learning: challenging assumptions in the workplace. *Development and Learning in Organizations*, *24*(3), 8–10. https://doi.org/10.1108/14777281011037227