SAMPLE · FICTIONAL EXAMPLE

BLITZ LEARNING · BLITZPRISM™ EVIDENCE CATALOG

Design document

Shows how a program was designed and who helped: objectives, the standard design template, a gap analysis with business data, an assessment-first blueprint, scenario and practice design, and design changes made because of outcome data.

This is a made-up example to show the format. Example Co (fictional) is not a real organization, and every name, date and figure here is invented. Nothing in it is a benchmark or a real result.

PROGRAM **Complaint handling practice**	DESIGNER (ROLE) **Senior instructional designer**
BUSINESS OWNER (ROLE) **Head of Customer Service**	BLUEPRINT APPROVED (DATE) **24 Jan 2026**

Business problem and data

Agents escalate complaints they could resolve. Call reviews and the escalation report from Q4 2025 show this is concentrated in the first six months of employment. Measure: escalation rate.

Learning objectives

Agents will 1) acknowledge the complaint using the call guide, 2) offer a resolution within their authority, 3) escalate only cases outside their authority.

Assessment first

Four branching call scenarios scored on the three objectives; a team lead observes two live calls after the course.

Practice and scenarios

Four scenarios written with two team leads and reviewed for realism by the Customer Service Operations Manager.

Adaptive paths

Agents who fail a scenario get a shorter practice version before retrying.

Contributors

Two customer service team leads wrote the scenarios with the designer and co-deliver the live practice sessions.

Changes from outcome data

After launch, agents struggled with refund limits in scenario 3 (scenario results attached), so a refund-limit job aid was added in April 2026.

What this evidence shows in the BlitzPrism™ diagnostic

- **6. Expertise flow, Level 1 (Ad hoc):** A program in the last 12 months that an internal expert helped build or deliver.
- **9. Diagnosis and design, Level 1 (Ad hoc):** Written learning objectives for current programs.
- **9. Diagnosis and design, Level 2 (Defined):** A standard design template in use.
- **9. Diagnosis and design, Level 3 (Evidence-based):** A gap analysis using business data for each program launched in the last 12 months.
- **9. Diagnosis and design, Level 4 (Integrated):** Assessment-first blueprints approved before build.
- **9. Diagnosis and design, Level 5 (Self-improving):** A design changed because of outcome data, with the data attached.
- **10. Practice-based experiences, Level 1 (Ad hoc):** Knowledge checks in current courses.
- **10. Practice-based experiences, Level 2 (Defined):** Interactive elements in current courses.
- **10. Practice-based experiences, Level 3 (Evidence-based):** Scenario-based modules for priority roles.
- **10. Practice-based experiences, Level 5 (Self-improving):** Adaptive paths in use, based on learner performance.