Instructional Design Part 2

David Gonzalez, Noah Hendricks, Clarissa Martinez, Laura Moreno, and Cedric Turner

HRD 3351

Professor Hattier

July 8, 2021

Contents

Learning Objectives………………………………………………………...……….. 3, 4, 5

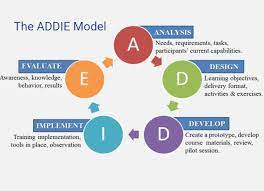
Learning Strategies…………………………………………….……...…………….. 6, 7, 8

Learning Activities………………………………………………………………….. 8, 9, 10

Learning Evaluation……………….………………………………..………….…… 11, 12, 13

Implementation Plan…………………………...…………………………………… 13, 14, 15, 16

References………….…………………………………………………..…...………. 17



**Learning Objectives**

In creating a learning objective, it is the initial process for explaining the course of instructions in which the H-E-B trainees can look forward to and understand what to expect. The learning objective is crucial in the situation present because the H-E-B trainees have shown that their training has not properly prepared them as a result of their feedback. Thus, to present a learning objective will embrace them with a peace of mind knowing what they will learn and take away from within their job associating with customer interactions. So, the team considered three learning objectives which includes understanding, manipulation, and valuing. The reason these objectives where chosen was because they meet their corresponding domain and were relevant to the H-E-B training process. Each learning objective shows an agenda. If followed correctly it will effectively instruct the trainees to solve the issues they have, which is a lack of structure to know and handle their job roles.

Understanding of H-E-B instructions in job roles (Cognitive)

The first learning objective is understanding which newly hired H-E-B employees will need to focus on attentively. Moreover, given the importance of the instructions, this will give them the sufficient knowledge of the H-E-B roles and required details. Understanding falls under the cognitive domain as a learning objective that meets knowledge-based aspects of the learning level cognitive. Furthermore, the learning objective, understanding, consists of knowledge, application, recall, and evaluation. The H-E-B trainees will gain the necessary knowledge during the training process dealing with job roles and customer etiquette. In knowledge gaining, the H-E-B management in charge of training will show a presentation about the job roles and dive into discussions with current employees about their experiences. H-E-B trainees will then grasp the application of the knowledge learned in work related scenarios. In application use, the trainees will be subjected to handling questions and answers from current employees about certain job details. Customer service initiatives where trainees will apply what they have learned will also be required. A recall of everything learned will then be demanded of the trainees to show their understanding of the material. In recalling, the trainees can be given a chance to fill in a written form of questions regarding materials learned. Lastly, an evaluation of the trainee’s progress in learning the material will be assessed. In doing this it will state either to move forward to the next learning objective or review again what needs improvement. In evaluating the H-E-B management, a performance document will be recording the trainees progress through the first three steps to see how fit they are to continue.

Manipulation of instructions to handle job roles (Psychomotor)

The second learning objective is manipulation which follows the understanding learning objective by having the trainees use what they have learned into practice. Manipulation falls under the psychomotor domain as a learning objective that meets the physical aspect of the learning level. Further, the learning objective of manipulation consists of imitation, articulation, and precision. The H-E-B trainees will use their physicality to conduct an imitation of the instructor’s actions in what needs to be physically done in their specific job roles such as bagging, stocking, carting, etc. The trainee learns through physical labor shown by the H-E-B management team on how to do their roles. H-E-B trainees will then have to articulate by giving an accurate and effective physical response to their job roles such as training a cashier to refill register coins when none are available for customer change, or maybe when a customer needs assistance with carrying items to their vehicles. Lastly, precision in trainees’ actions towards their specific role or customer needs, such as finding an item. Trainees effective use of equipment to help find and handle hard to reach items if present are also valued. Precision is very important to not only get the action done, but to do it properly. A customer wouldn’t want H-E-B workers to bag their items in wrong bags where either an egg breaks or bread is squished.

Valuing instructions to be efficient in job roles (Affective)

The third and final learning objective is valuing, which follows the manipulation learning objective by having the trainees develop a sense of value regarding their efforts to their training progress. Valuing falls under the affective domain as a learning objective that meets the emotional criteria of the learning level of affective. Which the learning objective of affective consists of receiving, responding, attitude, and appreciation. H-E-B trainees will apply receiving as a skill in giving attention to situations such as a customer asking for help on an item or perceiving a situation that needs their attention. H-E-B trainees will then use responding as a skill that enables the trainee to respond to the situation by giving a reply, or advising on an item that a customer might have questions about. Then there is attitude, where the trainees show their confidence or emotion towards a situation whether it be positive or negative. For instance, an angry customer responding in a negative tone where the trainee shows polite and an assuring attitude to deescalate the situation. Lastly is appreciation, in which the trainee will find their training experience useful in their job roles as well as showing their content or rather high confidence that they can do their job efficiently. The H-E-B management can be diligently watching as trainee’s perform their tasks. They can even congratulate them to show them their doing a good job. A customer could also acknowledge the trainee with their help by maybe even taking a survey over their performance. In doing so the trainee can assume their job is well done.

**Learning Strategies** Learning is an active process that new, onboarding H-E-B partners will be able to construct significant relationships from their existing knowledge to new knowledge taught within the newly constructed onboarding program. These strategies consist of the following:

|  |  |  |
| --- | --- | --- |
| **Objective** | **Strategy** | **Implementation** |
| Improve onboarding material/strategies that reflect realistic situations in order to prepare partners to provide the best customer service possible. | Integration  Organization | Reassess training materials, improve onboarding protocols that replicate realistic customer- employee situations. |
| Provide the partner with learning opportunities in a controlled environment. | Recall  Integration | Role-play situations where the customer is unhappy to recreate a simulation for the partners to learn in a controlled environment. This  includes new hire shadowing a tenured co-worker, in order to learn hands-on experience in a coordinated setting. |
| Create a Venn diagram for partner to join previous and new knowledge. | Organization  Elaboration | Creating a diagram to join existing knowledge to new knowledge bridges concepts together to form a meaningful relationship with the refined information. |
| Have the partner act out information to confirm a deep understanding of new information. | Organization  Elaboration | Acting out a situation accurately confirms the partners comprehension of previous and new knowledge. Proving that information recall, integration, organization, and elaboration took place. Confirming knowledge includes quizzes on material learned. |

Description of Learning Strategies and Why They Were Selected

After a thorough investigation of recently hired partners, we noticed a trend of recent hires’ performance not matching expected results. The performance problem derived from unrealistic training programs, which in turn led to unprepared partners when confronting dissatisfied customers. Therefore, a reformed onboarding program took place. Some of the learning strategies that followed the objective of improving the H-E-B onboarding program in order to thoroughly prepare partners when dealing with unhappy customers.

The strategies were chosen to improve overall customer satisfaction, and in turn employee turnover and satisfaction focused on processing previous information with new information. It is important to create meaningful relationship between the two, and be able to recall and reorganize the information at the same pace it is learned. Although it is important to be able to withhold the information from training up to the current point in time, working at H-E-B, the learning never stops. In addition, analyzing, categorizing, and distinguishing information at the rate it is presented is vital.

The learning strategies selected homed in on recalling, integrating, organizing, and elaborating previous as well as new information. The application taken to exemplify those generative strategies were literal in acting out and performing the best possible way to reason with an unhappy customer while providing the quality H-E-B customer service. Role-playing is also a part of the performance aspect of elaborating the information. Furthermore, proving to the onboarding managers that the partner has a comprehensive understanding of the protocol is proven to be effective and successful. Mind-maps and Venn diagrams help to recall, connect, and integrate information. Finally, bridging together a malleable set of theories and concepts on how to behave and interact with unhappy customers is also key.

Performance Problem Origin

The performance problem originated when a pattern of new H-E-B hires were not performing as expected. It was concluded by the onboarding team that the training program was not properly preparing partners when confronting unhappy customers, or any type of emotional customer in that matter. The training videos on conflict resolution did not reflect realistic situations. Furthermore, the videos in the trainings showed the dissatisfied customers reasoning with the partner and comprehending the situation, although in real life that is rarely the case. From this, the H-E-B team decided to act and reform the training program. H-E-B is the leading food retail company, and leader in hospitality. The importance of remarkable customer service is imperative to H-E-B. Therefore, properly training new hires for better conflict resolution skills improves H-E-B’s customer service level.

**Learning Activities**

The learning activities are used to deploy the learning experience and are used by learners during the thought process. Creating concrete activities are important because the employee will have a better perception of the job they have to perform by presenting materials in a personalized style. This can help the learner comprehend and transfer their interest as well as engage the learner in a cognitive process. The learning activities are made to help the employees have a better understanding of the material they are learning and apply different activities they can use to apply daily. For instance, while trying to solve a problem the learner needs to develop a schema and determine what is the best method to find a solution.

While thinking about the activities H-E-B can use, it’s important to consider the learner and create activities that are easy and relevant like the use of examples or stories. The learning activities selected for the training of the employees in H-E-B are based on the materials of the topics: self-paced learning and small-group formats. The activities from these materials used in the H-E-B organization consist of changing roles, simulation, and cooperative learning. At the end of these activities it is always important to a design checklist to evaluate the learning of the employees to check if the activities were successful or not. Then they would accommodate or make changes to the activities if they need it.

Changing roles

The first learning activity plan for the new trainings is changing roles, this method allows the participant to increase their attention to the learning material and experience a one-one situation. This activity is important because the employee gets to interact with other team members and get their opinions and understanding of the situation while dealing with customer service. This instructional material focuses on recognizing that the exchange of information between the organization and the employees for instruction is needed, but they also need to change their roles in working with new learners. In this case it’s new hires and trainees. The change of roles helps in the learning process because it stimulates and becomes more demanding. It also creates an environment of opportunities. For example, an employee will change roles with their manager and the manager will change roles with the employee. This routing helps the individual diagnose how to interact with customers and monitor their progress within their job.

Simulation

The second learning activity is simulation, learner acquire experience listening and speaking through reactions promoting active learning. This learning activity is important because the employee, while training, has the opportunity to see and practice the training information received. Simulation represents a real-life situation that requires the learner, or a group, to solve a complex problem. The idea is that H-E-B creates a situation that is close to reality. The learner must perform, give responses, and take actions to the scenario. For example, H-E-B can set up a simulation to train their cashiers with different scenarios that require specific responses by the trainee, using the POS(point of sale) so that they can simulate transactions of scanning items and the procedure of managing the register. This will allow the employee to be involved and undergoes a real-life scenario without the pressure of doing in it in front of customers. At the end of the training, the manager can discuss and evaluate the activity, and give feedback to the trainee.

Cooperative learning

The third learning activity support learning through working together, involves the employees helping one another to master the training material and report their experiences. This learning activity is important because it promotes both learning and social skills while incorporating concepts. This activity can be implemented with the employees because they can learn from each other and share their experiences either from previous jobs, or scenarios they have seen, within H-E-B. This back-and-forth exchange of information allows new employees to learn from previous team members and have a better understanding of the job they are going to perform. For example, new employees are paired with managers or senior employees to review training materials so that they can give each other advice and share work-related stories. There is a one-to-one training increase that the employee work experience will mold into the learning of new skills. Sometimes in the workplace establishing some sort of reward can motivate the learning environment and recognize the employee’s success.

**Learning Evaluation**

The learning evaluation process will arguably be the most important part of the project, and will focus on whether the implemented methods in place are working and should continue to be implemented in the future. Throughout the training process, tools such as metrics for success, monitoring employee progress, and continuous evaluation of performance over periods of time will be used to evaluate learning, and are all outlined through the three types of learning evaluations (formative, summative, and confirmative).

Giving the new employees a hands-on training program will allow for continuous monitoring and correction, as opposed to the previous method which utilized videos and readings. Through the learning activities outlined in the previous section (changing roles, simulation, and cooperative learning), management will be able to correct incorrect practices immediately. This will result in better trained employees, quicker training turnaround time, and improved employee morale as they are participating in something engaging and useful.

Formative Assessment

The goal of formative assessment is to monitor student learning, thus providing ongoing feedback that can be used to improve learning techniques that would be most beneficial to the learner. Through formative assessment, new H-E-B employees can identify their strengths and weaknesses, and improve on the areas that need work. This will be done through the training simulations set up for the new employees. Through changing roles, simulation, and cooperative learning, the new employees will be able to see what areas of the training they feel most comfortable with as well as problem areas they will need to focus on to improve. Formative assessment helps the managers as well, and they will be able to recognize where the new employees are struggling so that they can give them the ability to address these issues within the training. Should one of the employees have any questions or want to focus on a topic that they are struggling with, feedback would be immediately available. This allows for quick correction and helps to keep the employees feeling engaged.

Summative Assessment

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark. Summative assessment in this case would be conducted as soon as the employees leave training and begin their role within the company. This will look different for different positions, but all have the same structure: the employee completes training, joins their team, and is able to apply what they learned in training to real time situations. This allows the management to see how well the information in the training transfers over to real life activities, and allows the employee to immediately get acquainted with customer inquiries. Also, this form of assessment allows management to quickly and effectively identify problem areas and correct them within a timely manner.

Confirmative Assessment

The goal of confirmative assessment is to confirm that the instruction methods implemented remain effective after implementation. Confirmative assessment is normally performed after summative evaluation has been completed, and builds on the steps of formative and summative evaluation. The goal for the new H-E-B employees is continuous improvement. Moreover, confirmative assessment gives the managers the tools they need to implement changes if the current learning method does not uphold positive results. In the case of new H-E-B employees, this may be conducted through end of the period metrics. The metrics to measure success will vary depending on position, but examples would include items per minute (number of items scanned per minute) for cashiers, customer surveys, or overall store performance for store managers. These metrics will typically be performed quarterly and yearly. They will give management a detailed layout of how their employees are doing and whether anything needs to be changed in the instruction method. By continuous monitoring of the metrics as well as the increased training employee rate over time, an accurate analysis on whether the new learning activities in place are working would be easier to create rather than before.

**Implementation Plan**

Strategy

Instructional designers will implement the restructured onboarding training program with updated information and realistic partner-customer situations. H-E-B will hire on new onboarding learners in respective volume amounts. By location, the quantity of new hires may range from anywhere between 5 – 20 employees at a time. The duration of training will last anywhere from 3 to 5 business days depending on the department being taught. Infrastructure such as manager training on the new partner program, configured training models, and finalizing data analysis will take place at the beginning of the implementation phase. The recently hired on H-E-B partners starting at that point will go through the new program. Organizational and individual performance will be measured via observation and customer feedback. In order to ensure that partners are performing at their best, observations will take place multiple times throughout the year, and will be reviewed quarterly. This is done in order to make sure all partners are aware of strengths and weaknesses meanwhile also taking advantage to ascertain any feedback on the reformed training program. To warrant reliable project execution, the CLER model will be used to establish a superior implementation process.

Configuration & Linkages

H-E-B regional managers will need to create a group relationship with each new oncoming H-E-B learner in regard to their department. To ensure that this process flows effectively and efficiently, these relationships with each newly acquired employee will be paramount. Lead department managers will be active to help instruct training correlating to their sector within H-E-B’s. Depending on the department H-E-B is hiring in, only one manager from that respective department will need to be present to train the new trainees. For example, stockers will meet up with other onboarding stockers as a group unit. Further, policies will be led and enforced by that department’s manager, so for this example it would be the lead manager stocker. Also, to keep the ratio of manger to new employee at bay, the training sessions will be administered by region. The initial focus is to configure a positive relationship and linkage to guarantee a constructive, beneficial, and supportive environment upon implementation. The efficiency and effectiveness of the new employee’s ability to learn is always the primary focal point. The grouping of each regional manager to individual learner by sector will give the learner a more distinct relationship to have with someone rather than all new learners attending to the exact same person. This division amongst the new employee to manager ratio will produce more quality questions and instruction for better preparation overall. If needed, the linkage between the instructional design manager and the H-E-B vice president may be used to offer further incentives to implement for training purposes in case of any faulty measures.

Environment

During the implementation by the H-E-B adopters, the company has agreed to provide multiple layers of support that will consist of resolving any unknown or configured issues throughout the process. H-E-B’s management level as well as the HR department will collaborate together in an effort to adopt the best possible environment for these new incoming H-E-B employee learners. In doing this, they want to create an extremely helpful and supportive environment for these new employees to have easy access for the adoption of necessary materials for success. The H-E-B management level employees will make a valiant effort to enforce this supportive and friendly atmosphere so that these oncoming learners have all the tools necessary to adopt innovation and acquire a direct path to success.

Resources

Human Resources and the management level at H-E-B have confirmed they will cooperate with each other and are willing to provide all of the required resources necessary to complete this project. Furthermore, material and institutional resources will always be on deck and ready to go when the project launches. On the other hand, H-E-B is going to have to reconsider scheduling and employee count to ensure that all necessary personnel resources are available during this new training delivery. Schedules may become tight, but to enhance this delivery process it is of the utmost importance that all necessary personnel is available to the learner. As a result, H-E-B’s vice president has stipulated that he wants this new training process to be implemented immediately. All in all, there is appropriate and sufficient support present for this project to take off in great fashion and succeed.

First Training Offering

To warrant the implementation of this new learning process, each H-E-B district will seek out a respected innovator at the management position. By including an innovator, this will secure the project launch and maintain its’ integrity throughout the entirety of the process. The new training process will take effect immediately. Furthermore, it will replace the old training process in great fashion, for results will be evaluated promptly. Ultimately, introducing this new learning process in regions at a time will aid the goal of increased productivity and more productive training for new incoming employees at H-E-Bs everywhere.

Potential Risks and Risk Mitigations

Now with any new instructional design process and delivery, risks are always a factor. For H-E-B there are multiple risks to be aware of. First, there is schedule risk in which could cause issue for availability and employee personnel. To mitigate this, H-E-B is going to take full precaution and measure out the schedules to be adjusted before project delivery launches. Department managers will be acknowledged in advance if they are needed for training instruction. Second, there is communication risk in which could cause issues between departments as well as manager transmission. To prevent lack of communication, all H-E-B department managers will hold weekly meetings at the beginning of the workday to ensure everyone is on the same page. Lastly, there is operational/performance risk in which the course of training delivery is not quite meeting expectations or effectiveness. To mitigate this to the highest degree, evaluations are in place to track the progress and efficiency of the new training instruction. If goals are not met, then alternative methods of training delivery will be launched and evaluated as well.

References

Morrison, G., Ross, S., Kalman, H., & Kemp, J. (2013). Designing Effective Instruction (7th edition). Hoboken, NJ Wiley.

University, C. M. (n.d.). Formative vs Summative Assessment - Eberly Center - Carnegie Mellon University. Retrieved from <https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>.