

Objectives and Assessment Report

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Introduction

After reviewing the feedback from my Initial Analysis Report, this report will further develop the G³ workshop by aligning the performance objectives with the instructional goal. As previously identified in the Initial Analysis Report, this workshop is designed for all new hires in call centers. It will provide foundational problem solving and customer relationship training for all call center representatives. Our company G³ has developed a role-specific training module entitled, “Your GPS to G³ Success”. This training will give the new hires an opportunity to practice everything they have learned in a supported, live-call environment.

This will equip learners with the tools and resources needed for identifying and solving customer problems and delivering award-winning service to our valued customers. Every new hire, whether they are entry-level or incumbent, must complete this workshop before being allowed to perform any job duties. This training will use a blended approach with a one hour workshop followed by an online web-based training module. This training will be delivered sequentially. The one hour workshop will be facilitated by an instructor, followed by a short break and then the web-based training will be administered. Additionally, it was identified in the learner analysis and concerns voiced that all training materials will be distributed to learners and learners will be able to repeat WBT module, as necessary, to master skills.

Instructional Goal

The instructional goal of this design is to create a one hour workshop for call center new hires and to create a WBT for a knowledge check of retention.

Performance Objectives

After introductions and reading training materials, learners will recall knowledge using a job aid and practice with group exercises. The group exercises will be used to evaluate knowledge retention.

Main Instructional Goal	Terminal Objective	Test Item
In order to be effective team members, contribute to organizational success, and provide exceptional customer service, new hires will acquire, recall, and practice the job expectations for customer complaint calls by completing a position-specific module entitled "Your GPS to G ³ Success".	<p data-bbox="630 306 995 506">During self-study and practice in the training room, successfully acquire, recall, and practice the job expectations for customer complaint calls.</p> <p data-bbox="630 558 995 688">Completion of a WBT module with a minimum score of 80% will be used to judge achievement of this goal.</p>	Complete a WBT module comprised of completion, short answer, multiple choice, and matching test questions to assess the terminal objective and the main steps in the instructional goal.
Main Step in Instructional Goal	Objective	Test Item
1. Acquire the job expectations for customer complaint calls.	<p data-bbox="630 814 995 982">Given the G³ job aid and during self-study and facilitated interaction, acquire the job expectations for customer complaint calls.</p> <p data-bbox="630 1035 995 1161">Completion of a WBT with a score of at least 80% will be used to judge achievement of this goal.</p>	<p data-bbox="1019 783 1414 1129">Using the provided job aid as a resource during this test, please read the job expectation description and write the job expectation in the space provided below each description. If a provided description does not correspond to a CRS position, indicate "Not CRS position" in the space below the description.</p> <p data-bbox="1019 1171 1255 1192">Appendix A: Job Aid</p>
Subordinate Skills	Objective	Test Item
1.1 Name the job expectations.	When asked either orally or in writing to name the customer complaint call expectations, name the expectations. New hire should name at least 4 of the 5 job expectations (80%).	Using the provided job aid as a resource, please list the job expectations in the spaces provided below this question.
1.2 Classify the job expectations.	Given a completion activity, name the job expectations. New hire should correctly name 4 of the 5 job expectations (80%).	Using the provided job aid as a resource, please read the job expectation description and write the job expectation in the space provided below each description.
Main Step in Instructional Goal	Objective	Test Item
2. Recall the job expectations for customer complaint calls.	After studying the provided job aid and achieving the previously identified goal, correctly classify 80% of the job expectations.	Please read through the customer complaint scenarios provided. After reading them, indicate the job expectations utilized in each scenario by

	Completion of a WBT with a score of at least 80% will be used to judge achievement of this goal.	underlining the occurrence of the expectation and writing the job expectation utilized in the spaces provided. Also, please see the example for an illustration of how to respond to this question.
Subordinate Skills	Objective	Test Item
2.1 Recall the job expectations.	When asked either orally or in writing to recall the job expectations, recall the expectations. New hire should recall at least 4 of 5.	In your own words, recall the job expectations for your new position. You may write your responses in the spaces below this question.
2.2 Classify the job expectations.	New hire should correctly classify at least 80% of the job expectations.	Please read the given list of customer complaint scenarios. From the given list of customer complaint scenarios, indicate those scenarios that include G ³ job expectations, and which expectations are utilized in each scenario. You may use the job aid for this exercise.
Main Step in Instructional Goal	Objective	Test Item
3. Practice the job expectations for customer complaint calls.	<p>After studying the provided job aid and achieving the previously identified goal, correctly classify 80% of the job expectations.</p> <p>Completion of a WBT with a score of at least 80% will be used to judge achievement of this goal.</p>	<p>From the given list of customer complaint scenarios, sort the scenarios as either examples where the customer service representative followed job expectations, or did not follow job expectations. Record "F" for followed job expectations or "DNF" to indicate that the individual did not follow job expectations.</p> <p>A rubric will be completed by instructor to judge learner knowledge retention.</p>
Subordinate Skills	Objective	Test Item
3.1 Practice the job expectations.	When asked either orally or in writing to recall the job expectations prior to practice, recall the expectations. New hire should recall at least 4 of 5.	Please read the questions below describing the different job expectations. After reading through them, please write your response in the spaces provided below this question.
3.2 Practice the job expectations.	Given written descriptions of actual complaint scenarios, indicate whether the actions	Please read the given list of customer complaint scenarios. After reading them, indicate with

	<p>taken by the customer service representative in the scenario are consistent with the job expectations of G³. New hire should correctly classify at least 80% of the job expectations.</p>	<p>an “X” the scenarios in which the customer service representative followed the job expectations. You may use the job aid for this exercise.</p>
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Description of Assessment Instruments

Entry Skills Assessment: The revised analysis added that additional subordinate skilling relating to the real call scenario and verbal instruction for feedback and best practices are needed. All new hires must have the ability to take notes and write summaries at the end of certain modules. All new hires should meet the entry skills in regards to use of a computer. All new hires should be able to work independently on their own individual WBT.

Pretest: Our new hire training incorporates previous knowledge and/or experiences and builds to incorporate new ideas/training dependent upon appropriate learning environments designed by us as the facilitators. In order to assess prior knowledge or experience, a brief knowledge check will be administered. The pretest will contain a multiple choice question quiz. The topics will cover job expectations and handling call complaints scenarios. Pretests will be taken prior to the start of the workshop.

Practice Tests: Learners will practice employing various learning concepts throughout the workshop. The learners will record their answers in their learning journals and/or training manuals. The related practice tests are listed below in the learner participation section below. Activities include interpreting various situations, defining job expectations, practice answering difficult call scenarios questions, individual readings and Q&A sessions. Learners will practice by working in pairs, listening to instruction and making a WBT module.

Posttests: This is a **required** element to the workshop. An “exit” WBT will provide a knowledge check of all materials covered. The WBT assessment will be given at the after of the one hour instruction.

Completion of a WBT module with a minimum score of 80% is required to complete the instruction and finish the training per G³ policies.

The posttest will contain 20 questions, written in the following structures:

- Short-answer- 5 questions
- Identifying short-answer-style- 3 questions
- Multiple choice - 5 questions
- Listing-style short answer- 3 questions
- Sorting- 4 question

Design Evaluation Chart

Main Instructional Goal	Terminal Objective	Test Item
In order to be effective team members, contribute to organizational success, and provide exceptional customer service, new hires will acquire, recall, and practice the job expectations for customer complaint calls by completing a position-specific module entitled "Your GPS to G ³ Success".	<p>During self-study and practice in the training room, successfully acquire, recall, and practice the job expectations for customer complaint calls.</p> <p>Completion of a WBT module with a minimum score of 80% will be used to judge achievement of this goal.</p>	Complete a WBT module comprised of completion, short answer, multiple choice, and matching test questions to assess the terminal objective and the main steps in the instructional goal.
Main Step in Instructional Goal	Objective	Test Item
1. Acquire the job expectations for customer complaint calls.	<p>Given the G³ job aid and during self-study and facilitated interaction, acquire the job expectations for customer complaint calls.</p> <p>Completion of a WBT with a score of at least 80% will be used to judge achievement of this goal.</p>	Using the provided job aid as a resource during this test, please read the job expectation description and write the job expectation in the space provided below each description. If a provided description does not correspond to a CRS position, indicate "Not CRS position" in the space below the description.
Subordinate Skills	Objective	Test Item
1.1 Name the job expectations.	When asked either orally or in writing to name the customer complaint call expectations, name the expectations. New	Using the provided job aid as a resource, please list the job expectations in the spaces provided below this question.

	hire should name at least 4 of the 5 job expectations (80%).	
1.2 Classify the job expectations.	Given a completion activity, name the job expectations. New hire should correctly name 4 of the 5 job expectations (80%).	Using the provided job aid as a resource, please read the job expectation description and write the job expectation in the space provided below each description. Appendix A: Job Aid
Main Step in Instructional Goal	Objective	Test Item
2. Recall the job expectations for customer complaint calls.	After studying the provided job aid and achieving the previously identified goal, correctly classify 80% of the job expectations. Completion of a WBT with a score of at least 80% will be used to judge achievement of this goal.	Please read through the customer complaint scenarios provided. After reading them, indicate the job expectations utilized in each scenario by underlining the occurrence of the expectation and writing the job expectation utilized in the spaces provided. Also, please see the example for an illustration of how to respond to this question.
Subordinate Skills	Objective	Test Item
2.1 Recall the job expectations.	When asked either orally or in writing to recall the job expectations, recall the expectations. New hire should recall at least 4 of 5.	In your own words, recall the job expectations for your new position. You may write your responses in the spaces below this question.
2.2 Classify the job expectations.	New hire should correctly classify at least 80% of the job expectations.	Please read the given list of customer complaint scenarios. From the given list of customer complaint scenarios, indicate those scenarios that include G ³ job expectations, and which expectations are utilized in each scenario. You may use the job aid for this exercise.
Main Step in Instructional Goal	Objective	Test Item
3. Practice the job expectations for customer complaint calls.	After studying the provided job aid and achieving the previously identified goal, correctly classify 80% of the job expectations. Completion of a WBT with a score of at least 80% will be	From the given list of customer complaint scenarios, sort the scenarios as either examples where the customer service representative followed job expectations, or did not follow job expectations. Record "F" for followed job expectations or "DNF" to indicate that the

	used to judge achievement of this goal.	individual did not follow job expectations.
Subordinate Skills	Objective	Test Item
3.1 Practice the job expectations.	When asked either orally or in writing to recall the job expectations prior to practice, recall the expectations. New hire should recall at least 4 of 5.	Please read the questions below describing the different job expectations. After reading through them, please write your response in the spaces provided below this question.
3.2 Practice the job expectations.	Given written descriptions of actual complaint scenarios, indicate whether the actions taken by the customer service representative in the scenario are consistent with the job expectations of G ³ . New hire should correctly classify at least 80% of the job expectations.	Please read the given list of customer complaint scenarios. After reading them, indicate with an "X" the scenarios in which the customer service representative followed the job expectations. You may use the job aid for this exercise.

Instructional Strategy: Content Presentation and Learner Participation

Cluster 1

Objectives	
1.1	When asked either orally or in writing to name the customer complaint call expectations, name the expectations. New hire should name at least 4 of the 5 job expectations (80%).
1.2	Given a completion activity, name the job expectations. New hire should correctly name 4 of the 5 job expectations (80%).
1	Given the G ³ job aid and during self-study and facilitated interaction, acquire the job expectations for customer complaint calls. Completion of a WBT with a score of at least 80% will be used to judge achievement of this goal. Appendix A: Job Aid
Content Presentation	
<i>Content:</i>	Introduce the job expectations via the materials and job aid. The job expectations will be studied individually, so that learners become more familiar with them and relate them to previous experiences, helping to increase retention.
<i>Examples:</i>	Relational activities, question and answer, written answer, job aid, and WBT will be used. Module (or Instructor) will prompt new hires to recall previous customer service experiences and how those relate to the G ³ job expectations.

<i>Student Grouping and Media Selection:</i>	All learners will be in one group and will have access to the computer, any displayed media, and the job aid.
Student Participation	
<i>Practice Items and Activities:</i>	Practice activities include reading, short practice quizzes, and interaction activities. Read the job expectations. Place a check next to the ones that you have utilized in a previous workplace. Read the job expectation descriptions and write the job expectations down in the spaces provided.
<i>Feedback:</i>	Module (or Instructor) provides feedback on progress and discussion, guiding and redirecting when appropriate. The WBT module will score immediately upon completion, allowing the new hire to quickly understand progress and score.
<i>Student Grouping and Media Selection:</i>	Learners begin the class as a group and work individually. The job aid and WBT module are used. The learner may retake the module as many times as necessary to reach the minimum score of 80%.

Cluster 2

Objectives	
2.1	When asked either orally or in writing to recall the job expectations, recall the job expectations. New hire should recall at least 4 of 5.
2.2	Given written descriptions of actual complaint scenarios, identify the job expectations used within the scenarios. New hire should correctly classify at least 80% of the job expectations.
2	After studying the provided job aid and achieving the previously identified goal, correctly classify 80% of the job expectations. Completion of a WBT with a score of at least 80% will be used to judge achievement of this goal.
Content Presentation	
<i>Content:</i>	Review job expectations and work on activities to assist with recall and usage.
<i>Examples:</i>	New hires will review the job expectations and continue building learning links by studying the job aid and recalling the job expectations, linking them with appropriate descriptions and their previous experiences, completing WBT and practice activities.
<i>Student Grouping and Media Selection:</i>	The new hires will begin this module as a group or individually if necessary.
Student Participation	
<i>Practice Items and Activities:</i>	New hires will practice recalling the job expectations in different conditions. New hires will review complaint scenarios and indicate usage of the G ³ job expectations, thereby helping them to link the job expectations in different ways, not just memorization, but association.

<i>Feedback:</i>	New hires will receive feedback from the WBT module (or Instructor).
<i>Student Grouping and Media Selection:</i>	The new hires will work individually at their computer workstations during this module. They may also use the job aid when appropriate and are free to consult the materials from previous sections of this workshop. In the event that learners do not progress through the previous section at the same rate, this module may be completed individually as well.

Cluster 3

Objectives	
3.1	When asked either orally or in writing to recall the job expectations prior to practice, recall the expectations. New hire should recall at least 4 of 5.
3.2	Given written descriptions of actual complaint scenarios, indicate whether the actions taken by the customer service representative in the scenario are consistent with the job expectations of G ³ . New hire should correctly classify at least 80% of the job expectations.
3	After studying the provided job aid and achieving the previously identified goal, correctly classify 80% of the job expectations. Completion of a WBT with a score of at least 80% will be used to judge achievement of this goal.
Content Presentation	
<i>Content:</i>	Review job expectations and work on activities to assist with recall and usage of the descriptions in real-life scenarios.
<i>Examples:</i>	New hires will review the job expectations and continue building learning links by studying the job aid and recalling the job expectations, linking them with appropriate descriptions and their previous experiences, completing WBT and practice activities.
<i>Student Grouping and Media Selection:</i>	The new hires will begin this module as a group or individually if necessary.
Student Participation	
<i>Practice Items and Activities:</i>	New hires will practice recalling the job expectations in different conditions. New hires will review complaint scenarios and indicate which ones include usage of the G ³ job expectations, thereby helping them to link the job expectations in different ways.
<i>Feedback:</i>	New hires will receive feedback from the WBT module (or Instructor).
<i>Student Grouping and Media Selection:</i>	The new hires will work individually at their computer workstations during this module. They may also use the job aid when appropriate and are free to consult the materials from previous sections of this workshop. In the event that learners do not progress through the previous section at the same rate, this module may be completed individually as well.

Terminal Objective

Objectives

T	During self-study and practice in the training room, successfully acquire, recall, and practice the job expectations for customer complaint calls. Completion of a WBT module with a minimum score of 80% will be used to judge achievement of this goal.
Content Presentation	
<i>Content:</i>	The new hire will read and review the job expectations and examples of their usage, using the material from throughout the module, the examples, and the Job Aid.
<i>Examples:</i>	The instructor will provide actual complaint scenarios that the new hires will read and discuss, using the job aid of job expectations as a guide for the expectations of the CRS. Additionally, the new hires will take part in role play activities in a live call scenario.
<i>Student Grouping and Media Selection:</i>	The new hire will receive the module agenda electronically. The agenda will include module components, location of activities and media resources utilized, and an overview of activities. The instructor or orientation coordinator will reserve the training room, coordinate all materials, and ensure that new hires know when/where the module will take place during orientation.
Student Participation	
<i>Practice Items and Activities:</i>	New hires will be given opportunities for practice throughout the module and may retake the Subordinate Goal test items until appropriate completion levels are reached or in the case that more practice is desired or recommended by instructor. Practice activities include, but are not limited to, guided WBT interaction, short answer, completion, matching, and multiple choices.
<i>Feedback:</i>	The WBT will provide direction, feedback, and practice points.
<i>Student Grouping and Media Selection:</i>	The new hires will begin the module as one group. Media utilized will include, but is not limited to, computers, PowerPoint, and WBT items.

Conclusion

To adhere to G³'s policies for diversity, the instructors will be aware of different learning types and will try to accommodate as much as possible. The learners will move through the module and instruction at the same pace, if possible. For G³'s commitment to improvement, surveys will be given to the new hires three weeks after the training to gather feedback about the course itself. This will be used by the instructional designers to evaluate the modules and materials for any future revisions.

References:

Dick, W., & Carey, L. (1996). *The systematic design of instruction*. 4th ed. New York, NY: Harper Collin

Dick, W., Carey, L., & Carey, J.O. (2009). *The Systematic Design of Instruction*. Columbus, OH: Pearson.

Krathwohl, D.R., Bloom, B.S. and Masia, B. B. (1964). *Taxonomy of educational objectives, Book II. Affective domain*. New York, NY. David McKay Company, Inc.

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Appendix A: Job Aid

G ³ Customer Relationship Job Expectations	Steps	Description
Make it personal.	Apologize	Our customers are not only our clients, but we build relationships with them throughout the years as a cellular service provider. When they have a problem, we have a problem, so we want to understand exactly what is happening for them so that we can offer them the best solution. When helping a customer, remember that you are not evaluated on how many problems you fix per day, so be attentive to the client's needs and spend the time necessary to resolve the issue. Think of them as our cellular family, as your family, and use their names, ask how they are doing, and make it personal . Your customers can tell when you do this, and it makes the difference between G ³ and "the other guys".
	Personalize it.	
	Take your time.	
Get the facts.	Let them tell their story.	Because our customers need to "get it all out", we need to allow them to tell their entire story before taking any further steps. It's important that we listen as if hearing the concerns of a dear friend, get the facts , and be sure the customer is able to express themselves. When you feel that the customer has finished their story, ask them if you can double check what you heard to make sure you understood. This lets our customers know that we care about the details, and ultimately their needs. Review the notes with them and make corrections if necessary.
	Get it down.	
	Restate their story.	
Fix it.	Offer a solution.	That's right, you can do this. We empower our Customer Relationship Specialists to fix it . Based on what you have captured from the customer, offer them the correct solution and let them mull it over – no pressure plays. Don't assume it's the right thing to do until the customer says it is, so wait for them to decide, then verify that is correct before proceeding. If they change their mind, roll with it. You have the authority to level up the solution if you need to do so.
	Verify the solution.	
Wrap it up.	Finish on the summit.	Ask what else you can do for the customer before you wrap it up . This ties back to taking your time, and it also lets our customers know that we are here to resolve other issues that they may have remembered during this call. A full service provider like G ³ doesn't just check the box, we want to finish our interaction with the customer on a high note.
Close.	Finalize the call.	Before you even think about hanging up, remember that you want the customer to know that you care about the outcome of the solution as well, so be sure to remind them to call you with any questions or concerns. If you feel it would be helpful, flag the account for a follow up call after the solution is delivered, and check back in with the customer. Confirm details, and close the call, wishing the customer well and being sure that they are pleased with the solution.

<p>NOTE: Points possible for each range are included in parenthesis.</p>	<p>Target (no content-related revisions suggested)</p>	<p>Acceptable (minor content revisions suggested)</p>	<p>Area of Concern (major content revisions suggested)</p>
<p>Introduction</p>	<p>(2) All required components were included. The description is clear and indicative of a solid understanding of the parameters of the workshop.</p>	<p>(1) All required components were included. The description does not clearly indicate that the author has a clear understanding of the nature of the workshop.</p>	<p>(0) This section does not include all required elements.</p>
<p>Performance Objectives</p>	<p>(5-4) The chart for this section contains a clear relationship between the objectives and the goals of this workshop. All</p>	<p>(3-2) The chart for this section contains a clear relationship between the objectives and the goals of</p>	<p>(1-0) The chart for this section does not contain a clear relationship between the objectives and goals. There are</p>

	<p>components of the objectives were included and appropriate for the level (terminal v. performance v. subordinate).</p>	<p>this workshop. There is some confusion in terms of the components of the objectives or the level they are intended to represent.</p>	<p>major issues to the writing and use of these items in the workshop.</p>
Assessment Instruments	<p>(6-5) The chart for this section contains a series of test items that are directly related to the corresponding goals/objectives. The performances or test items are reflective of the nature of the objectives. All required workshop components were included in this task.</p>	<p>(4-2) The chart for this section contains a series of test items that are loosely related to the corresponding goals/objectives. Not all of the performance/test items are consistently reflective of the nature of the objectives. All required workshop components were included.</p>	<p>(1-0) The chart for this section does not contain all of the required goals / steps / objectives.</p>
Instructional Strategies	<p>(7-5) This set of instructional strategies is directly related to</p>	<p>(4-2) This set of instructional strategies is related to the</p>	<p>(1-0) This set of instructional strategies is not complete. By</p>

	<p>the nature of the goals/objectives/steps of the workshop. The strategies that have been selected indicate that emphasis was placed upon choosing activities and practice that would be authentic, motivational, relevant, and engaging to the participants. The placement and pacing of the strategies are designed to promote an effective 1-hour workshop.</p>	<p>nature of the goals/objectives/steps of the workshop. While they may be accurate, the strategies that have been selected for activities and practice do not seem to be authentic, motivational, relevant, and engaging to the participants. The placement and pacing of the strategies have not been designed to promote an effective 1-hour workshop.</p>	<p>not including all required elements, the terminal objective of the workshop is at risk.</p>
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