Product Report I

Gagne's Conditions of Learning model states that there are many different types and levels of learning. These different types and levels of learning stipulate different styles of instruction. Gagne's five categories of learning include: verbal information, intellectual skills, cognitive strategies, motor skills, and attitudes. Gagne's model also states that not only are different styles of instruction necessary for the different types of learning, but so are different internal and external conditions necessary.

While Gagne's theory covers all of the major aspects of learning, the main focus is on intellectual skills. When Gagne first formulated his theory, the foundation was based on military training. Gagne also gives special attention to using technology in instruction.

I believe Gagne's model is appropriate for my instructional module because my module teaches an intellectual skill, which Gagne's model directly caters to. My module is for a specific set of learners worldwide within IBM, and the Conditions of Learning model lends itself nicely to my module's purposes. If the Intellectual Skill column within the table at the following link was used (https://vistaserver.ncsu.edu/webct/RelativeResourceManager/Template/Team/model3.htm), each step could correlate extremely well with how my module flows. The module will be available online for the training of worldwide IBM Executive Briefing Center MarketBound administrators in a specific software skill, so again, Gagne's model fits rather well within those parameters.

The software skill that will be taught in my module is very specific to the database system used by the worldwide IBM Executive Briefing Centers on the MarketBound database system. The skill is how to move a backgrounder document (or Visitor Information Sheet, a.k.a. VIS) from New or Pending status to confirmed status.

As stated above, the learners who will benefit from the instructional module are all IBM Executive Briefing Center MarketBound administrators who are new to their job roles. The entry behaviors are such that the learners have experience with Lotus Notes and the basic skills required to navigate the Lotus Notes Workspace and a Windows operating system environment. These entry behaviors are important due to the fact that the MarketBound database was written using Lotus Domino and is accessed through Lotus Notes, specifically on

the Lotus Notes Workspace. The learners are familiar with computer-based instruction and enjoy it as a familiar learning environment. They prefer autonomy in their learning and are anxious to learn the skills necessary to be self-sufficient and proficient in the MarketBound system. The computer-based nature of my module lends itself well to the learners' preferences as well as their motivation for completing the module. **(See Appendix 1, Table 1, Learner Analysis)**
Learners will conduct the training on the same computer that is assigned to them at their IBM-assigned workstation. The Lotus Notes software is loaded onto each workstation, and the MarketBound database icon is already in place on the desktop, along with a local replica of the database. Learners will utilize their new skills on the same computer on which they conduct the training. Learners will easily be able to apply their new skills to their everyday activities because they will be utilizing them as a basis for their core job responsibilities, and they will be using their assigned PC or ThinkPad at their designated workstation. There are currently 25 worldwide IBM briefing centers on the MarketBound system; therefore, there are 25 sites. Each site employs a MarketBound administrator who will use their assigned PC or ThinkPad at their designated workstation not only to complete the training, but also to carry out the skills learned in their daily activities. **(See Appendix 1, Table 2, Context Analysis)**

According to the table at https://vistaserver.ncsu.edu/webct/RelativeResourceManager/Template/Team/model3.htm, the breakdown of Gagne's Conditions of Learning for Intellectual Skills is below. My plan for application of each one is listed below each bullet point.

- **Gaining attention = Introduce stimulus**
    - ✓ The introduction of the stimulus for my module includes a welcome from the narrator. It motivates learners with the promise of step-by-step instructions and learning tips and shortcuts to make the administrators' jobs easier. The learners should be able to identify with these promises and will therefore be inspired to want to dive into the module.
- **Informing learner of objective = Provide description and example of the performance to be expected**
    - ✓ The performance to be expected at the outcome of the instructional module is that the learner will be able to move a backgrounder from New or Pending status to Confirmed status without assistance.
- **Stimulating recall of prerequisites = Stimulate recall of subordinate concepts and rules**
    - ✓ Since the module is divided into three different sections, a slide will be shown at the beginning of each section outlining the objectives and subskills about to be taught in the forthcoming section.

- **Presenting the stimulus material = Present examples of concept or rule //<u>COMBINED WITH</u>// Provide learning guidance = Provide verbal cues to proper combining sequence**
  - ✓ At this point in the instructional module, screen shots and detailed instructions for each step in the process will be outlined. The instructions, though detailed, will also be concise so as to aide in the recall efforts later.
  - ✓ For the terminal objective in which the learner will be able to move the backgrounder from New or Pending status to Confirmed status, there are two different ways within the MarkentBound system that the goal may be achieved. Both paths will be addressed for the purposes of this lesson.
- **Eliciting the performance = Ask learner to apply rule or concept to new examples //<u>COMBINED WITH</u>// Providing feedback = Confirm correctness of rule or concept application**
  - ✓ A manipulative example of a "new" incoming briefing will be given. The learners will be asked to move it from New status to Confirmed status, following all steps to get to the end result.
  - ✓ As the learner manipulates the example given, written clues will appear when a correct or incorrect "move" is made.
- **Assessing performance = Learner demonstrates application of concept or rule**
  - ✓ After the learner makes all of the correct "moves" in the manipulative example, an assessment will be given. If the incorrect answer is chosen, they will be told and will be able to choose another answer. The learners will be given two attempts on each question.
- **Enhancing retention and transfer = Provide spaced reviews including a variety of examples**
  - ✓ Reviews and manipulative examples are provided throughout the module.

<u>Needs Assessment</u>

Following awareness of a growing number of the same questions being asked of them by new MarketBound administrators, input from briefing center managers, and problem reports submitted, the MarketBound creators conducted a performance analysis on the proficiency of new MarketBound administrators.

After logging the questions, input, and problem reports, the MarketBound creators analyzed their data to discover that the same or similar questions kept being asked, the same or similar input from the briefing center managers kept being repeated, and the same or similar problem reports kept being submitted. The creators researched who exactly was having the repeated elementary problems with navigation of the MarketBound system, only to discover it was

relatively new MarketBound administrators who had not yet mastered the MarketBound database.

More senior MarketBound administrators were consulted, and the creators discovered that the senior administrators had similar problems upon entering their roles as well. Since no training was offered, it was a lengthy process of pure trial and error in order for them to master the briefing center tool.

Upon discussing their findings and comparing them to how much time was spent fielding questions, input, and problem reports for relatively elementary MarketBound functions, the creators called for finding ways to better educate and help the new MarketBound administrators upon their entering into their new role.

Actual Performance:
According to questions asked, briefing center managers' input, and problem reports submitted to the MarketBound creators, new MarketBound administrators enter their new jobs at a 0-1 on the IBM 5-Point System of Expertise* and stay at a 1-2 for far too long. (See asterisk for a breakdown of the IBM 5-Point System of Expertise.)

The most basic concept which administrators are not able to perform is to move a backgrounder document from New or Pending status to Confirmed status.

* IBM 5-Point System of Expertise:
    1. Heard of it
    2. Utilize it with assistance
    3. Utilize it with no assistance
    4. Teach it
    5. Expert

Optimal Performance:
New MarketBound administrators enter their new jobs at a 0-1 on the IBM 5-Point System of Expertise and, ideally, become a 2.75 within one month.

The most basic concept which administrators are not able to perform is to move a backgrounder document from New or Pending status to Confirmed status.

Needs:
New MarketBound administrators need to be trained to be proficient in the use of the MarketBound database within one week of beginning their new role, beginning with the most basic concept.

Solutions:
♦ Create a self-intructional training module for new MarketBound administrators to take within one week of beginning their new role. The basis of the module will be how to handle a new briefing request, which includes

the basic task of moving a backgrounder from New or Pending status to Confirmed status.

♦ Implement a mentor program whereby experienced administrators are assigned to new administrators in order to help the new administrators navigate the MarketBound system

♦ Conduct periodic lunch-and-learns via web conference in order to address general questions in real time

Training Goal:
(Rule – Gagne) Within one month of entering their new roles, personnel will be able to demonstrate moving a backgrounder document (or Visitor Information Sheet, a.k.a. VIS) from New or Pending status to Confirmed status within the MarketBound database without outside assistance.

Sub-Goals for the Training Goal:
1. Demonstrate opening the MB database and identifying the Status view (Rule)
2. Demonstrate locating the Visitor Information Sheet (VIS) in New or Pending status (Rule)
3. Is a shortcut appropriate to take in this instance? (Concept)
4. Demonstrate changing the VIS status from New or Pending to Confirmed under the Actions menu (Rule)
5. Demonstrate changing the VIS status from New or Pending to Confirmed in the drop-down menu within the VIS (Rule)
6. Demonstrate saving the VIS (Rule)

(See Appendix 1, Table 3, Task Analysis)