

Case Study Assignment #1

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Behavioral Perspective

## Case Problem Description

ePerformax is a Philippine Corporation which is a joint venture between a U.S. consulting company and a Philippine conglomerate. We handle customer service phone calls, emails, chats, and social media interactions for our Fortune 500 clients' customers. There are three sites located in different cities in the Philippines with over 4,000 front-line teammates handling all of these interactions 365 days a year, 24 hours a day and 7 days a week.

The first level of training which every one of our teammates needs to go through in order to be prepared enough to take interactions with our client's customers is Global Communications Training (GCT). There are a lot of gaps in regard to the level of what the Filipino are being taught in their elementary and secondary schools. In addition, with the advances in technology which have occurred in the past few years, specifically artificial intelligence (AI), chat bots, and machine learning, easy interactions are now being handled by technology and the teammates answer the more difficult calls, emails, and chats. This means our worst agent has to be our best agent and we have had to step up our communications training.

Currently every teammate hired goes through a one-on-one assessment with a recruiter who is trained to detect and test for gaps in English skills. Based on this assessment teammates are given a score of A, B, C, or D. This is the level of their English skills with top being A which requires up to 2 weeks of GCT and the lower being D which could require up to 12 weeks of training. Each of the applicants are then grouped into those four categories and go through classroom training for the time frame required until they are able to certify out of the GCT. The GCT classes are all led by 2 GCT trainers. The Level 1 trainer drills and runs the classroom while the Level 2 trainer is certifying and coaching each of the teammates in the class. All of the training is taught in the classroom and there is a set curriculum for every A, B, C, and D English

24 group. This is all very expensive and labor intensive as we are adding approximately 300  
25 teammates every week in order to keep up with our existing client demands. In addition, every  
26 assessment is done by multiple recruiters and because the classes have multiple trainers there is a  
27 lack of consistency in what is being taught by trainers and assessed by recruiters.

### 28 **Reflective Questions**

- 29 1. Can the recruitment assessment be automated in order to make sure there is consistency and  
30 minimize cost?
- 31 2. Would teammates benefit from having Contingency Contracts which outline their learning  
32 journey in GCT?
- 33 3. Would the GCT program benefit from a Personalized System of Instruction (PSI)?
- 34 4. Can the GCT training benefit from a gamification concept in order to reinforce behavior  
35 change on English skills?
- 36 5. Does the GCT have to be entirely classroom training or can some of the modules be moved  
37 to online format?

### 38 **Potential Solution**

39 The GCT program has a lot of areas of opportunity. Not only does the learning need to  
40 be more enjoyable and retainable, but it also needs to make sure trainees are being trained  
41 consistently and at a lower cost. A test needs to be designed to automat and replace the one-on-  
42 one assessment. The test could be statistically validated and broken up by groups, and sub-  
43 groups. Groups could focus on listening, reading, and grammar. Subgroups would look at  
44 specific areas which we know are important to success of agents such as sentence structures,  
45 adverbs, prepositions, etc. We have 15 years of data and have the ability to create a test and a  
46 curriculum which is aligned.

47           Once the test is taken by the teammates, scores from the different groups and sub-groups  
48 determine the training journey or track. No longer is there a need for everyone to go through all  
49 the curriculum, but a Personalized System of Instruction (PSI) will be created in order to  
50 emphasize individual study and a pace which is best for the learners. “PSI calls for course  
51 material to be broken up into units, or modules, each with a set of behavioral objectives  
52 specifying what is to be learned in that unit.” (Driscoll, 2005, p. 59). Each student will be  
53 required to pass each group and sub-groups via evaluation in order to show mastery  
54 requirements. This curriculum would have to not only be classroom, but it would also be some  
55 online learning. The simpler stuff such as grammatical rules that require drilling and constant  
56 repetition could be online but training on speaking extemporaneously would be in the classroom.  
57 A proctor would be utilized for all the online modules; this way any help or assistance or  
58 immediate feedback is close by. After the test is taken a sheet would come out of the system that  
59 lays out the curriculum for the teammates along with objectives for each of the groups and sub-  
60 groups required based on their test. This would be their Contingency Contract for the duration of  
61 their GCT experience.

62           In addition to all these changes a gamification concept of badges can be overlaid and  
63 given to each teammate as a recruit and as they progress through their journey. The badges could  
64 be on a scale of developing, proficient, and mastered. This would continue to reinforce  
65 behavioral change in order to get to the higher-level badge. The online modules would also have  
66 to have game elements involved to make it more interactive.

67           Effective application of different behavioral principles for the GCT program will take our  
68 organization to the next level from a communications perspective and at the same time create a  
69 better experience for our teammates while they learn.

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References

71 Driscoll, M. P. (2005). *Psychology of Learning For Instruction*. Boston: Pearson Education,

72 Inc.