

1 **Louis Meeks – EDCI 531**

2 **Case Study #2 – Cognitive Information Processing**

3 **Case Problem Description**

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

9 Global Communications Training (GCT), and Product Specific Training (PST) are the
10 first levels of training the teammates certify through before going live with customers. PST is
11 specific to the client and teaches every one of the teammates the specific types of interactions
12 they will handle, processes to follow once they identify the customers issues, systems and
13 interfaces they need to utilize in order to get information needed, call control skills to maintain
14 control of call and help the customer and soft skills required in order to handle each interaction
15 with every customer they speak to having the most effortless experience possible. The training is
16 typically 3-4 weeks long and is controlled by the client and at the moment 95% classroom
17 trained by multiple trainers.

18 The PST training for programs is very complicated training. The teammates have to
19 memorize and understand how to handle the top interaction drivers for the program. Typically,
20 there are over 200 interaction types for every program, but we train and focus on the 80% which
21 drives volume which on average is 20-25 types. With all that is trained in the 3-4 weeks it
22 becomes very hard for all of this information to be retained and recalled when needed on
23 interactions and teammates become frustrated and leave within the first 90 days of employment.

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Reflective Questions

- 25 1. What Cognitive Information Processing strategies can be utilized in instruction design for
26 PST to help with encoding and recall?
- 27 2. What can be getting the way of teammates in recalling Long-term information?
- 28 3. What can teammates do to assist them in encoding information and moving it from working
29 memory to long-term memory?
- 30 4. Why do teammates forget what we have perceived them to have learned in PST?
- 31 5. What would the best way to implement the training in order to help retain teammates?

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Potential Solution

33 Forgetting plays a huge part in what happens to the teammates when they go through
34 PST. There is a lot material in which they have to be trained. This then becomes a reason why
35 they cannot recall the interaction types and how to process them for the customer. But why do
36 the teammates forget what they learn? According to Driscoll, “the most common explanations
37 for forgetting are failure to encode, failure to retrieve and interference” (2005, p. 102).
38 “Encoding refers to the process of relating incoming information to concepts and ideas already in
39 memory in such a way that the new material is more memorable” (Driscoll, 2005, p. 89). When
40 the teammates forget, because of failure to encode, they are not able to retrieve because they did
41 not learn. They don’t remember. When they forget because of a failure to retrieve, they are not
42 able to remember what they learned. Lastly, if they forget because of interference, it means
43 other pieces of information or events got in the way of being able to remember. So, what can
44 teammates do in order to help them encode more effectively in order to make sure they retrieve
45 and recall training without interference?

46 There are a lot of different things in which teammates and learners can do in order to help
47 improve encoding. Some examples include, outline, hierarchies and concept trees. In the case of
48 the teammates for PST, creating a mnemonic to outline the process so it becomes easily encoded
49 and retrieved at future dates. Another example would be for teammates to utilize Self-
50 questioning to ask questions about concepts and interaction types in order to become more
51 familiar. A simple question such as, “Why do customers call for password reset?” or “When do
52 we transfer to appeals?” are self-questions which can aid in encoding interaction types.

53 In addition to what teammates/learners can do, instructors and specifically instructional
54 designers can utilize strategies in order to make the instruction and training better for the
55 teammates. The first is to make sure to provide organized instruction. Organizing the instruction
56 and making sure it is layered in a way in which teammate are able to learn and build foundational
57 one level at a time is important. Start with the basics understanding of how to open an
58 interaction and then move to issue identification, issue resolution and closing of the interaction.
59 All of the skills are being utilized in this interaction, but if it is layered in the way it happens it
60 will be easier to train and encode.

61 Extensive and variable practice is also important. Nothing beats hands on experience and
62 the ability to be able to experience interactions for yourself. The easiest way to do this first is by
63 role playing. Having each of the teammates pair up and work with a partner/customer and
64 practice their call flow and their process is imperative to the ability to encode. It isn’t just
65 important to do role plays, but to change it up in order for them to have different experiences. In
66 addition to role play, there could be a treasure hunt in order to find the different interaction types
67 within the system or even what to do in the case of each interaction type. There are many

- 68 different ways to change up the way in order to practice and encode the interaction types in
- 69 different ways. By doing so instructional designers will ensure the information is encoded.

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References

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

72 Inc.