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Case Study #3 – Constructivism

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, 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 7days a week.

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

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

Reflective Questions

1. Which Constructivist Conditions for Learning could be utilized in the instructional design to improve learning?
2. How can Microworld or Hypermedia Designs be used in the PST?
3. What ways of collaboration can be utilized in the instructional design to increase learning with the PST?
4. How can Goal-Based Scenarios be utilized to get the learners to retain the top interaction drivers from PST?
5. How will the Constructivist Learning Goals overlay with the PST?

Potential Solution

Constructivist view "knowledge is assumed to be constructed rather than acquired," (Driscoll, 2005, p. 386) which brings an entire interesting and potentially fun set of strategies which can be utilized in instructional design.

Instructional Goals start the process and all of the instructional goals of constructivism could be applied in this case, but a big area of focus is really being able to handle the customer interactions quickly with the best end result for the customer. In order to do this, the instructional goals which become important are reasoning and critical thinking, retention, and cognitive flexibility. These goals are important because the teammates have to retain all of the top interaction drivers and be able to reason and critically think of the best solution for the customer for each of those interaction drivers. In addition, they also have to be able to have cognitive flexibility because there are a lot of interactions in which there is a need behind the need and the teammates need to switch between the two different needs and find the solution.

All of these instructional goals lead into conditions of learning which tend to work together. For instance, we need to have a complex, realistic and relevant environment which can mimic the real-life situation of taking the calls, this also requires multiple perspective and multiple modes of learning and in order to help retain the need to have a social negotiation involved. All of these then combine to give our methods of instruction of microworld, collaborative learning and hypermedia. So, in the end the best solution for PST in order to give teammates best knowledge is a blended learning environment with simulation scenarios where they are on the phone taking practice calls with multiple variations and collaboration factor so they can discuss online with their teammates.

Each of the 25 interactions have problems and the team would-be broken-down, phrase by phrase from a customer and teammate perspective. This could be done in many ways of actual voice, emails or even chat simulations. A complete scrape of teammate systems would be done in order to integrate this into the training simulations. This would give them the ability to get customer information as required by interaction types and come up with the best response to the customer. There will be multiple response which could be right, however some might be a better solution based on what customer is asking or saying. The potential for multiple variations and solutions would give the teammates the ability to learn different variations of what they will be experiencing when they are on the floor.

In addition, we would add a social learning portal which is built into the LMS in order to facilitate social negotiation and collaborative learning. It would be accessible by the entire team including tenure teammates, this would allow anyone to ask any question, get answers from the team and be moderated by the trainers and officers of the program to ensure accuracy. This

would enable retention and give first hand experiences from the tenured team to reinforce the learning.

70 References

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

72 Inc.