

# MAKING IT REAL

## Case-based Multimedia Compliance Training for Sales Managers

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# FOCUSING EXERCISE

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- Please complete the checklist on page 2 of your materials.
- The more you check “Yes,” the more this session is for you!
- Time: 90 seconds.

# OBJECTIVES

- ✓ Review the project background.
- View the completed multimedia.
- Specify employed design strategies.
  - Experiential simulation.
  - Case-based learning.
  - Cognitive flexibility theory.
  - Cognitive apprenticeship.
- List preliminary evaluation results.

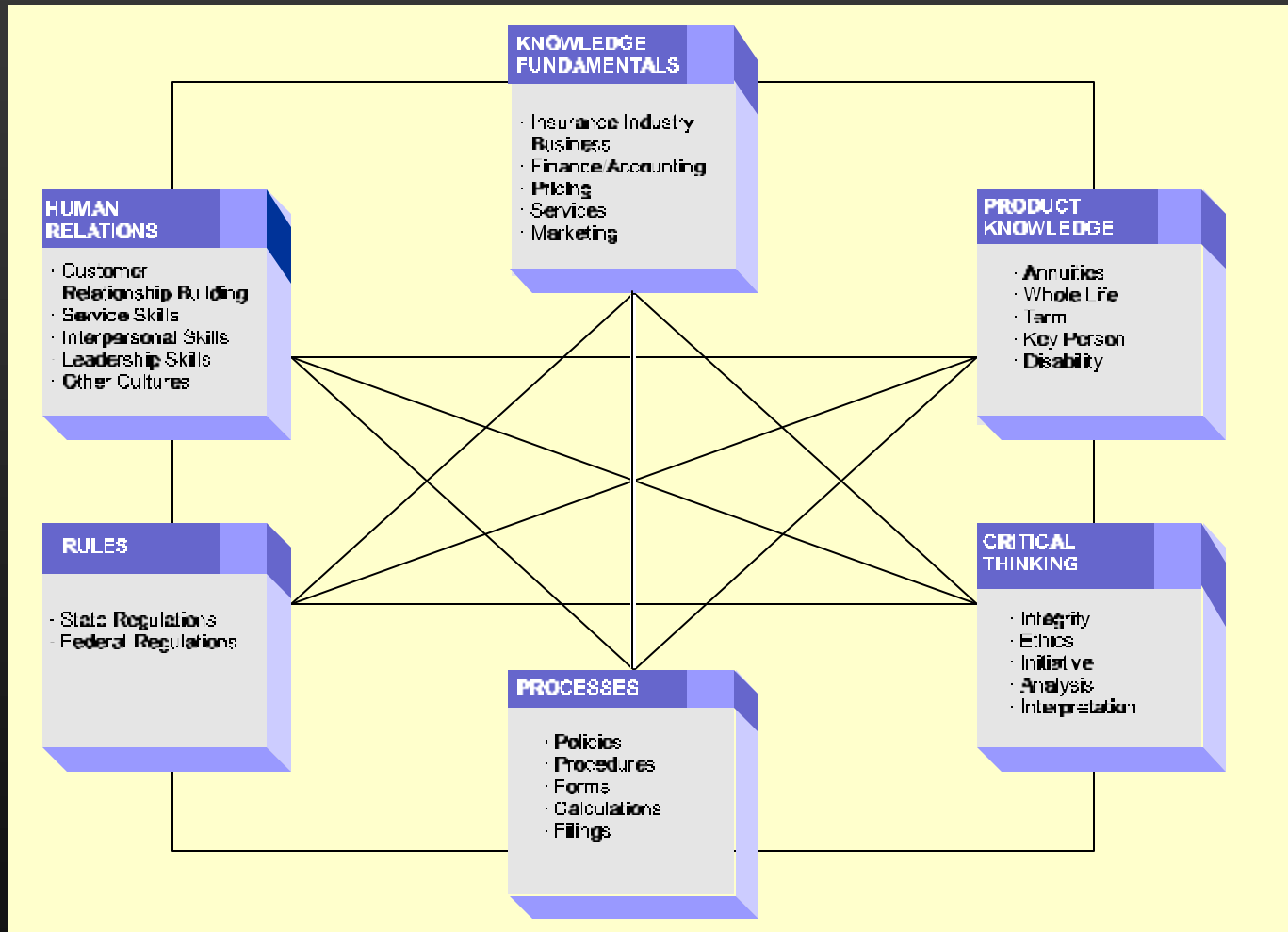
# BACKGROUND INFORMATION

## Target Audience

- **NYLIC's 250 Managing Partners and 500 Sales Managers.**
- **Average new sales range from \$2M - \$20M.**
- **Located in regional offices throughout the United States.**
- **SEC-required training for supervision of registered representatives.**

# BACKGROUND INFORMATION

## Integrated Skills and Knowledge



# AUDIENCE ANALYSIS RESULTS

## Cognitive Performance Requirements

### Findings

MP dilemma: maximizing sales while complying with appropriate sales practices

MPs encounter simultaneous, multiple problems

MPs know the rules, but applying them in context can be difficult

### Training Implications

Provide practice opportunities where MPs can master problem-solving skills in ill-structured domains

Provide opportunities to practice early problem recognition and intervention

Model practical, application of the rules in authentic settings

# AUDIENCE ANALYSIS RESULTS

## Motivational Requirements

### Findings

MPs are motivated by sales, not solving problems

Interpersonal issues  
MPs face on the job are emotionally loaded

MPs are former sales people who remain very competitive

### Training Implications

Employ real incentives; let them know what something feels like so they will remember it

Demonstrate consequences of hoping these issues “just go away” if they are ignored

Enable MPs to fail, but never make them feel inadequate or vulnerable

# AUDIENCE ANALYSIS RESULTS

## Motivational Requirements (continued)

### Findings

MPs are executive-level performers who won't tolerate didactic training

MPs already possess expert-level job skills, train others, and believe they “know it all”

### Training Implications

Pique and maintain MP's interest using relevant and rich examples—good stories

Make MPs realize there is more to know—without resorting to threats or “turn offs”

# AUDIENCE ANALYSIS RESULTS

## Organizational Requirements

### Findings

MP training is changing from passive lectures to active learning

### Training Implications

Design training so MPs support the organizational changes wrought by self-paced online instruction

# AUDIENCE ANALYSIS RESULTS

## Training Criteria

**MP training must meet the following criteria:**

- **Be real and engaging from beginning to end.**
- **Address dilemmas and multiple, ill-structured problems.**
- **Address uncomfortable interpersonal skills.**
- **Tackle gray areas and nuances.**
- **Be risk-free while employing authentic consequences.**
- **Provide non-didactic guidance.**

# OBJECTIVES

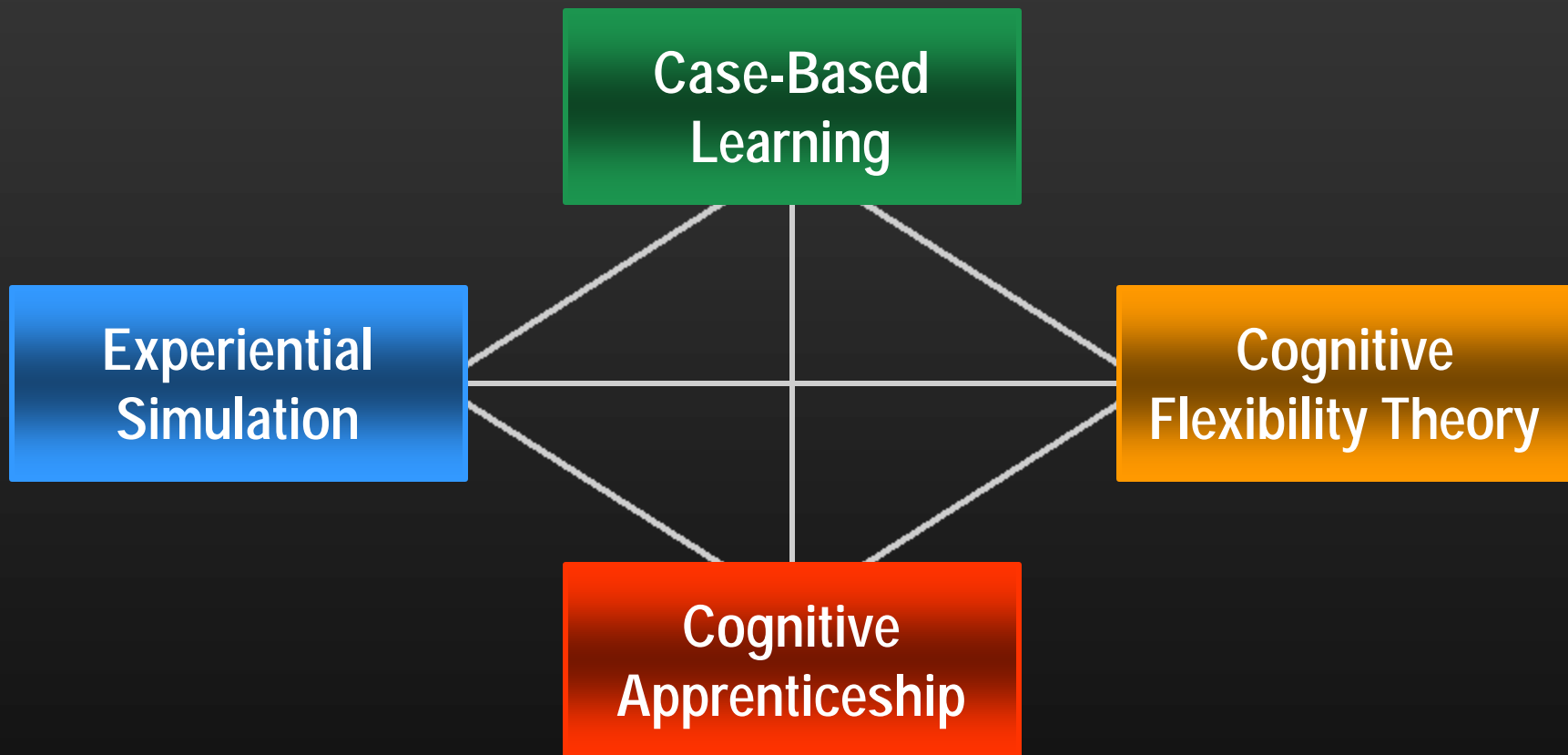
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# DESIGN STRATEGIES

## III-Structured Domains



# EXPERIENTIAL SIMULATION AND CASE-BASED LEARNING

- An experiential simulation is a simulated experience that “establishes a particular psychological reality and places participants within defined roles.”

— *Gredler (1996)*

- Case-based learning is an instructional approach that facilitates learning through the completion of cases.

— *Edelson (1998)*

— *Schank (1999)*

# COGNITIVE FLEXIBILITY THEORY

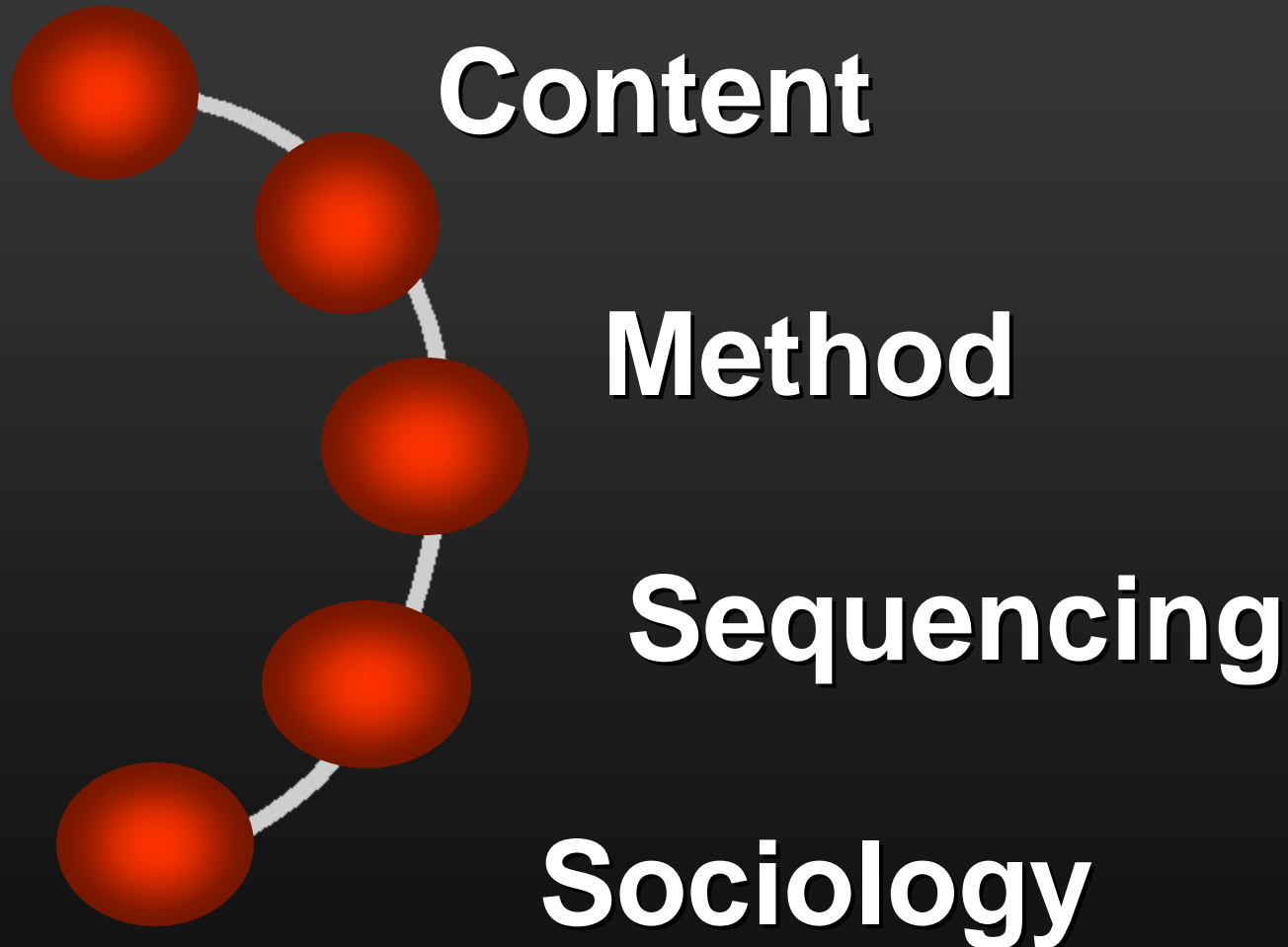
## Description

- “... in order to learn complex material, the learner has to see the same material at different times, in different situations, for different purposes, and from different conceptual perspectives.”

— *Borsook & Higginbotham-Wheat (1992)*

# COGNITIVE APPRENTICESHIP

## Description



# COGNITIVE APPRENTICESHIP

## Sociology

### Design Elements

### Examples

**Situated learning**

All case studies occur in the general office, requiring the learner to take proper action

**Community of practice**

Learners must communicate how they will complete tasks

**Intrinsic motivation**

Real-world cases are inherently motivating

**Cooperation**

Learners interact with agents and staff

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# PILOT TEST RESULTS

## Focus Group Responses

Question	Results
Overall impression	<ul style="list-style-type: none"><li>■ Very engaging</li><li>■ Enjoyed seeing MPs act their roles</li></ul>
Like the most	<ul style="list-style-type: none"><li>■ Far superior to taking a test</li><li>■ There was an ART to this</li><li>■ The video modeling sections</li></ul>
Other additions	<ul style="list-style-type: none"><li>■ Great tool for training in the office in a group environment</li><li>■ Receptive to new modules</li></ul>

# LESSONS LEARNED

- **Teaching complex cognitive skills requires different instructional strategies.**
- **Focus on keeping it real.**
- **Users appreciate authentic contexts and real-world activities.**
- **This extensible approach can be used to create additional lessons containing more complexity—which MPs have requested.**