Learning

behavior
modeling

emotional
involvement

connections
to the familiar

simulation
and practice

mental
participation

cultural
relevance

research and
analysis

personal
interaction

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Improving Systems, Processes, and Performance

iLearn Systems is a Subsidiary of Interactive Communications, Inc.

Takes more than just training!

Allstate Insurance

Kids who take driver education programs die in collisions more frequently than kids who don't.

Even though the increase is less than two percent, it is still statistically significant and indicates that current driver education programs don't work.

Allstate Insurance asked Mr. Adams to find out why, and to design, build, test, and validate a more effective way to teach new-to-the-road drivers.

The result was "Driving," an interactive prototype that demonstrates new instructional techniques and methodologies for teaching driver education.

Our research found that the driving task is 90% mental and only 10% physical. This mental activity involves hazard recognition, decision-making, and deciding how and when to take action. It is primarily a *risk management* processes.

For this reason, our design focused on the mental aspects of driving—allowing us to build a software-only solution to delivering driver education.

"DRIVING" has been tested at four high schools in Michigan and Illinois and was validated by Professor Baruch Fischhoff and associates in the Decision Sciences Laboratory at Carnegie-Mellon University.

Since it was presented at the American Driver Training and Safety Education Association (ADTSEA) convention in 1993, this prototype application has spurred the development of over $10 million dollars in new driver education curricula–all based on this new approach to interactive learning design.

"Driving is 90% mental and only 10% physical"
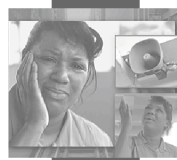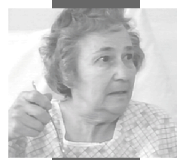
Godfather's Pizza, Inc.

Running a successful Godfather's Pizza restaurant takes more than just making pizza. It takes hot, dirty, boring, difficult effort.

Try cleaning toilets every 30 minutes for an entire day.

Who does most of this work? Kids. Teenagers with limited business experience, and many with limited life skills.

These are the employees who meet and greet, cook and clean, and service today's restaurant customers. They are often the only people customers ever interact with.

How do you get these kids to do things they may have never done before in their lives? Things like:

- Clean up after someone else

- Fix someone else's mistakes

- Take care of other people's emotions

- Put someone else's needs ahead of their own.

For this video training series, we used a behavior modeling approach—showing real kids working through the heat, dealing with the filth, managing the monotony, and putting in the difficult effort. And doing all of this with style, Godfather's STYLE.

Covering everything necessary to set up and operate a Godfather's Pizza franchise, the STYLE Video Training Series established a new model for franchise development in the restaurant industry.

Successes:

- Helped Godfather's expand from 350 stores to over 1,000 in less than four years.

- Franchisees documented 20% drops in operating expenses within 90 days of implementation.

- Purchased by 100% of company stores in less than three months *(Godfather's provided seed money for only the first three shows. We were responsible for selling the series to generate revenue to produce the remaining eleven courses.)*

Awards:

- "Most Creative Use of Video in Training," American Society of Training Directors. 1982.

- Silver Medal, International Film and TV Festival, New York, 1982.

- Featured on the cover of Video Pro magazine with an in-depth article on a production process that resulted in one finished course every 18 calendar days.
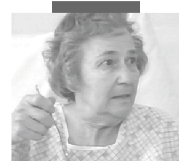
Riverside Hospital Group

At Riverside Hospital Group in Toledo Ohio, client satisfaction is more than just a buzz word. It impacts their very survival.

However, over a number of years Riverside's Customer Satisfaction Index (CSI) had dropped to as low as 2.3 (on the four point CSI scale). Employee morale was low. Patients and visitors were often displeased with their hospital experience.

Two separate attempts to reverse this trend with training failed—with up to 40% of the employees scheduled for training failing to even show up.

Asked to look at the situation, we helped Riverside's executive management team identify not only issues impacting their CSI scores, but also issues which had prevented previous training interventions from succeeding:

- Hospital employees weren't sure who their customers really were–who it was they were responsible for serving. Physicians? Patients? Associates? Insurance providers? As a result, no one's needs were being met.

- Employees did not believe that attending training was a part of their job responsibility. On this issue, the employees were partially correct—training attendance was not in their job descriptions, nor was it a measurement metric for performance evaluation. Employees legitimately felt they were neglecting their professional duties whenever they were forced into training and away from assigned tasks.

- Hundreds of hospital processes and tools (forms, systems, procedures, facility layouts, etc.) had not evolved with changes in administration, nor with advances in medical practice or technology. These tools no longer worked efficiently or effectively— creating friction, confusion, high error rates, and low morale for the entire hospital staff.

"**Winners In Action**," a 3.5 day interactive workshop, was designed to address these issues. While the content focused on customer service, the instructional design worked through a problem-solving process and quality improvement circles. Half of all exercises and case studies were created by the students themselves—bringing customer service problems from their own work area into the classroom for the problem-solving and quality improvement processes.

Results:

- In the first eight months, students brought more than 300 problems and issues into the classroom to work on. Of these, the hospital implemented more than 250 of the student's solutions. Nearly every process and tool throughout the organization was updated and/or improved.

- Attendance at the workshop was voluntary, however competition to get into the program was so keen, almost no one failed to show up.

- Riverside's CSI scores rose from 2.3 to between 3.6-3.8 by the end of the first year.
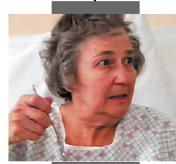
Chicago Transit Authority

In 1995, the federal government began phasing out subsidies for public transportation. Transit authorities across the country were put on notice that the level of remaining subsidies would be directly tied to ridership volume. For the first time in U.S. history, public transportation would have to compete with private transportation for survival.

"Compete for Customers" became the mantra of transit organizations nationwide. But how?

In the past, public transportation had to be efficient, safe, and reliable. They didn't have to be courteous, friendly, and kind. Transit employees would need to refine interpersonal skills they never needed before...and alter many old, deep-seated behaviors.

Awarded the contract to create an interactive courseware prototype, we developed a disc that:

A. Demonstrated advanced instructional design concepts emerging from the interactive learning industry.

B. Demonstrated the technical capabilities of interactive hardware systems for delivering transit training.

C. Validated the effectiveness of both the hardware and courseware for improving the quality of learning in the transit environment.
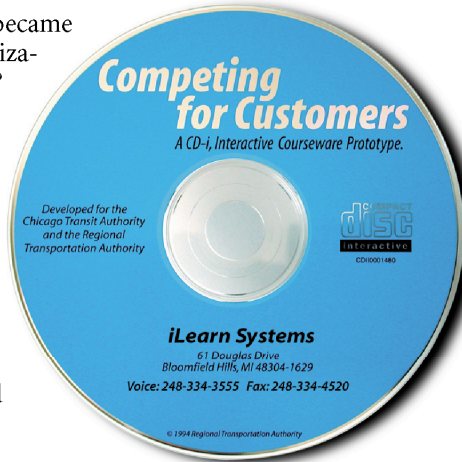
The most effective way to change employee behavior is by affecting their attitudes.

In this exercise, employees get to try their current techniques for handling difficult customers—only to discover these behaviors don't work as well as they thought. Once employees realize their current behaviors don't work, only then are they receptive to new ideas and techniques.

The **Competing For Customers** prototype uses a *functional* structure and delivery of content. Individual modules are organized around specific functions employees perform on the job.

Tutorial segments for each function use the RDA Process... a higly effective instructional model for interactive courseware.

Under the RDA Process, employees must:

1. *Recognize* customer service situations and conditions.

2. Make *Decisions* about how to handle them from available information.

3. Successfully put these decisions into *Action*.

The **Competing For Customers** prototype has proven to be so successful at affecting employee attitudes, it is currently being used as a full course on the topic of handling difficult customers.
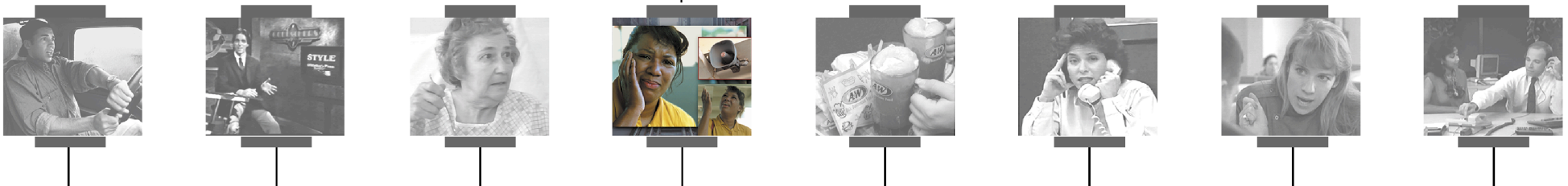
A&W Restaurants

In early 1999, up to 50 percent of A&W Restaurants' new franchise owners were failing within their first few years of operation. While a major effort to increase franchise sales during the previous three years had proven successful, overall growth stagnated due to the high rate of closures.

Internally, it was felt that better training manuals might help remedy this situation. An RFP was sent out to solicit bids for desktop publishing a new set of training manuals.

Instead, we recommended an analysis of the situation to clearly identify the most critical issues impacting the high closure rate. Once identified, time and resources could be more accurately applied toward solving the problem.

With our help, more than 250 issues were identified which directly impacted the success of new franchise operations. The quality of desktop publishing of the training manuals was not one of them.

This lead to development of the *A&W University*, a new system providing everything new owners need to set up and operate a successful A&W Restaurant—even for owners with limited restaurant experience.

*"Without people, no business can exist. Without effective people, no business will succeed."*

The A&W University

Produced in less than ten months, the *A&W University* provides business and operations training for owners, operators, and managers plus station training for the entire crew.

New franchise owners now feel better trained, are better able to train new staff, are more confident, and already appear to be more successful upon store opening than previous new franchise owners.

Restaurant manager using
A&W University materials to
train new employee.
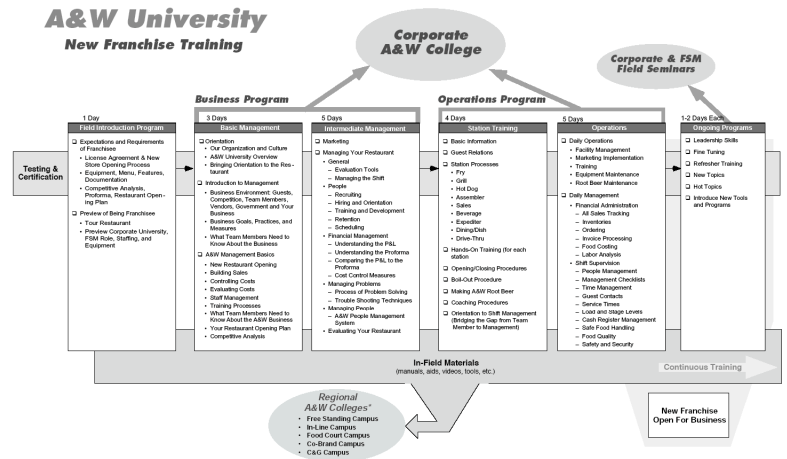
Chrysler

We've designed and/or produced more than $30 million in communications and training applications for the Chrysler Corporation and its Divisions, in less than 15 years.

From complete interactive training libraries, to seminars, workshops, classroom courses, and video/workbook programs, the staff at iLearn Systems has had a long and successful relationship with the Chrysler organization.

Notable Projects:

Chrysler Dealer Network

SET, FAST, and *Service Advisor*: Interactive laserdisc training libraries for in-dealership personnel.

Chrysler Service and Parts Operations

Moments of Truth: A customer satisfaction and courtesy interactive seminar.

Chrysler Material Supply

Chrysler Operating System: Video training program introducing new material supply systems and processes.

*Originally designed for an audience of 3,600 District Managers and Customer Service Representatives, the "**Moments of Truth**" seminar has been so successful at improving customer relations that it has been given to hundreds of thousands of Chrysler employees world-wide.*

Designed
$30 million
worth of
Chrysler
applications

The SET, FAST, and Service Advisor interactive training libraries are part of one of the largest collections of interactive curricula in corporate America.

*The images above are from "**Piston Power: 4-Stroke Engine,**" one of the FAST (Fundamental Automotive Systems Training) library of courses.*
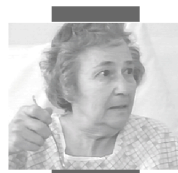
Michigan Judicial Institute

Q: How do you teach ethics to 5,000 court support staff throughout Michigan?

A: You don't.

Ethics, and a conscience, are tools born and bred into us early in life. If you don't possess and know how to use a good set of these tools by adulthood, it's probably too late.

However, even the most conscientious adults don't always recognize common ethical situations—situations that create the *appearance* of ethical problems for other people.

For example, when you see the court employee you're filing your defense papers with going out to lunch with the attorney prosecuting you, would you feel you're going to get a fair trial in this employee's court? Probably not. Although this employee's behavior is not illegal, nor even unethical, it can create the *appearance* of a breech of ethics to someone else.

Court Employees: A Commitment to Excellence© was designed to help Michigan's court support staff recognize such situations, and identify the most appropriate actions to take when they find them.

Originally produced for Michigan's court support staff, this program has proven so effective that it is being adopted by court systems throughout the United States.

Court Employees:
A Commitment to Excellence

CD-ROM Version
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"Court Employees: A Committment to Excellence" is built around four case studies—each representing a common ethical situation.

During these case studies, employees discover an effective process for recognizing ethical situations.
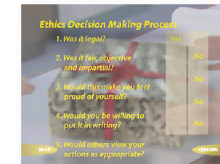
An ethics "test" is used to help employees confirm that each situation does, in fact, raise ethical issues.

Once confirmed, employees are asked to find where in their Code of Conduct the situation creates a violation.
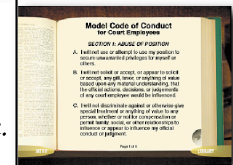
At the end of each case study, employees learn a process for deciding the most appropriate action to take for almost any type of ethical situation.

Ford Credit

Driven to eliminate $3.2 million in travel costs from their training budget, Ford Credit decided to convert their classroom training courses to self-paced, interactive instruction. These would be delivered in the field on IBM's InfoWindow systems—and eliminate employee travel to Ford Credit headquarters.

Skip Tracing, the first topic, contained both beginning and advanced courses. We recommended converting only the basic course. The advanced course was already a highly interactive workshop. This also provided us with an opportunity to measure the effectiveness of the converted course.

During the conversion process, we showed Ford Credit how interactive learning could provide benefits far greater than just reducing travel costs.

$13 million recovered by students from within classroom itself

Results:

As expected, moving training into the field on interactive systems did eliminate most of the $3.2 million in travel costs. However as predicted, other benefits began to surface of far greater importance:

- Training time was reduced by more than 70%.

- Content retention increased from 12% to 72%, measured after nine months.

- Student case solving performance in the advanced course improved from 2-5 cases per course to 70-100 cases per course for students trained interactively.

- Revenue generated from the cases solved in the advanced class rose from an average of $17,500 to more than $425,000 per class.

- At the end of four years, the total revenue recovered by students from within the advanced class had reached $13 million dollars.