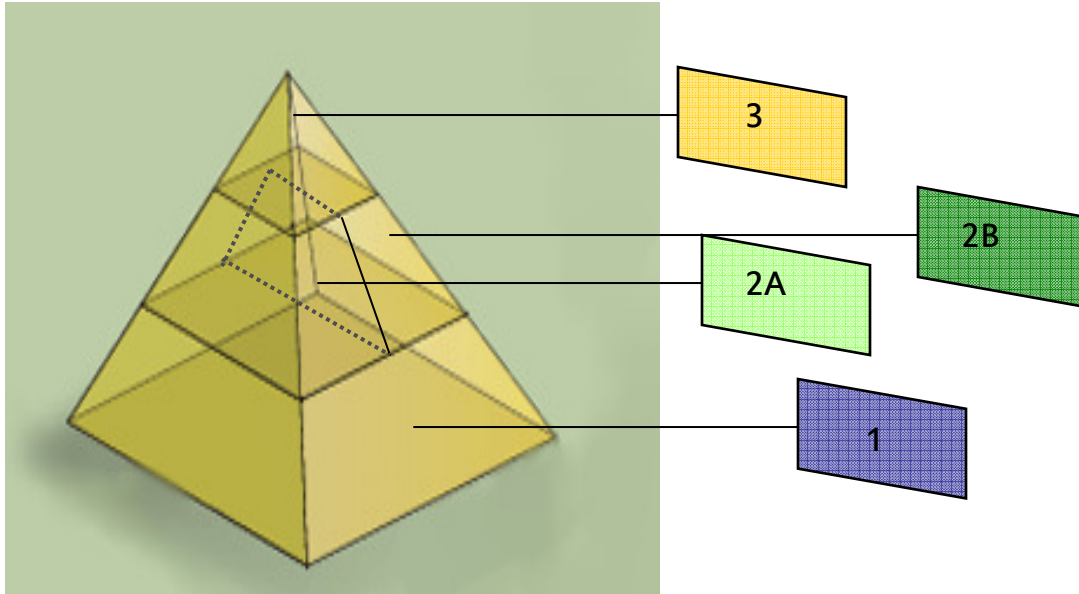


INCREASING THE SUCCESS OF COMPUTER MEDIATED TRAINING: THE TRANSFORMATION AND IMPLEMENTATION PYRAMID



DEALING WITH DISRUPTIVE PATRONS EXAMPLE

Continuum of Implementation Pyramid

Level One: This is considered an “inoculation approach,” utilizing a one shot fix for addressing training concerns for all city employees. At the lowest level a consultant hired by the city human resources office gives a lecture to the city utility office workers about dealing with difficult customers. The lecture is video taped and provided to the staff at the central library and copies are distributed to each branch manager to show their employees. All staff are mandated to watch the "videotaped lesson" and sign that they have done so.

In a modified web training version, Dealing with Disruptive Patron training material is made available to library staff via the web and access information is provided to library administrators. Branch managers provide library staff members access instructions for utilizing this material. No interaction tools are available in the online lesson and no discussion within the department takes place. Certificates are delivered electronically to participant email addresses upon completion of the course.

Level Two: Instruction is presented using a robust learning management system with internal communication tools and virtual classroom environment. An online lesson is created that includes graphics and photos. The lesson provides an opportunity to take

frequent self-tests to keep track of mastery of the content and calendar tools provide pacing of course availability.

Level Two A (Within each library branch location): Before the online lesson is offered the library director holds sessions with the branch managers to put the need for the training on dealing with disruptive patrons in context. Representatives of the human resources and training groups join the sessions to provide information about past incidents involving disruptive patron situations in the library and other city departments.

Before and during the online lesson:

- Flyers are posted in each branch employee break room and in other workroom areas.
- Managers mention the lesson in their staff meetings and informal get-togethers.
- The library director mentions it several times in her weekly e-mail update to all staff members.

Prompted by the awareness of the training employees in the break rooms are discussing the day's activities and bring up situations where they had to manage encounters involving disruptive patron behaviors or where they diffused potentially disruptive situations.

When training is concluded, the director solicits and posts in her e-mail update situations and experiences from staff where they used their training to demonstrate and deliver heightened customer service to patrons by anticipating disruptive behavior and managing situations effectively before they escalated. In addition the director will post updates and/or highlights of current or updated policy and procedures handbooks that address dealing with difficult patrons.

Level Two B (Within the online course): There is an instructional facilitator virtually "present" within the course. The instructional facilitator assumes several roles and responsibilities to enrich the online learning experience.

- The facilitator posts a welcome statement and maintains a daily presence on the course discussion board, promoting interaction among students and facilitating meaningful discussion on the course content.
- The online course prompts several threaded discussions and the facilitator encourages the students to take part in these.
- When participants bring in examples from outside and inside the library, the facilitator interjects comments and summarizes postings.
- Facilitator is also available daily through email to receive and respond one-on-one to participants ideas, insights and questions.
- Posted office hours are made available during which training participants may discuss via online chat and WebCT Vista's virtual classroom environment any ideas or questions they may have or provide expertise in troubleshooting technology issues.

- Daily emails introduce some key ideas, engage participant discussion through probing questions, and promote learning tasks and professional literature to enrich the training material and promote learning.
- Provide multiple opportunities for input and feedback including a personalized, detailed end of course assessment of their work and for those that complete the training, a printable course certificate indicating successful completion of the course.

Level Three: In addition to Level Two, the online lesson utilizes video and audio clips and animation. Case simulations are utilized that allow library staff to make decisions about handling specific situations with patrons displaying different kind of disruptive behaviors in different settings, and obtain immediate feedback. Employees with basic knowledge can skip to the more advanced portion. The lesson has been tested with a small group of library workers and revised.

Interaction and promotion of the topic both within the organization and within the online course. The topic is discussed and "sold" up, down, and sideways within the library and the instructional facilitator provides opportunities for application of what they have learned to the real world and for reflection on this process.