

Instructional Method Case Study

Below are case studies of two adult training situations. Please answer both case studies below and respond to at least two of your classmates' posts on this topic of instructional strategies on the Discussion Board. You should use the information in A below to guide your discussion about each situation and conclude by answering question B below, reflecting on your reaction to utilizing case studies such as these to aid you in your learning.

A. Based on your reading, select one or more Instructional methods and strategies (lecture, discussion, case studies, etc.) for **both case studies below** and justify your choices by describing the Adult Learning principles that support your choice. Please cite specific evidence you're reading or other resources. (While utilizing instructional technology may be a desirable strategy, for the purpose of this discussion, please limit yourself to "low tech" strategies)

B. How was using this case study instructional method helpful to you in applying adult learning principles and selecting instructional methods? What other method might have been effective?

Case Study 1

You have been asked to develop a training program on new procedures for documenting sales contacts for 10- 12 local successful salespeople with 5-8 years of experience. You have to introduce a new system to replace the process they are used to. They think that this training and the new procedures are both a waste of their time which they could use to make valuable sales contacts since they are paid by commission. They do not understand why they are changing after many years of successful selling.

To advocate this new procedure, I would share relatable case studies with the salespeople, involving a negative response to a change in process from a sales team, but with positive results after initiating the change. According to Sales Hacker.com, this would allow me to "provide real-world validation" (Barker, 2021). Relying on case studies to do the reasoning for me, learners can hopefully recognize the importance on their own, based on relatable information with positive outcomes, as opposed to being lectured with reasons as to why this new procedure is being implemented and its value. Barker states that Phil Gerbyshak, who is the sales expert and VP of Sales at Vecor Solutions, utilizes case studies "for social proof . . . as an opening attention grabber and to overcome objections." This technique would also work as an instructional strategy for the sales team. Case studies "answer questions, show use-cases, and prove that your product does what you say it does," also mentioned by Barker. If the feeling is that this training is a waste of time, case studies can prove otherwise. I also like utilizing case studies because case studies are a form of indirect instruction. This is helpful since the learners are resistant to learning this new procedure.

Case studies produce curiosity and a readiness to learn since case studies create a "need to know," that would engage the sales team as learners (Knowles, Holton III, & Swanson, 2015). These studies would confirm why the sales reps need to know this information, or why the procedures are being changed. After establishing this, the sales reps may be more prone to taking in the information once they realize the benefits. Barker confirms that "case studies allow you to address your customers' pain points directly, with real-world data." In this case, the case studies would address the sales reps' concerns. When it comes to adult learning principles, adults want to know why learning is important. I believe a case study will be able to communicate this.

Often, when learning new procedures, the learning environment is instructor driven, with no regard for a participant's reaction or engagement. The scenario presented in this case study made me think about how to initiate this training to captivate the learners. I came up with another method that involved putting a small panel together that could provide a positive spin on why the procedures are being changed, or a panel consisting of those in a position to motivate the sales team expounding on why the new procedures should be embraced. This also provides an engaging atmosphere where there is discussion and sharing, allowing "learners with opportunities to react to ideas, experience, insights and knowledge" (Saskatchewan Education, n.d.). Case studies would be a more discreet method of getting information across initially. After learners understand the reason for the change and the benefits, training can be provided with direction-giving as part of the approach, since new procedures are being taught.

Case Study 2

You are training 6 local entry-level supervisors on the skills of providing effective feedback to their subordinates. Most of the Supervisors have been top performers and have just moved into supervisory positions. There are more experienced managers working in the field offices where they will be supervising. They will be supervising workers who are new to the workforce and often lack basic job skills. One of your main objectives is to be sure the supervisors are comfortable providing accurate, timely, and constructive feedback to improve performance.

Role-play would be a great instructional method for this case study. Supervisors would act out scenarios switching between a supervisor and a subordinate, focusing on communication skills with subordinates. Considering adult learning principles, scenarios used for role-play could encompass previous experiences encountered by these new supervisors and how they received feedback in previous positions and their reactions. Valamis, a learning solution platform, suggested that role-play can direct participants through a variety of decisions they need to make as a supervisor, presenting consequences that could result when a bad decision is made (Valamis, 2020). Valamis also confirmed that "learning should be connected to real-world applications giving learners the opportunity to quickly apply new knowledge in their roles." Based on Valamis' recommendations, I would consider engaging more experienced managers in this training as well, who can share their experiences and provide the new supervisors with scenarios they may encounter and how to maneuver through these situations when communicating with subordinates. Because these individuals have recently moved into these positions, there is a need to know how to problem-solve when situations occur. The role-play training method would prepare these supervisors for this while also preparing them to use suggested actions and behaviors immediately as needed.

I would consider case studies for this training as well. A case study can provide scenarios for learners to reflect on, allowing them to provide their perspectives. Case studies "draw upon [one's] experience, is participatory, and has action components that are links to future experience" (University of Illinois Springfield, n.d.). By utilizing a relevant case study, these new supervisors will be able to identify key principles and apply these principles to situations as stated by instructional strategies, in this case, providing feedback to subordinates.

Using role-play and case studies allows me as a facilitator to use one's experience for this training and provide information that can be used immediately. Using experienced managers provides insight for new supervisors as to why this information is needed because they may be presented with a situation that is discussed in the training and they need to be prepared.

References

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