

Learner Analysis

Table 1.1 Learner Analysis Human Resource Orientation.

Information Categories	Data Sources	Learner Characteristics	Implications for Design, Delivery and/or Evaluation
Entry Behaviors	<p>Interviewed: 3 Human Resources Representatives and 2 new employees who attended Orientation September, 2005</p> <p>Observed: 3-7 new employees who attended Orientation September, 2005.</p>	<p><i>Relative to Course Content.</i> Based on related subordinate skill analyses, 100% of observed target learners were able to read and comprehend written instructions at the 6th grade level.</p> <p><i>Relative to Delivery System.</i> All new employees have experience reading and filling out new hire packets. All have experienced a PowerPoint presentation, a video, or a one-on-one orientation. All have experience with using the Internet for personal use, with the majority having used email and a web browser.</p>	<p>Employees should be provided with clear and concise written as well as verbal information and instructions.</p> <p>With the help of job aides and access to the internet, a web-based or mixed mode orientation should be viable. Learners should have access to online tutorials and practice as well as written instructions on how to use the web-based training. Assessments should be built into the tutorial or practice to assure employees comprehend the instructions.</p>
Prior Knowledge of Topic	<p>Interviewed: Same as above</p> <p>Observed: Same as above</p>	<p>All new employees interviewed have experienced reading and filling out new hire packets. The consensus being that the forms used by [removed] are standard for the industry.</p>	<p>Recognize the group will work at different paces due to their varying experiences and education. Extra time or help from HR staff, in the form of one-to-one explanations or job aides, may be needed for</p>

			anyone new to the process.
Attitudes toward content information (ARCS)	<p>Interviewed: Same as above</p> <p>Observed: Same as above</p> <p>Records: Orientation Evaluation forms</p>	<p>Attention: Learners had attention split between the presenters and paperwork in their orientation folders. At times, learners were observed talking on their mobile phone or doodling during the orientation presentation.</p> <p>Relevance: Learners found the information relevant to starting employment, but not relevant to daily job tasks.</p> <p>Confidence: More information is needed.</p> <p>Satisfaction: More information is needed.</p> <p>Learners feel they already know everything since they have been through the same process multiple times. The Orientation Evaluation forms show no extreme positive or negative feedback (scale 1-5). New staffs' perceived level of attention, relevance, confidence and satisfaction are unknown and need more data, including the percent of new employees for each category of ARCS.</p>	<p>The benefits and relevance of topics covered should be noted throughout the orientation. Additional information about new staffs' perceived levels of attention, confidence and satisfaction toward content information should be gathered either prior to, during or after the course. Explicitly showing new employees' the relevance of content to their work situation is important to retaining information presented in orientation.</p>
Attitudes toward delivery system (ARCS)	<p>Interviewed: Same as above</p> <p>Observed: Same as above</p> <p>Records:</p>	<p>Attention: Learners had attention split between the presenters and paperwork in their orientation folders. At times, learners were observed talking on their mobile phone or doodling during the orientation presentation.</p> <p>Relevance: Learners found the information relevant</p>	<p>A web-based delivery system would allow for individuals to work at their own pace. The paperwork novices will not fall behind or hold up the group. And allowing the paperwork pros to work ahead without getting</p>

	Orientation Evaluation forms	<p>to starting employment, but not relevant to daily job tasks.</p> <p>Confidence: More information is needed.</p> <p>Satisfaction: More information is needed.</p> <p>Attendees' worked at varying paces due to their experience. At least 50% of the attendees, at one point, were nodding off, doodling, or taking personal cell phone calls during the orientation process. The Orientation Evaluation forms show no extreme positive or negative feedback (scale 1-5). New staffs' perceived level of attention, relevance, confidence and satisfaction are unknown and need more data, including the percent of new employees for each category of ARCS.</p>	<p>restless or bored. In using a web-based delivery system particular attention needs to be paid to learners with little to no experience using a computer/web. A computer/web tutorial should be available for these novice computer/web users.</p> <p>Additional information about new staffs' perceived levels of attention, relevance, confidence and satisfaction with the delivery system should be gathered either prior to, during or after the course.</p>
General Academic Motivation	<p>Interviewed: Same as above</p> <p>Observed: Same as above</p>	<p>There is no grading system. Each attendee is motivated to start work, but their motivation dwindles when it comes to sitting through another orientation with the same basic information & paperwork they have been through before. They will have a job and will be paid for their time in training.</p>	<p>All aspects of orientation, including paperwork, should be presented as valuable information. Since most are anxious to start working, it is important to get the most out of the time spent in orientation. A short quiz over covered materials (possibly open book) to help motivate paying attention.</p>
Educational and ability levels	<p>Interviewed: Same as above</p>	<p>All of the clinical staff hold certificates or degrees appropriate for their discipline (i.e. CNA, LPR, RN) and participate in required annual education. Most</p>	<p>With such a variety of educational backgrounds it is important to communicate (written and verbal)</p>

	<p>Observed: Same as above</p> <p>Performance Data: none</p>	<p>have experience working in their discipline. Support staff (i.e. office & custodial staff) come from various experience and educational backgrounds.</p>	<p>w/ each on various levels. New employees not familiar with the orientation process or industry terms and may require additional assistance or job aides. Again computer/web based training, with computer/web tutorials, will allow each new hire to work at their own pace, not slowing up the orientation.</p>
<p>General learning preferences</p>	<p>Interviewed: Same as above</p> <p>Observed: Same as above</p>	<p>Did not see a preference for learning style. This topic merits more attention. Evaluation sheets may yield some info on this topic. One consistent element among employees is all learners are adult, therefore Adult Learning Theories should be applied.</p>	<p>An anonymous post-orientation self-assessment survey or checklist would be of value. Further data collection is needed on Adult Learning Theory to match learning styles and preferences for employees with a variety of learning and job skills. Varying the instruction to match Adult Learning theory has potentially large benefits.</p>
<p>Attitudes toward organization</p>	<p>Interviewed: Same as above</p> <p>Observed: Same as above</p>	<p>It is believed the new employees have a positive attitude toward [removed] overall by 100% of employees interviewed.</p>	<p>Due to the sensitive nature of many of the Human Resource Issues, honesty as well as consistency in the delivery and follow through is important to maintain the positive attitude toward the organization.</p>
<p>General group</p>	<p>Interviewed:</p>	<p>The learners in the target population are clinical and</p>	<p>Since the staff comes from various</p>

characteristics	Same as above Observed: Same as above	support staff. Some have worked in a [removed] setting before, some have not. Exact percentages are unknown. Due to the high rate of industry turnover, this number fluctuates. In general, 7-15 sign up for orientation monthly, it is normal to expect no shows. Their ages range between 20-60, they represent a mixture of cultural backgrounds and are predominantly female. Some work full-time, some part time, and others split their time among more than one facility. Many are married or have families. Exact percentages of workload and family statistics are unknown. Observed 3 new hires discussing working out their current work schedules with their new schedule.	backgrounds (i.e. medical, office, custodial, etc) it may be important to use examples applying to a range of positions and situations.
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Additional Information Requirements

More information can be obtained by asking learners in a post-orientation assessment, both verbal and written. The survey should be anonymous and confidential. More research is needed to determine whether the deficiencies in the training are a result of content or the delivery of the instruction for the orientation. The survey should cover information missing in the learner analysis including demographics, education background, learning preferences, family statistics, workload, and work experience.

Context Analysis

Table 1.2 Analysis of Performance Setting for Human Resource Orientation.

Information Categories	Data Sources	Performance Context	Implications for Design, Delivery and/or Evaluation
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Managerial/ supervisory support	Interviewed: 3 Human Resource Representatives	Human Resource representatives report the support staff receives direct managerial/supervisory support. Most of the clinical staff work independently, but have the opportunity to ask for help from supervisors/managers. Additionally the Employee Assistance Program (EAP) is available to employees for problems of a more personal nature. Will need to speak with staff to get their input.	It should be made clear, in each segment of the orientation, who staff should go to for support, if they have any of the issues mentioned in orientation.
Physical aspects of site	Interviewed: Same as above & 2 new employees Observed: Toured office space	Varies greatly by individual. The support staff is provided with offices or cubicles of varying sizes to perform their work. Each is outfitted with computers and phone lines. Clinical staff can work in a patient's home, in a facility, or at the main office where they are provided with a dedicated work space with desk space, phones, and office supplies. There are kitchenettes and restrooms on each floor, and there's a new computer lab.	Ample physical requirements, in terms of necessary hardware, software and internet connections to complete work. Access to a computer lab allows opportunity for orientation to become web-based or mixed mode.
Social aspects of site	Interviewed: Same as above Observed: Same as above	The atmosphere appears to be very social and friendly. This is especially so for the clinical staff whose job is based on not only the physical caring for the patients but their quality of life as well.	Possibly bringing this open & social atmosphere into the orientation would be beneficial.
Relevance of skills to workplace	Interviewed: Same as above	Varies by individual. Not all information presented in the orientation is relevant to each individual. However, the information learned in the Human Resource unit is applicable to each employee regardless of their work setting.	To maximize time, reorganizing orientation information so employees only receive information during orientation relevant to their job function.

Table 1.3. Analysis of Learning Context for Human Resource Orientation.

Information Categories	Data Sources	Learning Context	Implications for Design, Delivery and/or Evaluation
Number/nature of sites	<p>Interviewed: 3 Human Resource Representatives</p> <p>Observed: September 2005 Orientation</p>	<p><i>Number.</i> One training site located at main offices.</p> <p><i>Facilities.</i> Classroom style, large room with accordion style dividers to create 1-3 rooms. Computer lab on premises.</p> <p><i>Equipment.</i> Tables, chairs, large screen, TV/VCR, podium, no computers in classroom.</p> <p><i>Resources.</i> Trainers from various departments take turns teaching different content units. A folder of forms and a 3 ring binder of information guides for Orientation are provided. Also a snacks and drinks are available.</p> <p><i>Constraints.</i> No computers in training room. Time was wasted waiting for trainers to show up/ set up.</p>	Space is not an issue, can grow with the program. Capability for mixed-mode is there.
Site compatibility with instructional needs	<p>Interviewed: Same as above</p> <p>Observed: Same as above</p>	<p>The site is compatible with instructional needs.</p> <p><i>Instructional Strategies.</i> Currently primarily classroom presentations.</p> <p><i>Delivery Approaches.</i> Currently consist of reading along with PowerPoint presentations, watching</p>	The site is compatible with instructional needs, no implications.

		<p>videos and filling out forms.</p> <p><i>Time.</i> Once a month, over 2 days. From 8:30am to 5pm, breaking for a 1 hour lunch. First day covers administrative and clinical training, second day is clinical training only.</p> <p><i>Personnel.</i> Each content unit is taught by a different trainer (may not have training experience, but work in content area- SME's?),</p> <p><i>Conveniencs.</i> No where to store supplies, trainer must lug stacks of books, supplies, etc.</p>	
<p>Site compatibility with learner needs</p>	<p>Interviewed: Same as above</p> <p>Observed: Same as above</p>	<p>The site is compatible with learner needs.</p> <p><i>Location.</i> Main offices are located in Altamonte Springs just off of I-4. Not central necessarily but definitely accessible via, automobile or bus line.</p> <p><i>Conveniencs.</i> Varies depending on employee. Bathrooms, kitchenettes and an elevator are accessible on each floor. There are a number of restaurants in the immediate vicinity.</p> <p><i>Space.</i> Quite spacious, room to grow & expand.</p> <p><i>Equipment.</i> Computer lab but not in training room.</p>	<p>Since clinical staff work in the field an online orientation maybe beneficial. However, all employees may not have access to a computer.</p>
<p>Feasibility for simulating workplace</p>	<p>Interviewed: Same as above</p>	<p>Simulating work places is feasible.</p> <p><i>Supervisory Characteristics.</i> Most clinical staff</p>	<p>Simulating the workplace may require expanding the length and complexity of the orientation.</p>

	Observed: Same as above	work independently. The support staff work in an office setting. Both can be simulated depending on availability of staff. <i>Physical Characteristics.</i> Depending on the availability of equipment, the physical characteristics of the workplace may be simulated for both clinical and support staff. <i>Social Characteristics.</i> Social characteristics may be simulated during the on-site orientation depending on availability of staff.	
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