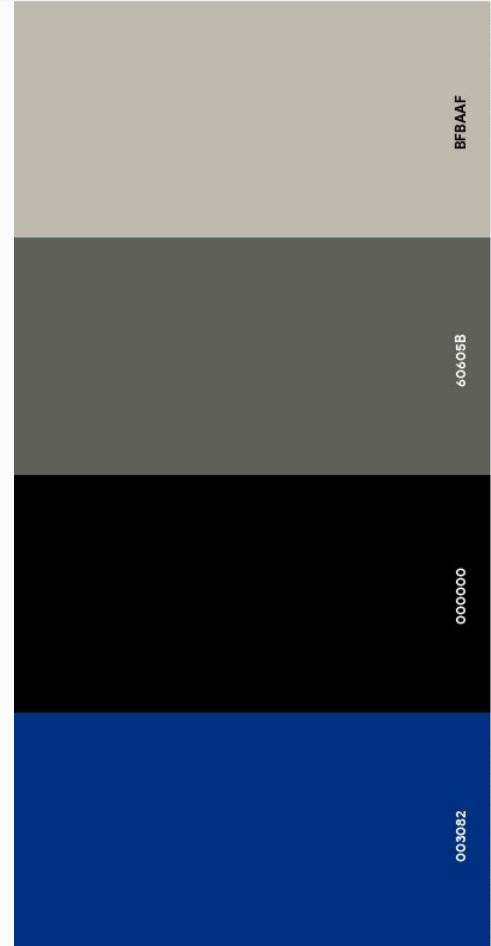


Case Study: Proposal for Hyundai Motors

Sallie Daniels

Client: Hyundai Motors



Learning Experience:

Using the **Dealership Management System** to access customer profiles, service records, warranties, and recalls. This module will also include

- Scheduling of service and understanding technician capacity, customer wait times
- Effective communication to both customers and technicians, with forward thinking skills
- Generating service reports
- **Learning audience:** New customer service employees and cross-functional skills for those running cars.

GOAL: 100% of users will be able to **effectively access and begin utilizing the DMS for basic customer service concerns** with ease and accuracy (85%+) at the end of the module.



Challenge:

Design a **scalable, engaging, and effective learning experience** that helps technical professionals quickly gain proficiency and confidence in using the new tools or system.

The learning experience should include:

- Technical fluency in a tool or process
- Support self-paced learning, but can include multiple modalities
- Integrate real world application
- Scalability across multiple teams and geographies



Challenge Framing

INCONSISTENCY	MISUNDERSTANDING	LACK OF BUY-IN	TIME CONCERNS
01 Learners may not have had consistent learning or introduction to the DMS system. <i>Solution: Have a defined scope and sequence of modules, paired with tracking learning will provide data to gaps in learning. Communicate clearly and often with stakeholders</i>	02 Employees may have unclear expectations for who uses the system, why, and its intended purpose. <i>Solution: Create a framework for learning including ideals SMART goals. Encourage communication from leadership to managers, as well as fliers, newsletters, and emails</i>	03 Leadership may not have had enough information to understand the cost/benefit and/or sees employee learning as an “extra”. <i>Solution: Help leadership to see the value by starting with easy wins and cross-training. This establishes credibility and trust and increases morale.</i>	04 Time is always a concern. <i>Breakdown an average day into chunks, and focus on microlearning: 20 minutes or less. Create modules that are accessible, engaging, and are able to be paused/reviewed. Encourage learning and a growth mindset the same way a trainer would in the gym!</i>



Challenge Strategies:

By beginning with new hires and upskilling others, this:

- will create immediate buy-in with new hires, **creating an expectation of a learning culture** and immediately addressing understanding of the tool/access to the platform.
- creates buy-in and trust for key stakeholders in management.

Properly used and on-brand, **gamification will provide motivation** for continual use among employees. Continued usage of the learning system leads to greater buy-in among leadership.



Learning Experience Design:

Core Concepts & Theory:

- **ADDIE best practices and Enterprise Design Thinking.**
- **Gamification**, when used properly, can be a fun and engaging tool for all learners.
- Frequently used frameworks depend on Maslow, Bloom, and Vygotsky.



Learning Experience Design:

In practice, for this example, I considered the following:

- The average age of automotive dealership employees fall into the generation of Millennials. Key traits for this demographic include being **technologically savvy, ambitious and adaptable**.
- Gamification will lean into nostalgia of old video games with a “Choose your own Hyundai car (avatar)” to set up a learning profile. **Badges, points, progress tracking, and rewards can engage reluctant learners** and can be helpful for visual or neurodivergent learners. It should be noted that cars from other learners do not race one another. This is not best practices/ is not equitable.

Instructional Strategy:

GOAL: Effective communication to both customers and technicians, with forward thinking skills

Make connections (Scaffold): Have you ever had a communication breakdown? Perhaps a text message didn't convey because of autocorrect, or a mood/tone didn't translate. Explain the importance of solid communication, both with customers and technicians.

Multiple choice flip card activity: Three scenarios. Discuss how communication for each might sound different.

Quiz (Knowledge check): Fill in the blank questions, 2-5 questions. Participant should score 100 or will need to repeat the quiz. Participant cannot move on until 100 is reached.



Your journey starts here.



Instructional Strategy:

GOAL: Understanding technician capacity, customer wait times. Scheduling service.

Make connections (Scaffold): “Have you ever tried to book three doctors appointments on your one day off?”

Drag & Drop Activity: Describe common service appointments and their estimated wait times. Create a mock calendar and have learner drag & drop mock services into a week for one technician. (Multiple correct answers). Longer appointments will have bigger blocks for increased visual understanding.

Role Play (PBL): Either using AI or in-person trainer, pretend you have received a customer call. The customer would like to book a 30k mile service. It’s estimated this will take 1.5 hours. How might you communicate with the customer, and book the (extra) appointment, using the calendar you just created. Trainer/AI are listening for key words.



Your journey starts here.



Instructional Strategy:

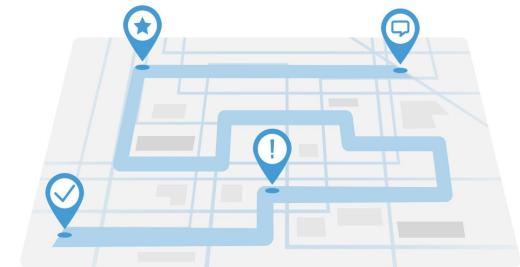
GOAL: Accessing and generating service reports

Make connections (Scaffold): Recall a time you went to a new service provider. Maybe it was a hairdresser/barber or a doctor. And this service provider wanted your 10 year history. Frustrating and impossible. That's why service reports are so important.

Guided walkthrough (click through) video: Steps to finding customer profiles and generating a service report. Clicks are numbered.

Memory Game (Drag & Drop/Sandbox): Learner will attempt to remember the steps by either dragging/dropping and/or in a sandbox scenario.

Quiz (Knowledge check): Question topic will be why service records are important, how to access, and one possible scenario that hasn't been addressed yet in preparation for the next module. For example, "Look at this customer's service record. Are there any appointments they should schedule?" (Multiple answers- regular service is past due, there is a recall, etc).



Measurement & Iteration

ALL THE DATA	OBSERVE	TALK TO LEARNERS	HOLISTIC DATA
01 Each module will be tracked. Quantitative data will be studied. What percentage of users that were assigned the module completed it, within how much time, is the time spent with each module significantly less/more than was initially estimated, etc. LMS system/DMS system tracking.	02 Qualitative Data. Frequent, but not necessarily long, communication with key stakeholders will be crucial in beginning (rollout) phases. Clear goals, or a small checklist of what to look for, can be helpful. During initial training, we should observe frequency of desired behaviors increasing (KPI's). Continuous feedback.	03 Be willing to tack the boat. Talk to participants, and see what went well and what can be improved. Concerns like clarity, learning relevance, gaps in information, time of modules, ease of use, should be addressed. Pulse checks, post-training surveys, focus groups. Formative & Summative	04 Longer term: Combining tech tickets, observational data, learner feedback, and LMS data over time, we should be able to see which trainings have had the greatest contribution in reduction in "time to proficiency", where gaps continue, and where we are trending in training needs.

Visual/ Graphic Design Concept, 1

As mentioned previously, gamification will lean into nostalgia of old video games with a “Choose your own Hyundai car (avatar)”. After a car is chosen, the car will appear at the bottom of a map, similar to Waze.

Each module will have a tack on the map. When the learner hovers the mouse over each tack, **a text bubble will appear with a brief description of module/unit.**

Once the first module is complete, ***the units do not need to be accessed in a linear way***. Therefore, the learner may “choose their own learning adventure”, “driving” from module to module.



Visual/ Graphic Design Concept, 2

- Once the learner has clicked into each unit, each module will rely pull from Hyundai images/branding for colors, images, font/headings/body text. Brand style guide:
https://motorsport.hyundai.com/wp-content/uploads/2018/12/HyundaiWR2017-integrated-guideline_170411_low.pdf
- Colors/contrast should be accessible/visual friendly, and video/audio content will be available. When cartoon videos are created, we will be mindful to be inclusive.





Thank you.

What additional questions might you have?

If something comes up later, contact Sallie.Daniels27@gmail.com