



**Experiential and Transformative
E-Learning Experience**

**New Customer Service Associate
Driver Simulation**

Professional Setting

Group of adult learners ▶ New customer service associates

Instructional need to be addressed ▶

Traditionally new customer service associates participated in a ride along with a local delivery driver. The national pandemic caused this component of training to be suspended. Due to safety concerns and liability issues, we are transforming the ride along to immersive virtual reality (VR) simulation training.

The objective is the need for all associates to understand the significant role of our drivers and the details of common delivery situations.

Instructional goal for the experience ▶

The instructional goal is for our customer service associates to experience what our drivers encounter each day which provides a greater appreciation and understanding when interacting with customers and issues that arise. This will allow them to experience the logistics industry from the driver's perspective.

Examples include delay in arrival, damages, rude and disrespectful customers, and specialized delivery services.

Learning Experience

Format of the experience ▶ Online simulation

Materials or technology learners will need ▶

- Computer with high-speed internet
- Speakers
- Access to the inclusive online simulation program
- VR headset and hand controllers
- Scenarios – written
- Scenarios – auditory
- Notes template
- Assessment forms

Amount of time allotted for the experience ▶

6 hours (see “Time Schedule” page 3)

Activities, tasks, and processes the learners will engage in during the experience ▶

- Each learner will have five scenarios to complete in the simulation training.
- See “Simulation Scenarios Overview” page 4 for a description of scenarios.
- After the last simulation, there will be a group discussion to provide the learners an opportunity to engage with their peers and discuss their experiences.

Time Schedule

Introduction and set-up	9:00-9:30 AM	30 minutes
Simulation 1	9:30-10:00 AM	30 minutes
Simulation 2	10:00-10:30 AM	30 minutes
Break	10:30-10:45 AM	15 minutes
Simulation 3	10:45-11:30 AM	45 minutes
Lunch	11:30-12:30 PM	60 minutes
Simulation 4	12:30-1:30 PM	60 minutes
Break	1:30-1:45 PM	15 minutes
Simulation 5	1:45-2:15 PM	30 minutes
Group Discussion	2:15-2:45 PM	30 minutes
Closing Remarks	2:45-3:00 PM	15 minutes

Simulation Scenarios Overview

This is just an overview. The learners will receive more details along with references within their training material.

Scenario 1 Pre-check. Prior to getting into the driver's seat, you need to walk around and verify the condition of the trailer, cab, tires, confirm the trailer is properly attached, and it is safe to proceed with deliveries. Review the manifest and prepare to start the delivery route.

Scenario 2 Drive to the first delivery location and back up to the delivery dock. Observe the consignee's shipping associate unload the shipment. Do a quality check and confirm there are no damages. Remember to have the shipping clerk sign the delivery receipt for this and all deliveries!

Scenario 3 Upon driving to the next consignee, the driver needs to navigate around a vehicle accident detour. At this location, there are three crushed boxes. You will complete the steps of how to call the OS&D department for an OS&D incident number, how to properly notate the damage on the delivery receipt, and how to communicate the next steps to the consignee.

Scenario 4 The next consignee's location is a construction site. They inform you they forgot to rent a carpet pole forklift attachment. Therefore, you must manually unload 50 rolls of carpet and padding. You will need to count and inspect each roll for damage.

Scenario 5 You arrive at a small business that doesn't have an unloading dock. They have 6 shrink-wrapped pallets. The shipper paid for pallet breakdown and hand unloading. It's your responsibility to safely breakdown each pallet and load inside. You are also responsible for counting and verifying a complete, damage-free delivery.

Evaluation Assessment

Assessment purpose ▶ To determine if each learner understood the scenario and get feedback based on the specific scenario roles.

Assessment format ▶ Survey form (*see page 6*)

Assessment elements to be evaluated

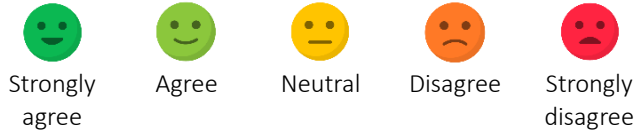
- ▶
 - Overall understanding of the scenario
 - If the learner feels each scenario helped them gain experience of the driver's perspective.
- ▶
 - If the learner feels confident in how to communicate with the driver and dispatch based on each scenario.
 - If the learner feels they need additional training in each scenario.

New Customer Service Associate Driver Simulation Training Assessment Form

Date: _____

Name: _____

Scenario: 1 2 3 4 5



Please rate this scenario as follows:

	5	4	3	2	1
I understood the objective of this scenario.					
This scenario provided me the opportunity to gain experience of the driver's perspective in this type of scenario.					
I feel confident in how to communicate with the driver and dispatch in this type of scenario.					
I need additional training in this type of scenario.					
	5	4	3	2	1

What did you learn in this scenario?

What did you find challenging in this scenario?

Additional feedback:

New Customer Service Associate Group Discussion Notes

Scenario 1 | ●

Scenario 2 | ● ●

Scenario 3 | ● ● ●

Scenario 4 | ● ● ● ●

Scenario 5 | ● ● ● ● ●

Design Reflection

Two Best Practices That Informed Designed

Encourage learners to take chances and make mistakes.

By having the learners train in a simulated environment, they are provided a safe environment to practice and be able to make mistakes. For example, in scenario 3 they are required to navigate around a vehicle accident. If they crash or damage the trailer during the simulation, it's OK because they can try again. Additional examples include unloading 50 rolls of carpet and padding in scenario 4 and pallet breakdown and hand unloading in scenario 5.

Create activities that are relatable and relevant to adult learners.

All five scenarios are based on my ten years of corporate logistics experience. When customer service associates have a greater understanding of the driver's perspective, they are more efficient with customer interactions. For example, if the accident detour in scenario 3 causes the driver to be significantly late to the estimated delivery time, the learner would have more empathy for similar situations because of gaining experience in the simulation training. If the consignee calls frustrated that the shipment is running late, the customer service associate would be able to calmly explain the situation with the goal of deescalating prior to the driver's arrival.

Universal Design for Learning (UDL, 2023)

Guideline 1 – Provide options for Perception, Checkpoint 1.2 – Offer alternatives for auditory information, *Use text equivalents in the form of captions or automated speech-to-text (voice recognition) for spoken language.*

Each scenario will have closed captioning which will benefit learners with auditory processing disorders and learners who are Deaf/Hard of Hearing. The learners control the pace of their simulation experience and can restart the simulation as needed. By controlling the pace, they will also determine the speed of the closed captioning.

Guideline 4 – Provide options for Physical Action, Checkpoint 4.1 – Vary the methods for response and navigation, *Provide alternatives for physically interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard.*

Inclusion software will be used in developing the simulation training. This will allow people of various physical abilities to participate. The “Equity and Inclusion” section provides details on the inclusion software.

Adult Learning Differences

For learners with dyscalculia, the evaluation forms have emojis to represent 1-5. This will help minimize confusion on how to rate each scenario. The group discussion notes template also has dots next to each number that can be counted. Learners will be offered both a written copy and recording of each scenario. This will benefit both learners with dyslexia and learners who have auditory processing disorders. The time schedule has the total number of minutes per session with learners who may struggle with adding and subtracting time and/or who need to set a timer.

For adults with ADHD that struggle with restlessness (Mayo Clinic, 2023), VR simulation training allows them to be mobile and physically moving their bodies. Additionally, if they have issues focusing on tasks, the training is a maximum of 60 minutes of training followed by a 15-minute or 60-minute break.

Equity and Inclusion

The simulated people will represent a diverse range of races, genders, and abilities. For example, there will be various skin tones, hair styles, attire, and people in wheelchairs and using walking devices. It is important to represent many demographic groups. For example, they will be able to see drivers and passengers in other vehicles. Other real-world elements include people on sidewalks and people entering and exiting buildings. The consignee employees will also be diverse.

The simulation training will be developed specifically with inclusive software. WalkinVR allows people with mobility issues to utilize VR (All Access Life, 2022). A few applicable features are:

- Adjusting the position of the controller for people who are unable to raise the controller to the maximum height.
- Virtual movement and rotation for people who can't easily turn around. For example, a learner who uses a wheelchair.

- VR with assistance. This would allow a trainer to work with the learner and navigate the controls and buttons while the learner gives verbal navigational instructions.
- Hand tracking which allows the learner to use their hands instead of controllers.

Opportunities for Learner Self-Reflection and Professional Application

Our drivers and customer service associates are the frontline representatives of our company. It is a unique partnership. We take pride in cultivating an environment of professionalism, inclusivity, respect, and quality service. **This experiential simulation training allows our customer service associates to experience the other side of the equation, which they can professionally apply in their job.** Likewise, all new drivers spend a week at our corporate office for orientation and job shadowing. They spend time with our customer service associates observing and listening to customer calls. Both experiences allow these individuals to understand the reasons for our processes and how their role is part of a bigger picture.

Learners have the opportunity for self-reflection after each simulation scenario. They are provided an evaluation form to reflect upon the experience and determine if they need additional training. There is a section to provide additional feedback.

For the group discussion and reflection, they are provided note forms with sections for each scenario. This discussion time will allow them to share their thoughts and write them down, along with feedback from other learners.

Appropriateness Of Experiential E-Learning To Achieve The Instructional Goal

The instructional goal is for our customer service associates to experience what our drivers encounter each day which provides a greater appreciation and understanding when interacting with customers and issues that arise.

Experiential E-Learning is key to this instructional goal. Providing customer service associates a list of driver responsibilities is inadequate. Until you experience what a driver encounters every day, there is a missing element of comprehension. By participating in experiential simulation training, customer service associates get to witness “the why”. A few examples of the many whys: Why do we have certain processes and procedures? Why did the driver handle the situation this way? Why did the driver use that specific verbiage on the delivery receipt?

This is the most efficient and effective method to revamp the purpose for our ride along training program and implement it into our new customer service associate training program.

References

All Access Life. 2022. YouTube. *How to make vr accessible to people with disabilities.*

<https://youtu.be/FHeVJjib-mk>

Mayo Clinic. 2023. Diseases & Conditions. *Adult attention-deficit/hyperactivity disorder (adhd).*

<https://www.mayoclinic.org/diseases-conditions/adult-adhd/symptoms-causes/syc-20350878>

UDL. (2023). Cast. The udl guidelines. <https://udlguidelines.cast.org>