



Theses and Dissertations

2005-12-20

Customer Acquisition Training for ACN Independent Representatives

Kaly Gillette Shippen
Brigham Young University - Provo

Follow this and additional works at: <https://scholarsarchive.byu.edu/etd>



Part of the [Educational Psychology Commons](#)

BYU ScholarsArchive Citation

Shippen, Kaly Gillette, "Customer Acquisition Training for ACN Independent Representatives" (2005). *Theses and Dissertations*. 343.
<https://scholarsarchive.byu.edu/etd/343>

This Selected Project is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of BYU ScholarsArchive. For more information, please contact scholarsarchive@byu.edu, ellen_amatangelo@byu.edu.

CUSTOMER ACQUISITION TRAINING
FOR ACN INDEPENDENT REPRESENTATIVES

By

Kaly Gillette Shippen

A master's project submitted to the faculty of

Brigham Young University

in partial fulfillment of the requirement for the degree of

Master of Science

Department of Instructional Psychology and Technology

Brigham Young University

November 2005

BRIGHAM YOUNG UNIVERSITY

GRADUATE COMMITTEE APPROVAL

of a project submitted by

Kaly Gillette Shippen

This project has been read by each member of the following graduate committee and by majority vote has been found to be satisfactory.

Date

Paul Merrill, Chair

Date

David Williams

Date

Richard Sudweeks

BRIGHAM YOUNG UNIVERSITY

As chair of the candidate's graduate committee, I have read the project of Kaly Gillette Shippen in its final form and have found that (1) its format, citations, and bibliographical style are consistent and acceptable to fulfill university and department style requirements; (2) its illustrative materials including figures, tables, and charts are in place; and (3) the final manuscript is satisfactory to the graduate committee and is ready for submission to the university library.

Date

Paul Merrill
Chair, Graduate Committee

Accepted for the Department

Andrew S. Gibbons
Department Chair

Accepted for the College

Richard Young
Dean, David O. McKay School of Education

ABSTRACT

CUSTOMER ACQUISITION TRAINING FOR ACN INDEPENDENT REPRESENTATIVES

Kaly Gillette Shippen

Department of Instructional Psychology and Technology

Master of Science

The following report discusses the design, development, and evaluation of an online training on customer acquisition of telephone customers for a telecommunications company called ACN. The report includes a description of the following elements of the project: (a) the need and purpose for the instruction, (b) the target audience of the instruction, (c) the methodology and rationale for the design of the instruction based on relevant literature, (d) an existing materials search, (e) the instructional materials, (f) the evaluation, (g) the critique, (h) the schedule, and (i) the final budget report. The instruction was found to effectively teach learners the intended objectives which related to understanding the ACN approach to customer acquisition and how to answer common customer questions. Learners in the small group test gained an average of 58.8% on the

posttest following completion of the instruction. In addition, qualitative feedback from learners was positive, with all of the learners suggesting that the instruction was helpful, well organized, and accessible. Content experts indicated that the instruction complemented the current ACN training system and that the essential content was covered in a logical manner, and design experts indicated that proper instructional design and web-based training principles were implemented.

ACKNOWLEDGEMENTS

Special thanks are extended to my graduate committee chair, Dr. Paul Merrill, for his timely feedback and guidance on this project. Special thanks also goes to Dr. David Williams and Dr. Richard Sudweeks for their willingness to serve on my graduate committee and help me fulfill the requirements for graduation. I would also like to thank the many ACN representatives who helped with the design, development, and evaluation of the instruction, including Shannon Grossman, Holly Haguewood, Gifford Gillette, Paul Shumway, Sam Hunt, Kevin Owens, Ryan Laird, Stephanie Laird, and Casey Burns. I appreciate the help of all those who selflessly participated in the learner validation, just to help me out. Finally, I am sincerely grateful for the help of my family in completing this project. They were there when I needed them, like always.

TABLE OF CONTENTS

Introduction.....	1
Statement of Problem.....	2
Purpose of Instructional Materials.....	3
Target Audience.....	4
Literature Review.....	5
Methodology and Rationale.....	5
Existing Instructional Materials Search.....	11
Description of Instructional Materials.....	13
Production Tools and Delivery.....	13
User Interface.....	13
Navigation.....	14
Text Layout, Fonts, Colors, and Graphics.....	15
Audio.....	16
Interactions.....	16
Sections of the Training.....	18
Goals.....	18
Realities.....	18
Script.....	19
Responses.....	20
Review.....	21
Evaluation.....	22
Criteria.....	23
Questions.....	24
Phase One: Formative Evaluation.....	25
Participants.....	25
Data Collection Procedures.....	26
Instruments.....	27
Data Analysis.....	27
Results.....	28
Phase Two: Learner Validation and Final Expert Reviews.....	31
Participants.....	31
Data Collection Procedures.....	31
Instruments.....	32
Data Analysis.....	33
Results.....	34

Conclusions.....	36
Critique.....	36
Circumstances.....	37
Product Strengths.....	37
Product Weaknesses.....	38
Process Strengths.....	39
Process Weaknesses.....	39
Schedule.....	42
Budget.....	43
References.....	44
Appendix A.....	46
Appendix B.....	49
Appendix C.....	51
Appendix D.....	52
Appendix E.....	53
Appendix F.....	56
Appendix G.....	57
Appendix H.....	58
Appendix I.....	60

LIST OF TABLES

Table 1. Pretest and Posttest Means, Medians, Gains, and Standard Deviations.....	36
Table 2. Project Timeline.....	42
Table 3. Estimated and Actual Project Budget.....	43

LIST OF FIGURES

Figure 1. Screen shot of the menu, navigation arrows, and page number.....	14
Figure 2. Screen shot of “no switch, change, or sell” graphic and text.....	15
Figure 3. Screen shot of audio player.....	16
Figure 4. Screen shot of sorting responses interaction.....	17
Figure 5. Screen shot of goals section introduction.....	18
Figure 6. Screen shot of reality #8.....	19
Figure 7. Screen shot of script page 5.....	20
Figure 8. Screen shot of responses section graphic.....	21
Figure 9. Screen shot of responses page 5 interaction.....	21
Figure 10. Screen shot of review page 3.....	22

Introduction

ACN is a network marketing company founded in 1993 that provides telephone, internet, and energy services to customers in North America, Europe, and Australia. ACN customers are acquired by independent representatives through direct marketing, rather than traditional advertising and telemarketing. Independent representatives are paid a percentage of their customer's monthly bills. They also receive commissions on customers acquired by representatives they have recruited and trained. Customer acquisition is crucial to the company and the independent representatives because that is how they make money.

ACN's main web site states, "Nothing is more important to a representative's success than our training and support system." ACN has a top-ranked training and support system among network marketing companies (American Communications Network Review, 2004). However, according to ACN leaders, there is always a need for improved training (J. Weber, personal communication, June 7th, 2004).

New ACN representatives face some unique challenges. Since they are not employees and they are not paid for getting trained, they must be self-motivated and self-directed learners. Some new representatives have excellent mentors to guide them every step of the way, while others must figure things out on their own. The official ACN web sites provide a tremendous amount of documentation for representatives, but it is not instructional. It is not always easy to find needed information because of the sheer volume of what is available. ACN's field training is extremely helpful, but requires a significant time commitment because of the travel that is often involved -- especially for

representatives who do not live in metropolitan areas. In addition, new representatives are often hesitant to incur non-reimbursed travel expenses to go to the trainings until they actually have some success.

Statement of the Problem

ACN President Greg Provenzano was recently asked what he felt was the biggest training need for new ACN representatives. He responded that online training always needed improvement. He said online training was great because so many people could easily access it and the content could be updated frequently (G. Provenzano, personal communication, August 9th, 2004).

Currently there is no thorough instruction available online for ACN representatives. There are some helpful documents available on ACN's official web site about some of these topics, but there is nothing comprehensive and the individual documents are hard to find unless you have a specific document number as a reference. A new representative simply does not know what they do not know. Unless someone tells them what to look for, it is difficult to find some of the crucial information.

According to Smith & Ragan (1999), "Instruction that requires the expending of effort, time, and other resources beyond that needed by alternate or revised instruction can be considered inefficient" (p. 34). The current system puts a significant burden on the individual who sponsors a new representative because a lot of crucial information must be passed on by word of mouth.

These instructional needs have been addressed through a comprehensive training web site that is under development for ACN representatives. The new training is more efficient, while complementing the current system that is in place. New representatives

can immediately access crucial information via the web, set goals, practice, monitor their progress, test their knowledge, and use tools that help them transfer their skills. Due to time constraints, this project focused on two vital segments of the training--understanding ACN's customer acquisition approach and responding to common customer questions.

Purpose of Instructional Materials

Stakeholders identified two general learning outcomes for the training, as well as instructional objectives that were assessed to determine whether the outcomes were achieved. The general learning outcomes are listed below with their corresponding instructional objectives. Learners will be able to do the following:

1. Understand the ACN customer acquisition approach and why it works.
 - a. Identify the realities of customer acquisition in the long distance/local landline telephone industry.
 - b. Explain at least two reasons for the effectiveness of ACN's customer acquisition approach.
 - c. Determine the main reason for using each specific part of the script.
 - d. Recognize why deviating from the script will lower its effectiveness.
 - e. State at least two rules for acquiring customers.
2. Respond effectively to prospective customers' questions.
 - a. Recognize red, green, and rotten apples and explain the importance of sorting in the customer acquisition process.
 - b. Identify the guiding principles for answering prospective customers' questions.
 - c. State at least three benefits of ACN telephone service.
 - d. Determine why it is important to keep it simple.
 - e. Describe one way to determine if a person is technical.

- f. Determine the appropriate responses to prospective customers' common questions.
- g. Recognize why it is important to be urgent when acquiring customers.

The answers to the following questions were analyzed in order to determine these instructional objectives: (a) What specific aspects related to customer acquisition should the instruction cover? (b) What other objectives should be addressed? (c) Which objectives are most important to the stakeholders?

Content experts first identified preliminary instructional goals through one-on-one interviews and an initial questionnaire. The experts were executive team trainers and team coordinators in ACN. Further interviews were then held with expert stakeholders to finalize the instructional goals. The initial questionnaire can be found in Appendix A.

Target Audience

The target population for this instruction is very broad. From 18 year olds to grandparents, from supermarket employees to seasoned business professionals, from medical school students to stay at home moms, ACN representatives come from many different backgrounds. Their motivation and personality traits are wide-ranging as well. Some are confident and ambitious, while others are timid and apathetic. Some representatives have a strong level of commitment and dedication but are unsure of themselves and their abilities.

Most representatives have a hard time facing the rejection that is an inherent part of sales. Once a new representative loses their excitement about the business, it is difficult to rekindle their fire. Few of them have had much sales experience or previous success in network marketing.

Their computer experience is varied. Most of them have a personal computer with internet access, although a few of them do not. This instruction will be geared to computer users and require basic understanding of how to operate a web browser. It is essential that ACN representatives have access to and know how to use a computer because so much important information can only be accessed online. Basic computer skills will be considered a prerequisite skill for this training.

It is important to note that the target audience will be using this instruction by choice. They will not be paid for getting trained and they are not required to pass any type of competency test to begin acquiring customers. Although a few of them may have someone who holds their hand along the way, most will be self-motivated learners.

Literature Review

Methodology and Rationale

This section of the report documents the theoretical foundations of my project and summarizes important findings from relevant literature relating to instructional theory and the design and content of the instruction.

The spiral model, as described by the authors of Real World Instructional Design, was used as a framework for the instructional design process that was used to develop the instructional materials. According to the authors, “This model merges the elements of traditional instruction design models with the iterative cycles found in rapid prototyping models” (Cennamo & Kalk, 2004, p.7). There are five phases: (a) define, (b) design, (c) demonstrate, (d) develop, and (e) deliver, and each phase included consideration of the essential elements of instructional design: learners’ needs and characteristics, outcomes, assessments, activities, and evaluation. This model was effective because it

allowed the designer to refine the instructional materials systematically through each phase. Formative evaluation is built into the model, resulting in a better end product because the designer received feedback from various stakeholders on decisions throughout the design process.

The define phase for this project involved (a) determining the need for the project, (b) describing the audience, (c) determining goals, (d) deciding on a delivery environment for the instruction, (e) determining learning outcomes, and (f) beginning to plan the formative evaluation. Initially the instruction was planned to include more objectives, including specific training on ACN's rates and how to sign up customers, but these objectives were abandoned for this project to keep it manageable, and because the learners needed to be able to complete the lesson in one sitting (Smith & Ragan, 1999). The objectives that remained were the most important things that new representatives needed to know about customer acquisition according to content experts.

The design phase involved reviewing literature, finalizing the objectives with the stakeholders, developing the instructional strategy and describing the materials and assessments, and modifying the formative evaluation plan (Cennamo & Kalk, 2004). Most of these tasks were facilitated by preparing a prospectus and receiving feedback from my project committee. I also prepared a content document that was reviewed by stakeholders.

The demonstrate phase involved (a) developing production documents such as storyboards for the instruction, (b) testing prototypes, (c) developing prototype assessments, and (d) administering assessments during prototype testing. However, some steps in this phase were limited, mainly because I had difficulty drafting the instruction

on paper and moved to developing the working version of the instruction on the computer without formally testing the prototypes or the assessment. The prototype was really just an incomplete version of the working instruction, which was reviewed by an instructional design expert and two content experts. The assessment was not drafted as it should have been during this phase. This could have caused serious, costly problems and I was fortunate that I did not have to go back and revamp the entire design of the instruction and the assessment (Cennamo & Kalk, 2004).

The main tasks of the develop phase were (a) developing the working version of the instruction, (b) conducting expert reviews and learners tryouts, (c) using the assessment instruments, (d) analyzing the evaluation data, and (e) making final revisions to the instruction and assessment instruments based on the data. The deliver phase involved compiling project documentation and presenting the results of the formative evaluation in the final report (Cennamo & Kalk, 2004).

Determining the instructional strategy was a crucial part of the design phase mentioned above. The instructional strategy is the method used to enable learners to achieve the objectives of the lesson. According to Smith & Ragan (1999), the general organization of a lesson to facilitate learning should be as follows: (a) introduction, (b) body, (c) conclusion, and (d) assessment. This basic format was followed in organizing the training module, with one slight variation. The goals section of the training serves as the introduction, then the content is presented, followed by a review/assessment that precedes the conclusion to the lesson. The reason for placing the assessment prior to the conclusion of the course was simply to encourage more learners to complete the assessment. Since the lesson is being completed voluntarily and there is no extrinsic

motivation for learners to complete a test following the instruction, including the assessment as part of the review makes learners less likely to skip it as would likely happen if it followed the conclusion.

Within the basic organization of the lesson, Robert Gagne's renowned nine events of instruction (1985) were also used as well. These events generally take place in this order: (a) gaining attention, (b) informing the learner of the objective, (c) stimulating recall of prerequisite learning, (d) presenting stimulus material, (e) providing learning guidance, (f) eliciting performance, (g) providing feedback, (h) assessing performance, and (i) enhancing retention and transfer. These nine events were used within the training module, though not in that exact sequence. It should also be noted that many of these events occur repeatedly in the lesson.

The section of this report describing the instructional materials will cover how these events were used in more detail, but I will briefly give examples of how each of the events of instruction were implemented here. Gaining attention of the learner was accomplished most frequently by simply asking questions, such as, "Do you want to get off to a great start with your ACN business?" Asking questions at the beginning not only directs attention, but it also creates an interactive atmosphere that facilitates keeping the learners attention throughout the lesson. Graphics and audio were also used to gain the learner's attention (Gagne, 1985).

The second event of instruction, informing the learner of the objective, was accomplished in the introduction by listing the lesson objectives. The learner is also reminded of the objectives in the body of the instruction. Each section has a brief overview of the objectives to be covered and the relevance of those objectives.

Stimulating recall of prerequisite learning, the third instructional event, occurs in several places in the lesson. One example is that the learner is asked to imagine buying their dream car and then asked if they thought about things like miles per gallon to illustrate the fact that most people buy things emotionally rather than logically. Recalling relevant prior knowledge helps the learner acquire new related information.

The fourth instructional event, presenting stimulus materials, is accomplished through text, audio, and interactive questions (Gagne, 1985). Since it is more difficult for learners to read text on the web, several considerations were made in presenting the material, including writing short paragraphs, providing orienting cues like headings and titles, and organizing points logically (Conrad, 2000). Merrill (1988) suggested that crucial information should never be put in a scrolling field. The scrolling in the lesson is kept to a minimum and main ideas are emphasized at the top of each page. The text was also made more concrete and understandable by using illustrations, simple words, and examples (Morrison 2001). Carter (1985) said that “If a picture is worth a thousand words, a good concrete example is worth at least several hundred words of further definition and explanation” (p. 151).

Providing learning guidance, the fifth event of instruction, involves guiding learners in using effective learning strategies, such as employing certain mnemonic strategies to encode information (Smith & Ragan, 1999). One example of providing learning guidance in the customer acquisition training is the use of the acronym “SW SW SW SW.” Graphics, text, and audio help learners remember the acronym, which stands for “Some Will, Some Wait, Some Won’t, So What”, a phrase to help the learners deal with the disappointment they will face as they acquire customers.

The sixth event of instruction is eliciting performance and this occurs through several interactions designed to test the learners' understanding of the material. The interactions give learners the opportunity to practice what they are learning and then receive informative feedback for right and wrong answers, which is the seventh event of instruction. The feedback not only corrects the learners, but in many cases, it explains the lesson objectives in more detail and promotes deeper understanding (Smith & Ragan, 1999).

The performance assessment, the eighth event of instruction, occurs in the review section of the training. Learners answer questions intended to evaluate their understanding of the lesson objectives. Feedback is received immediately for each question answered, just as it was for the questions within the body of the instruction. The review section also includes a job aid to enhance retention and transfer, the ninth event of instruction (Gagne, 1985). The job aid serves as a quick reference guide to help the learner acquire telephone customers (Cennamo & Kalk, 2004).

Smith & Ragan (1999), suggest that lessons should conclude with remotivation and closure. The importance of the lesson should be revisited and the lesson should end on a positive note since the attitudes of learners will influence how well the learning will be retained. The review section concludes by congratulating the learner and reminding them of the main lesson objectives and also that they can review the material at any time.

Researching the content was another crucial component of this literature review for this project. Since I am an ACN representative, I had a lot of hands-on experience not only acquiring customers, but also training people to acquire customers. I also listened to

at least thirty different live trainings on customer acquisition prior to developing the instructional materials.

The most important aspect of the ACN approach to customer acquisition is the need for representatives to ask for a favor and lean on their relationship with the person they are approaching. They can do this by following the ACN customer acquisition script. But a difficulty that trainers frequently encounter is that most people will not follow this very simple approach unless they understand not only why it is effective, but also why it is essential to their success. Most of the trainings focus on providing representatives with the basics of the approach, the reasons that the approach works, and supporting examples.

Another key finding from my research on ACN was that the leaders really emphasize the importance of keeping it simple. ACN vice-president Robert Stevanovski stated, “Network marketing only works when you have something that’s, as we say in our business, ‘stupid simple’” (Prince 1999). At the 2004 International Training Event in Detroit, company leadership used the acronym “KISSED” to explain the principle guiding all training and activities related to ACN—“Keep It Super Simple and Easily Duplicatable.” This instruction was developed with that in mind. Simplicity and ease of use were important criteria in evaluating the instruction.

Existing Instructional Materials Search

The existing instructional materials search revealed several sources of relevant information on acquiring customers for ACN. Those sources will be detailed as follow. It should be noted that none of the materials that were found provided learners with objectives, interaction, or feedback.

The official ACN training CD that comes to all new representatives a few days after they sign up with the company contains a few audio tracks on customer acquisition. The audio of the main track on customer acquisition comes from a live training by ACN co-founder Mike Cupisz and includes basic information on the ACN approach and answering questions, as well as examples. Relevant parts of this audio training CD were used in this project (Cupisz, 2005).

The official ACN web site contains a document that serves as a job aid for new representatives in acquiring customers and recruiting new representatives called “Launching Your ACN Business.” It contains a summary of the ACN customer acquisition approach, the script, and answers to frequently asked questions. The site also contains documents on ACN products and rates. (Managing Your Business, 2005).

There are several independent web sites that also provide some basic training on customer acquisition. The Empire Marketing web site has a 21-minute audio training by Regional Vice-President Mike Bisutti on customer acquisition. Slides highlighting key points accompany the audio files. The training is out of date and it is not available in print form—it must be downloaded as an audio file, so those with slow internet connections may not have the patience to wait for it to download and listen to it. The visual slides that accompany the instruction require an updated version of Powerpoint and take a long time to download as well (Bisutti, n.d.). The RVP International web site has a simple document on customer acquisition and a link to the same audio training by Mike Bisutti that is available on the Empire web site. (RVP International, 2005).

The best online customer acquisition training I found was on The Revolution web site. The training is by ACN Regional Vice-President Leanne Gabriel, and portions of

the audio were used extensively for this project. The training is comprehensive and filled with useful examples and analogies. Unfortunately, it is only available in video format accompanied by slides and is not readily accessible to those without high-speed internet access because of the large file size (Gabriel, 2005).

Description of Instructional Materials

Production Tools and Delivery

The instruction was developed for delivery on the web so representatives could have immediate access to the training. *Macromedia Dreamweaver* was used to develop the HTML content, and *Macromedia Fireworks* was used to edit the graphics. The audio files were optimized for delivery on the web with *Adobe Audition*. *Windows Media Player* or *Apple's Quicktime Player* is required to play the audio.

Download time was a concern in developing the instruction for the web because of the size of some of the audio files and the graphics on the pages. The most common complaint of internet users about web sites is that they take too long to download (Alessi & Trollip, 2001). In order to address this concern, two web sites were developed to accommodate users with varying connection speeds. The first page of the training gives users the option to select either the high-fidelity site or the lower-fidelity site according to the speed of their internet connection. The lower-fidelity site includes medium quality flash files and lower quality audio files that are about half the size of the files on the high-fidelity site.

User Interface

The customer acquisition training was designed to have an efficient, intuitive interface. Three rules were followed in designing the interface. First, be consistent.

Second, keep it simple and avoid screen clutter. And third, keep the target learner in mind at all times (Conrad, 2000). These rules were important to follow because users of the web-based training would have no choice but to struggle through the training or forego it completely if it was poorly designed.

Navigation

Users have several ways to navigate their way through the training. Users can choose to complete all of the training in one sitting or complete it one section at a time. The introduction section explains that the training is linear and should be done order, and most learners use the green arrow forward buttons to move from page to page. Users can also click on a “next” button at the bottom of each page if they prefer. They can also use the green arrow back buttons to review material as seen below in Figure 1.



Figure 1. Screen shot of the menu, navigation arrows, and page number.

The menu tabs that appear at the top of each page show the five main sections of the course, which are (a) Goals, (b) Realities, (c) Script, (d) Responses, and (e) Review. Since it is important to orient the learner, the tab of the current section is always highlighted (Conrad, 2000). There are also links to the training home page and a brief help page in the upper right hand corner of each page. To further orient the learner,

each page is numbered in the right hand corner, showing not only the page number, but also the number of pages in the section to help learners gauge how much material they have left to cover.

Text Layout, Fonts, Colors, and Graphics

Cascading Style Sheets were used to make changing font style across the entire site very simple if necessary. Small size black Verdana font was used for the main text because it is large enough for most people to see. If desired, learners can easily increase or decrease the font size by adjusting their browser settings. Section headings are in bold Verdana font.

A consistent color scheme of gray, green, and black is used throughout the site. When possible, these colors were used in the graphics that supported the instruction to make the site more appealing to the eye. As can be seen in Figure 2, graphics were included to support the associated text, keeping in mind that it was important to avoid screen clutter (Conrad, 2000).

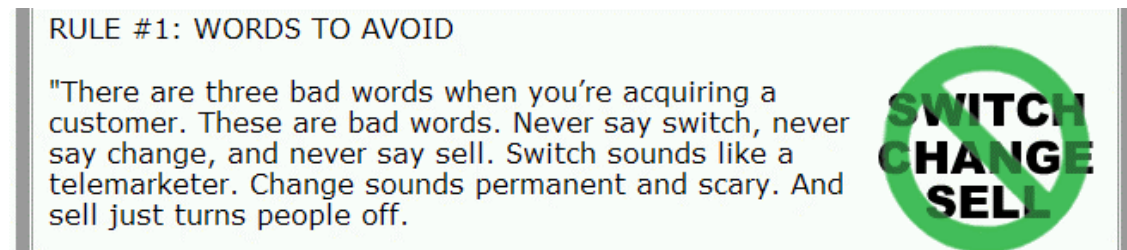


Figure 2. Screen shot of “no switch, change, or sell” graphic and accompanying text.

Many key points were emphasized with graphics, such as the rules for acquiring customers. Several learners commented the graphics helped them remember the content when they were tested.

Audio

The training contains a great deal of audio from top ACN trainers that is intended to enhance the learning experience for people who are auditory learners. Some people definitely found the audio more appealing than others. To accommodate learners with various learning styles, the instruction was designed so the audio could be used in place of the text, in conjunction with reading the text, or not at all (Morrison, Ross, & Kemp 2001).

In order to hear any of the audio, the learner must push a play button in the audio player. A screen shot of the audio player is shown in Figure 3.

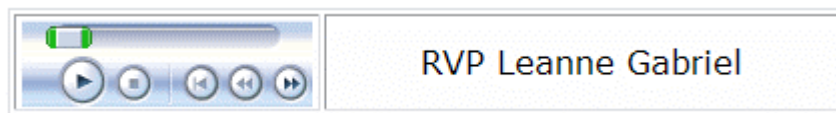


Figure 3. Screen shot of audio player.

The first few encounters with audio include specific instructions to guide the learner, “Click the play button below to hear more.” To avoid redundancy, these instructions were left out later in the training. The audio players are consistent throughout the training and include a caption with the name of the speaker.

Interactions

According to Alessi and Trollip (2001), interaction facilitates learning far more than the mere retrieval and presentation of information. The audio, text, and graphics were carefully selected for this training, but the interactions are probably the most important part of the instruction because they require thinking on the part of the learner. Interactive instruction not only provides for greater transfer of the material, but learners also tend to enjoy the instruction more.


Conrad (2000) suggests that an interaction or activity should occur at least every three screens or every five to seven minutes. The realities and responses section of the training include interactions at this frequency. The script section has fewer interactions, but several open-ended questions are posed to engage the learner in critical thinking.

A variety of interaction types were used for this training to promote deeper processing of the course objectives, including fill in the blank, multiple choice, and true-false questions, as recommended by Alessi & Trollip (2001). JavaScript, a widely used web scripting language that enables interactive content on the internet, was used for the interactions (Conrad, 2000). As shown in Figure 4, feedback is provided along with all of the interactions to guide the learners and emphasize course objectives.

Page 4 of 14

PRACTICE SORTING

Directions: Determine whether the responses to the customer acquisition script ("*...would you do me a favor and give the service a try please?*") are from red, green, or rotten apples.



Response 1. "What are the rates?"

Type of Apple:

Incorrect. Red apples are positive and usually won't ask about the rates. Green apples will ask questions about rates.

Feedback

Figure 4. Screen shot of sorting responses interaction.

Limited time and resources prevented development of more sophisticated interactions, using flash programming or server-side tracking that would have allowed for even greater interaction with the learners.

Sections of the Training

The five sections of the training are described briefly below to further demonstrate how the design principles and interactivity were implemented.

Goals

The goals section introduces the training with a self-evaluative question, followed by a brief overview of the length and the purpose of the training. Learners are asked the question, “Do you want to get off to a great start with your ACN business?” in order to create value for the training and draw them in from the beginning as Figure 5 shows.

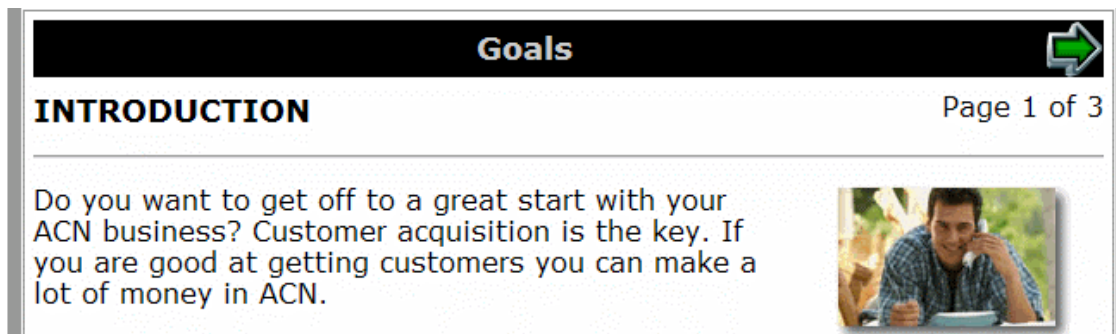


Figure 5. Screen shot of goals section introduction.

Course navigation is explained, and learners are informed of needed plug-ins prior to accessing the main course content (Conrad, 2000). The specific objectives of the training are outlined and the section concludes with a survey to provide background information on the learners for the course evaluation. The survey also encourages learners to do some more self-evaluation and focus on their own goals (Cennamo & Kalk, 2004).

Realities

The realities section lays the foundation for understanding ACN’s customer acquisition approach. Eight realities of customer acquisition are introduced to the learners with an interaction designed to get the learners thinking critically about each point as shown in Figure 6.

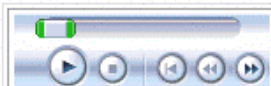
REALITY #8
Page 8 of 8

8. People will respond better to your

Actually, you need to have a lot of enthusiasm. People will respond better to your enthusiasm than your knowledge.


Feedback

Click play for audio:



RVP Leanne Gabriel

"What do you need to know? To get a customer, talk to the masses. And you need to have a lot of enthusiasm. People will respond more to your enthusiasm than your knowledge. If you sit there and rattle off all these different facts about ACN, you're going to put people to sleep. If you're very excited and passionate about your business, people will get enrolled in your excitement and that will be the thing that causes them to try your service."



"You need to have a lot of enthusiasm!"

Figure 6. Screen shot of reality #8.

These interactive questions probe what learners know about the topic, connecting the instruction to prior knowledge (Cennamo & Kalk, 2004). Feedback is provided, followed by reinforcing text, graphics, and audio that clarifies each of the eight realities.

Script

The script section begins with an explanation of ACN's warm market approach, followed by an analogy that leads into the customer acquisition script. Learners are asked to think critically about the analogy as can be seen in Figure 7.


←
The Script
→

Be Real With People
Page 5 of 12

The second example was obviously a better approach, right? Well it's the same logic when you are acquiring customers for ACN.

Never call somebody up and say to them, "Who's your phone company and what do you pay?" Because immediately you sound like a telemarketer and you will end up making the person feel stupid for what they pay. Does that make sense?

You want to appeal to your potential customers like a human being. Be real with people, share your goals with people, just talk to people, and then they will want to try the service.



"Be real with people, share your goals with people, just talk to people, and then they will want to try the service."

- Leanne Gabriel

Next

Figure 7. Screen shot of page 5 of the script section.

This involves having learners recall relevant prior knowledge. Then they are better able to gain and integrate content knowledge (Cennamo & Kalk, 2004).

The script is then covered, common concerns are addressed, and then the script is broken down in detail so that learners understand the specific reasons for each part. Finally learners are challenged to write down their personal motivation for doing ACN and then they can take a quiz on the parts of the script that provides helpful feedback.


Responses

The responses section covers how to deal with the different types of responses a representative will get to the customer acquisition script from prospective customers.


Figure 8 shows how bold graphics are used to emphasize key points.

URGENCY Page 14 of 14

If you feel like you are doing everything right, but you aren't seeing the results you want, you may need to be more urgent when you are talking to people.



RVP Leanne Gabriel




"The most important thing you want to do is have a sense of urgency."

Figure 8. Screen shot of responses section graphic.

This section is also rich in various interactions designed to engage the learner and build more confidence in the ACN approach as can be seen in Figure 9.

Here is a question for you: Who controls a conversation?

The person who: ▼



Green apples will ask questions. What's the best way to respond? You should answer their questions as concisely as possible and then ask a question of your own that leans on the relationship.

Figure 9. Screen shot of responses page 5 interaction.

Review

The review section includes a ten question quiz that covers the main objectives of the instruction so learners can check their understanding. The final page congratulates the learner and provides the job aid, which was mentioned previously, for new

representatives to use when they are actually calling for customers to help them transfer skills as can be seen in Figure 10.

CONGRATULATIONS

Congratulations! You have completed Customer Acquisition Training Module I. You should now understand the ACN customer acquisition approach and why it works and be equipped to respond effectively to prospective customers' questions. You can review the material at any time.

JOB AID

Click on the following link for your job aid* that includes the customer acquisition script and frequently asked questions and answers. It also includes instructions on signing up your new customer with ACN order entry, which is covered in detail in [Training Module II](#).

Page 3 of 3




Figure 10. Screen shot of review page 3.

The job aid also includes information on signing up the customer, which is not covered by this training but is helpful when actually acquiring customers.

Evaluation

Evaluation is necessary for systematically designed instruction in order to ensure that the activities, assessments, and outcomes are aligned to meet the needs of learners (Cennamo & Kalk, 2004). Smith and Ragan (1999) refer to evaluation as a continuous cycle of improvement. The ASC cycle was utilized for this evaluation, which involved collaborating with stakeholders to *assemble* information and ask questions, *synthesizing* information and solving problems with the instruction, and *checking* and *confirming* understanding (Cennamo & Kalk, 2004). Criteria for evaluating the instruction were determined early in the design process, along with the questions that the evaluation would seek to answer.

There were two phases of evaluation for this project. The purpose of the first phase was to formatively evaluate the instruction throughout the design process to determine how well the stakeholders' objectives were being met and what should be improved. The purpose of the second phase was to validate the instructional materials through a small group test. Qualitative methods were employed for both phases. The second phase also utilized quantitative methods. The participants, data collection procedures, instruments, data analysis, and results will be discussed for each phase, following an explanation of the criteria and the questions that were used to guide the evaluation.

Criteria

Evaluation is defined by Anderson & Krathwohl (2001) as “making judgments based on criteria and standards” (p. 83). The following criteria for evaluating the instruction were developed after discussions with content and instructional design experts and review of relevant literature:

1. The web site should be appealing and simple to use. Users with dial-up internet connections should be able to access the crucial content.
2. The training materials should cover the objectives in a logical and organized manner.
3. The instructional activities, outcomes, and assessments should be aligned and should meet the needs of the learners.
4. Learners should be able to achieve the two general learning outcomes as identified by stakeholders--(a) understand the ACN customer acquisition

- approach and why it works, and (b) respond effectively to prospective customers' questions.
5. The instruction should complement the current ACN training that is available.

Questions

According to Worthen, Sanders, and Fitzpatrick (1997), evaluation questions “provide the direction and the foundation for the evaluation” (p. 245). Many of the questions used for evaluating this instruction were found in a design aid in *Real World Instructional Design* called “Key Formative Evaluation Questions” and address whether learners' needs are being met, and if outcomes, assessments, and activities are meeting the needs of the learners. (Cennamo & Kalk, 2004, p. 143). All of the following questions focus on determining whether the enumerated criteria for the project are being met:

1. Do learners like the instruction? Is it appealing and easy to understand?
(Criterion 1)
2. Can users with dial-up connections access the content? (Criterion 1)
3. Is the instruction useable, logical, and organized? (Criterion 2)
4. Does the instruction cover the essential content? (Criteria 2 and 4)
5. Are any critical skills overlooked? (Criterion 4)
6. Are there adequate opportunities to practice the skills and receive feedback?
(Criterion 4)
7. Are there enough examples? (Criterion 4)
8. Does the instruction complement the current training that is available?
(Criterion 5)

9. Are test items clear and understandable? (Criterion 3)
10. Does the assessment test the content and measure the intended outcomes?
(Criterion 3)
11. Do learners achieve the intended outcomes? (Criterion 4)

Phase 1: Formative Evaluation

The components of the formative evaluation are described as follows:

Participants

Participants in the formative evaluation included four content experts, two members of the target audience, and two instructional design/web-based training experts.

The content experts were ACN representatives who had been in the business over a year and had not only been trained by top leaders in ACN, but also had extensive experience acquiring customers and training other representatives. All four of the experts were executive team trainers or higher, meaning that they each had acquired a minimum of 20 personal customers and also had a team of representatives in their organization.

The members of the target audience were new ACN representatives who had been in the business less than a month and had not yet acquired their first 20 customers. One of them was quite computer-savvy, while the other person had little computer experience. This was helpful to ensure that the web-based instruction was simple enough for a relatively novice computer user.

The instructional design/web-based training experts were Dr. Paul Merrill, the chair of my master's committee, who proved to be invaluable in developing the instruction for the web, and a corporate instructional designer from Idaho Falls who provided additional insights that helped refine the instruction.

Data Collection Procedures

Data collection involved internal and external reviews of the instruction. The internal reviews were conducted by the designer, who is also an expert on the content. The designer went through the materials from the learner's perspective, looked for errors, and sought to ensure that the components of the instruction were aligned.

The external reviews were conducted by outside participants. An informal expert review was first conducted by Dr. Merrill during the development of the working version of the instruction. After looking at the main components of the instruction, Dr. Merrill made suggestions and the designer took notes. Once the training was in working order, one-on-one reviews took place with two members of the target audience. Again notes were taken on the problems that were encountered, and the comments and suggestions for improvement that were made.

The content experts were then contacted and instructed to complete the entire training and document any problems, comments, or suggestions they had as they went through the instruction. They were encouraged to be extremely critical of the training. They were also instructed to refer their comments on specific pages of the training by citing the section and page number in a word processing document and then email the document to the designer at the conclusion of the training.

The suggestions were addressed immediately upon receiving the emails so that subsequent reviewers would not encounter the same errors. This was helpful because each review brought fresh new suggestions that may have been overlooked had their attention been focused on the obvious problems of the earlier versions of the instruction.

Alessi and Trollip (2001) suggest that the reviewers should be interviewed after they complete the training. Two of the four content experts were interviewed by phone and evaluation questions were addressed that had been left unanswered by the open-ended feedback that was received.

The two design experts were also contacted and each of them went through the instruction and completed a qualitative review worksheet and emailed it to the designer. The review worksheet can be found in Appendix B and will be explained in the instruments section. Once all the revisions were made based on feedback from the reviews, the designer collaborated with Dr. Merrill via email to ensure that the revisions were satisfactory from an instructional design perspective.

Instruments

The only instrument used for the formative evaluation was the qualitative review worksheet that was completed by the instructional design/web-based training experts. The Web-Based Training Review Worksheet was reproduced from *Instructional Design for Web-based Training* by Kerri Conrad and TrainingLinks (2000). (See Appendix B for the worksheet.)

Data Analysis

The data analysis for the formative evaluation was quite simple because the feedback was so straightforward it could be addressed immediately. A representative example of feedback that was received was that one of the next buttons did not work on a certain page. Obviously that could be corrected right away without further analysis. This made the analysis more efficient in many ways. However, it should be noted that if any of the changes had been major it would have been necessary to wait until all of the results

were compiled to determine the proper course of action to remedy the problems. The comments from reviewers were compiled prior to finalizing the instruction for the learner validation to ensure that all of the feedback had been addressed.

Results

The formative evaluation was invaluable in revising the instruction prior to the learner validation. Most of the problems that occurred with the instruction related to editing issues, including formatting of the pages, spelling, punctuation, and grammar. One of the interactions also had some serious flaws and had to be reworked. This was not a problem in the one-on-one reviews because the learners were using the computer the instruction was designed on, but with certain browsers and operating systems the interaction did not work at all so it was completely reprogrammed.

The two main problems that occurred during the one-on-one reviews related to the audio files and the navigation. There were several audio files that needed to be optimized so they could be heard better and there were several broken forward buttons as well.

The first seven evaluation questions were answered by the formative evaluation, and the answers to the questions will be discussed as follows:

Do learners like the instruction? Is it appealing and easy to understand? Several reviewers commented that they liked the layout of the training and the interactivity. Two of the reviewers said that the graphics helped them remember the rules for acquiring customers. None of the reviewers had problems understanding the content of the training or how to navigate between pages, although some of the early reviewers did encounter problems with broken links that were easily remedied.

Can users with dial-up connections access the content? There were two reviewers who accessed the training on dial-up internet connections. One of them was asked about it in the follow up interview since she did not make any comments about having problems with the download time in the email. She said that the pages downloaded rather quickly and it was not a problem for her. The other reviewer commented that she had some trouble with a couple of the audio files starting and stopping, which may have been due to her dial-up connection, but more than likely was a problem with the audio itself. The problem was addressed by turning off the autostart option on the audio player so that users would have to push the play button to hear audio instead of having the audio start automatically on a few of the pages.

Is the instruction useable, logical, and organized? Feedback from reviewers indicates that the training was useable, logical, and organized. Two of the reviewers commented on how nice it was for new representatives to have access to the training anytime on the internet. Another reviewer commented on how it was helpful to have the reasons for the ACN approach explained before the actual approach was introduced. A fourth reviewer commented, “I felt it was very well organized from beginning to end. Very clear what I was supposed to do once I got on the site! Very clear how to move from page to page. Very clear beginning and very clear ending.”

Does the instruction cover the essential content? The content experts found that the essential content was covered extensively. Several commented on the helpfulness of the examples that were used to explain the content in more detail.

Are any critical skills overlooked? One of the reviewers suggested adding additional content to remind new representatives to always sit down with a trainer when

first calling for customers. Although that particular instruction was beyond of the scope of this training, a simple reminder was added at the conclusion of the training to prevent representatives from experiencing any unnecessary frustration by trying to acquire customers without help. None of the reviewers commented on any other critical skills being overlooked.

Are there adequate opportunities to practice the skills and receive feedback? The practice and the feedback provided by the lesson were praised by all of the reviewers. Initially some of the feedback did not provide the correct answer but simply instructed learners to “try again.” Dr. Merrill suggested changing all of the feedback messages to give corrective feedback. Ironically after the changes were made, one of the content experts did not like how the feedback for incorrect responses explained the correct answer. He thought that the feedback should say, “Try again.” Since it was important to provide the corrective feedback to learners who would not have the patience to try again, this aspect of the training was not changed.

Are there enough examples? Two of the content experts commented that they liked the examples that were used to explain the customer acquisition script. In the follow up interviews with two of the content experts, they both said the examples provided were adequate.

Does the instruction complement the current training that is available? The consensus from content experts was that the training would complement the current training system that was in place. One of the experts commented that they wished they would have had the training when they started. The other two content experts were asked

this question in the follow up interview and were both very positive about the complementary nature of the instruction to existing ACN training.

Phase 2: Learner Validation

The learner validation was the final step in evaluating the instruction for this project. The components of the learner validation are described as follows:

Participants

Eleven members of the target audience participated in the learner validation. Ideally this group would have been comprised of brand new ACN representatives, but because of limited resources and geographic constraints, the group was made up of volunteers who were not affiliated with ACN. There were five men and six women who ranged in age from 18 to 55. Their education level varied: All but two were high school graduates. Three had attended college but not graduated and six were college graduates. Three of the participants had never heard of ACN. Eight of the participants had heard of ACN but had never been trained on the ACN customer acquisition process.

Data Collection Procedures

A one-group pretest-posttest design was used to test the learning gains of the participants in the instruction. This type of design can establish that learning occurs over time, but its limitation is that without a control group, it cannot establish that the learning gains occurred as a result of the instruction (Smith & Ragan, 1999). However, because of limited time and resources, the one-group design was used. The assessment instrument used for the pretest and posttest was developed to measure achievement of the instructional objectives and will be explained in the next section.

The participants were first given a brief one-page overview of the purpose of the project and a brief background of ACN, and then they took the pretest. Following the pretest, they commenced the training. Immediately after the training, the learners were given the posttest, which was identical to the pretest they had already taken. They were not allowed to look back at any of the training. Then they completed a brief questionnaire that is explained in the instruments section.

Instruments

It was important to ensure that the pretest and posttest assessment instruments were developed to be in alignment with the instructional activities and that they would measure the objectives of the instruction. This was accomplished by first preparing a test blueprint, which can be seen in Appendix C, that included the objectives to be assessed by the test, and the number and type of questions that would assess each objective (Anderson & Krathwohl, 2001).

Once the test was developed, it was piloted with ten people, eight of whom had a great deal of experience with ACN and could be considered subject matter experts. The other two had significant experience acquiring customers but had not trained other people and could not be considered experts. Data was compiled in a spreadsheet and each question and the distractors were analyzed as can be seen in Appendix D. A few of the questions were found to be problematic because experts were not selecting the correct answers. Those questions were reworded and the matching section was converted into multiple choice questions because it was extremely troublesome. The pretest and posttest can be found in Appendix E.

According to Worthen, White, Fan, & Sudweeks (1999), “the creation of plausible distracters is one of the most difficult parts of writing good multiple-choice items” (p. 221). The multiple choice distracters were analyzed following the learner validation to see how many times they were used. (It would have been helpful to conduct this more detailed distracter analysis as part of the pilot testing phase.) Most of the distracters were adequate but there were a few that were not selected by any of the learners and could have been rewritten.

The questionnaire that learners completed following the posttest addressed the learner’s backgrounds, the usability and helpfulness of the instruction, the degree to which they enjoyed the instruction, and the clarity of test items. It was reviewed by Dr. Merrill and revised according to his suggestions prior to being administered. (See Appendix F for the final questionnaire.)

Data Analysis

Data from the learner validation was analyzed using appropriate quantitative methods. Proper statistical measures were used to analyze and describe the results of the pretest and posttest, including calculating the mean, median, standard deviation, variance, and the percentage of improvement.

The results of the tests were compiled in *Excel*, and I also computed the reliability, mean, and the standard deviation for the multiple-choice items. (See Appendix G for the complete test results and analysis and Appendix H for the multiple choice analysis.) The results of the final questionnaire were also compiled in a spreadsheet and the average degree of agreement or disagreement was calculated for each of the statements, as can be seen in Appendix I.

Analyzing the validity and reliability of the learner validation was done to determine whether the testing instruments consistently measured what they were supposed to measure. The validity of the learner validation relied greatly upon the alignment of the assessment instrument and the instructional objectives. Care was taken to ensure the instrument measured the intended objectives and that all the objectives were covered. All of the data was analyzed for errors by a professional educator. Reliability of the pretest and posttest multiple choice items was computed using a statistical formula for reliability called Kuder-Richardson Formula 20, but this was found to be largely irrelevant because it is a measure of reliability for norm-referenced tests rather than for criterion-referenced tests (Worthen et al. 1999).

Results

The results of the learner validation will be discussed in reference to the evaluation questions that apply to this phase.

Do learners like the instruction? Is it appealing and easy to understand? The questionnaire indicated that the training was very easy for learners to understand. The training kept the interest of the learners, and most of the learners enjoyed the training and the audio. It should be noted that since none of the learners were ACN representatives, it should be expected that the training would not seem as relevant or enjoyable to them as with the actual target group.

Is the instruction useable, logical, and organized? Learners indicated that the web site was very easy to use and the training was helpful.

Does the instruction cover the essential content? The average score on the pretest was 34.5% while the average score on the posttest was 90.3%. The 55.8% improvement

indicates the instruction covered the essential content as long as the test was indeed aligned with the instructional objectives.

Are any critical skills overlooked? There were not any results that indicated critical skills being overlooked. The questions that were missed on the posttest varied from person to person.

Are there enough examples? The majority of learners were in strong agreement on the questionnaire that there were plenty of examples in the training.

Are test items clear and understandable? Seven of the learners were in agreement that test items were clear and understandable. Three of the learners agreed strongly, and one learner neither agreed nor disagreed with the statement. During testing, there were not any questions or problems that came up related to the assessment.

Does the assessment test the content and measure the intended outcomes? As mentioned previously, care was taken to ensure the assessment instruments measured the intended objectives and that all the objectives were covered by using a test blueprint and pilot testing the assessment instruments.

Do learners achieve the intended outcomes? Significant learning gains were made as the average improvement for all learners was nearly 56% following the instruction. The pretest and posttest means, medians, gain, and standard deviations are shown in Table 1.

Table 1

Pretest and Posttest Means, Medians, and Standard Deviations

Test	Mean Score	Mean %	Median Score	Median %	Standard Deviation
Pretest	15.5	34.5%	14.0	31.1%	5.8
Posttest	40.6	90.3%	41.0	91.1%	4.0
Average Gain	25.1	55.8%	27.0	60.0%	n/a

There was one outlying high score on the pretest, which was registered by the learner who had the most experience with marketing and had been involved in sales for several years. This score brought the mean score of the pretest to 15.5 while the median score was 14. The scores on the posttest were relatively evenly distributed. The standard deviation on the pretest was 5.8 and the standard deviation on the posttest was lower at 4.0.

The results of the quantitative analysis and the qualitative results from the formative evaluation indicate that learners were able to fulfill the objectives by completing the training. The combination of these two approaches makes it more likely that the actual learning outcomes have been ascertained (Worthen et al., 1997).

Conclusions

Critique

I learned a great deal as I went through the process of completing this project. In this critique, I will discuss the circumstances surrounding the completion of the project, the strengths and weaknesses of the product and the process, and some of the lessons I learned.

Circumstances

This project has been a monkey on my back since I left Provo for Anchorage, Alaska with my husband soon after I was admitted into the IP&T program. To make a long story short, it is not a good idea to leave campus and move thousands of miles away if you plan to graduate in a timely manner! It has been a long time since I took most of my classes and it is amazing how much review is necessary to get back into the academic mindset necessary to complete a project such as this.

Moving back to Idaho Falls, Idaho, two years ago allowed me to finish up the coursework I needed, and thanks to my understanding professors and a great department, I was able to continue in the program. However, it has been tough not to be on campus and not to have easy access to other knowledgeable students and faculty. Fortunately my professors have been extremely good about responding to email communications.

Product Strengths

The primary strengths of the product are (a) the delivery mode, (b) the content, and (c) the interactivity. The fact that the training is available on the internet is a huge advantage for new representatives who need training on demand so they can get off to a good start with their business. The variety offered by the instruction also allows people with different learning styles to enjoy the training. Some of the learners that participated in the evaluation never even used the audio while others thought it was great. The graphics and illustrations appealed to visual learners and emphasized key points effectively.

Most of the content for the instruction comes from top ACN leaders who are renowned trainers on customer acquisition. Representatives are not getting a watered-

down version of the training—it is from the best of the best in the company. This gives the training credibility and is motivating to the learners, as several of the content expert commented.

The interactivity kept learners engaged in the instruction. Even though the participants in the learner validation were not ACN representatives, all but one of them agreed that the training kept their interest. This would not have been accomplished without effective interactions.

Product Weaknesses

The main weaknesses of the instruction are the poor quality of audio files, the lack of individualized feedback, and the length of the training. Unfortunately the audio was not enjoyable for all of the learners because of the low quality of some of the clips. The quality issues were addressed to the best of my ability, but without a better source file or professional audio editing help, there was not anything else that could be done other than eliminate the audio completely.

The instruction could have been improved by adding some individualized feedback to learners, including server-side tracking that would have allowed learners to keep their place and also monitor their progress with more advanced build-in assessment. Cost prevented such features from being added, as well as concerns about internet security issues that would have been complicated with server-side tracking.

The training was also a little longer than it should have been for one sitting. One learner completed the instruction in less than 30 minutes while a couple of others took well over an hour. Although the average was still about 45 minutes, a slightly shorter training would result in greater retention by the learners (Conrad, 2000).

Process Strengths

One strength of the process used for developing the instruction was that the project was clearly defined in the early stages of development with the help of the members of my project committee, especially Dr. Paul Merrill. I was encouraged to cut back on the number of instructional objectives to keep the project manageable. This allowed me not only to complete the project, but it also allowed a greater focus on accomplishing the remaining objectives.

Another strength of the process was the extensiveness of the instructional materials search and the research I did on customer acquisition. Not only did I comb the web for online training on customer acquisition, I also personally recorded at least ten different trainings on customer acquisition and listened to every training call I could find for over a year. The one good thing about taking so long to complete this project was that I found the best training available. The Team Trainer Success System audio CD was not even released by ACN until February of 2005.

Process Weaknesses

The biggest weakness in the process was my ineffectiveness at sticking to the schedule. Thankfully something good came out of it, as I just mentioned. But it caused a lot of problems, including completely skipping phases of the prototype development that should have taken place and not being able to gain access to actual members of the target audience for the learner validation. Having new ACN representatives participate would have been much more insightful.

There were other barriers beyond time management that made it difficult to gain access to new ACN representatives for the learner validation. It was difficult to get

access to them because of my location. There are many more active ACN representatives in Utah than there are in Idaho Falls, Idaho. Nevertheless, it could have been accomplished with more effort, time, and resources. Not having actual members of the target group impacted the external validity of the evaluation, although it is likely that members of the target group would have enjoyed the instruction more and performed better because they would have been more motivated. At the same time, their pretest scores would likely have been higher, so the learning gains might not have been so significant.

The evaluation could have also addressed whether or not learners could transfer the training to actually sitting down and acquiring customers. This was not included as part of the evaluation because of the time and resources that would have been required to make it happen.

Another weakness in the process was that I did not have a client or vested stakeholders to report or answer to. I sought feedback from stakeholders who had a slight interest in the project, but no one was really concerned about it other than myself. My resources were limited as far as design, development, and testing. I could not afford to do some of the things I would have liked to have done, such as test the instruction with a larger group of people.

The assessment instrument should have been developed earlier in the development process, as recommended by the authors of *Real World Instructional Design* (Cennamo & Kalk, 2004). This would have enabled me more time to pilot test the instrument and also led to greater alignment. The formative evaluation could have also been more detailed and more data analysis could have been done had I not procrastinated

completing earlier stages of the process. It would have been beneficial to do more one-on-one reviews of the instruction in phase one of data collection, but because of geographic limitations I conducted most of the reviews via email.

One of the most time-consuming aspects of the instruction was programming the interactions. It would have helped to have had an experienced computer programmer to help with this aspect of the project. If I could have gone in to Dr. Merrill's office and asked him for help or found another student who was good at Javascript programming I would have saved hours upon hours of troubleshooting.

The most important thing I learned from completing this project is that proper planning in the early stages of development will result in a better end product and save countless hours of frustration in the end. But you also need to be committed to stick to the plan.

Schedule

The estimated schedule and the actual schedule for the project are shown in Table 2. The main discrepancies in the schedule were caused by poorly estimating the time it would take to complete certain tasks, such as developing the working version of the instruction. Procrastination also played a part in missing projected delivery dates.

Table 2

<i>Project Timeline</i>		
Tasks By Phase	Projected Delivery	Actual Delivery
<i>Define and Design Phase</i>		
Complete materials search	15-Nov-05	25-Nov-05
Complete literature review	15-Nov-05	26-Nov-05
Conduct preliminary stakeholder interviews	8-Sep-04	8-Sep-04
Write first draft of prospectus	15-Sep-04	15-Sep-04
Review and revise prospectus as necessary	18-Sep-05	16-Sep-05
Develop content document	20-Sep-05	29-Sep-05
Review and revise content document	22-Sep-05	1-Oct-05
<i>Demonstrate Phase</i>		
Create a prototype.	28-Sep-05	18-Oct-05
Review prototype	3-Oct-05	19-Oct-05
Analyze evaluation data and revise plans.	6-Oct-05	21-Oct-05
<i>Develop Phase</i>		
Develop working version of the instruction	16-Oct-05	9-Nov-05
Conduct expert reviews and one-on-one tryouts	20-Oct-05	13-Nov-05
Analyze data and make final revisions.	23-Oct-05	15-Nov-05
<i>Deliver Phase</i>		
Check everything.	26-Oct-05	16-Nov-05
Conduct final expert reviews and learner validation.	1-Nov-05	17-Nov-05
<i>Results Analysis and Reporting Phase</i>		
Analyze expert review and learner validation data	4-Nov-05	21-Nov-05
Write first draft of the final report.	8-Nov-05	22-Nov-05
Review and revise final report.	15-Nov-05	28-Nov-05
Have final interview with committee.	18-Nov-05	6-Dec-05

Budget

As mentioned earlier, this project is not funded. The content experts and stakeholders who helped with the project volunteered their time. There are actual costs incurred to the university with regard to the time of my faculty sponsors. The estimated costs for the project are summarized in Table 3 below, as well as the costs involved if everyone was paid for their work and the costs of materials.

Table 3

Estimated and Actual Project Budget

Item	Estimated Quantity	Actual Quantity	Rate	Estimated Cost	Actual Cost
Instructional Designer	150 Hours	195 Hours	\$15/hr	\$2250	\$2925
Faculty Members	30 Hours	25 Hours	\$25/hr	\$750	\$625
Content Experts	10 Hours	12 Hours	\$15/hr	\$150	\$180
Learners	20 Hours	14 Hours	\$10/hr	\$200	\$140
Online Training Expert	4 Hours	2 Hours	\$25/hr	\$100	\$50
Transportation	3 UT Trips	4 UT Trips	\$90	\$270	\$360
Copies	300 Copies	100 Copies	\$0.05	\$15	\$5
Software	2	1	\$150	\$300	\$150
Miscellaneous	2	1	\$25	\$50	\$25
Totals				\$4085	\$4460

References

- Alessi, S., & Trollip, S. (2001). *Multimedia for Learning: Methods and Development*. Needham Heights, MA: Allyn & Bacon.
- Anderson, L., & Krathwohl, D. (2001). *A Taxonomy for Learning, Teaching, and Assessing*. New York: Addison Wesley Longman, Inc.
- American Communications Network Review. (2004). Retrieved September 2nd, 2004, from <http://www.mlmreview.com/mlmreview/ACN003.html>
- Bisutti, M. (n.d.) *Customer Acquisition*. Retrieved November 10, 2005 from the Empire Marketing web site: <http://www.empiresupport.com>
- Carter, J.F. (1985). *Lessons in text design from an instructional design perspective*. In T. Duggy & R. Waller (Eds.), *Designing useable texts*. (pp. 145-156). Orlando, FL: Academic Press, Inc.
- Cennamo, K., & Kalk, D. (2004). *Real World Instructional Design*. New York, NY: Wadsworth Publishing.
- Conrad, K. (2000). *Instructional Design for Web-based Training*. Amherst, MA: HRD Press.
- Cupisz, M. (2005). *Customer Acquisition*. U.S. Team Trainer Success System Audio Training CD-ROM. ACN Inc.
- Gabriel, L. (2005). *Customer Acquisition: Video + Slides*. Retrieved October 22, 2005 from The Revolution web site: <http://www.iamtherevolution.com/onlinetraining.php>
- Gagne, R. (1985). *The Conditions of Learning* (4th Ed.). New York, NY: Holt, Rinehart & Winston.

- Merrill, M.D. (1988). *Don't bother me with instructional design—I'm busy programming! : Suggestions for more effective educational software*. Computers in Human Behavior, 4(1), 37-52.
- Morrison, G., Ross, S., & Kemp, J. (2001). *Designing Effective Instruction*. New York, NY: John Wiley & Sons, Inc.
- Managing Your Business*. (2005). Retrieved November 10, 2005, from MyACN Web Site: <https://myacn.acninc.com/MyACN/listDocument.do>
- Prince, P. (1999). *The Knock Against Traditional Marketing*. Retrieved September 2nd, 2004, from the Proquest Database. Tele.com, 01/25/99, Vol. 4 Issue 2, p. 27.
- RVP International Training*. (2005). Retrieved November 10, 2005 from <http://www.rvpinternational.com>
- Smith, P., & Ragan T. (1999). *Instructional Design* (2nd Ed.). New York, NY: Wiley Publishing.
- Worthen B., White, K., Fan, X., & Sudweeks, R., (1999). *Measurement and Assessment in Schools*. Reading, MA: Addison Wesley Longman, Inc.
- Worthen, B., Sanders, J., & Fitzpatrick, J. (1997). *Program Evaluation: Alternative Approaches and Practical Guidelines*. White Plains, NY: Longman Publishers USA.

APPENDIX A

Customer Acquisition and Retention Training Survey

As an ACN independent representative, you have experience acquiring customers. We are seeking your help with designing some new customer acquisition training materials. The purpose of this survey is to help us determine what goals are essential to include in the instruction and the degree to which goals are being realized by the existing instruction. Please complete the following survey carefully. Any additional feedback you can provide will be helpful. Feel free to make comments and suggestions. THANKS!

Your Experience

1. How many months have you been a representative for ACN? _____
2. What is your position in the company? TT ETT TC RVP
3. How many personal customers do you have? _____
4. When you started as a new representative, how would you rate your skill level at doing any kind of sales over the phone?
 - ___ Poor
 - ___ Fair
 - ___ Good
 - ___ Excellent
 - ___ Expert
5. How would you rate your current skill level at getting customers for ACN over the phone?
 - ___ Poor
 - ___ Fair
 - ___ Good
 - ___ Excellent
 - ___ Expert
6. How would you rate your current knowledge of the customer acquisition process?
 - ___ Poor
 - ___ Fair
 - ___ Good
 - ___ Excellent
 - ___ Expert
7. How would you rate your ability to teach others about customer acquisition?
 - ___ Poor
 - ___ Fair
 - ___ Good
 - ___ Excellent
 - ___ Expert

8. How did you learn about ACN’s customer acquisition process? Please mark all that apply.
- I listened to the weekly training call for new representatives.
 - I attended a training event.
 - I read the launching your business packet.
 - Someone sat down with me and taught me about it.
 - Someone sat down with me when I made my first phone calls.
 - Someone taught me about it over the phone.
 - I listened to training cds.
 - I listened to audio training on the internet.
 - I looked up information on the internet.
 - Other. Please explain:
9. How do you think the process of learning about customer acquisition could be improved?

Goals

Thanks! Now, please think about the training you’ve already had, and fill out this table to help us focus the goals for the new instruction.

<i>Directions</i>	<i>Scale A</i>	<i>Scale B</i>
Rate each of the following goals for according to their importance and the degree to which your current training has realized or accomplished each goal by circling the appropriate number under <i>Scale A</i> , <i>Scale B</i> , and <i>Scale C</i> .	How important is the goal?	To what degree has the goal been realized by you individually?
	1. Unimportant 2. Somewhat important 3. Moderately important 4. Considerably important 5. Extremely important	1. Unrealized 2. Somewhat realized 3. Moderately realized 4. Considerably realized 5. Fully realized

A representative should:	Scale A Goal Importance	Scale B Individual Realization
1. Understand the different rate plans for local and long distance packages.	1 2 3 4 5	1 2 3 4 5
2. Be able to fill out an LOA (letter of authorization) properly.	1 2 3 4 5	1 2 3 4 5

3. Be able to deliver the basic calling script on a live phone call.	1 2 3 4 5	1 2 3 4 5
4. Understand each part of the customer acquisition script and why the script is effective.	1 2 3 4 5	1 2 3 4 5
5. Be able to get referrals.	1 2 3 4 5	1 2 3 4 5
6. Be able to modify the script to sign up referrals (people you don't personally know.)	1 2 3 4 5	1 2 3 4 5
7. Be able to effectively deal with objections from potential customers.	1 2 3 4 5	1 2 3 4 5
8. Be able to fill out a pre-authorized payment form properly.	1 2 3 4 5	1 2 3 4 5
9. Know what a PIC Freeze is and how to remove it.	1 2 3 4 5	1 2 3 4 5
10. Understand the sorting process and the 4 SWs—some will, some won't, some wait, so what—move on!	1 2 3 4 5	1 2 3 4 5
11. Know how to pull up and check your personal customer list on the web site.	1 2 3 4 5	1 2 3 4 5
12. Understand the importance of customer follow-up and sending out a thank you letter.	1 2 3 4 5	1 2 3 4 5
13. Be able to effectively deal with ACN customer service and representative service associates to resolve problems.	1 2 3 4 5	1 2 3 4 5
14. Be able to make difficult phone calls and have difficult conversations.	1 2 3 4 5	1 2 3 4 5
15. Be able to use three-way calling.	1 2 3 4 5	1 2 3 4 5

Please list any other goals that you feel are important or additional comments that you have:

APPENDIX B

WEB BASED TRAINING ASPECT	REVIEWER'S PERCEPTION	SUGGESTED IMPROVEMENT
<p>1. Purpose of course</p> <ul style="list-style-type: none"> ▪ Is this clearly a training site or course that identifies its audience? ▪ Are course descriptions and prerequisites available? ▪ Can students access course objectives? ▪ How well does the course support those objectives? 	<p>Objectives are available and the course supports the objectives.</p>	
<p>2. Use of interactivity</p> <ul style="list-style-type: none"> ▪ Do interactions have instructional value? ▪ Are activities and evaluation methods consistent with course objectives? ▪ Do evaluations actually test for the verbs stated in objectives? 	<p>Several of the course objective use the words state or explain. Very few interactions require that the user explain or state things.</p>	<p>You may want to change your objectives to match your instruction.</p>
<p>3. Level of self-directed learning</p> <ul style="list-style-type: none"> ▪ What is the balance between linearity and hypertextuality? ▪ Are learning units sufficiently modularized to allow for short learning sessions or learner-defined training sequences? 	<p>Mostly linear. User can navigate to any section</p> <p>Learning units are sufficiently modularized.</p>	

WEB BASED TRAINING ASPECT	REVIEWER'S PERCEPTION	SUGGESTED IMPROVEMENT
<p>4. Relationship among learner, user interface, and course content:</p> <ul style="list-style-type: none"> ▪ Based on key features of the user interface, what assumptions seem to be made about the target learners? Is a "role" implied for the learner, as with simulation-based content? ▪ How well does the interface connect with the target learner context (if there is an identifiable target learner population)? ▪ Does the user interface complement themes within the course content? 	<p>Interface seems to be ok. I don't know about how it relates to target learner. You will have to try it out on them to find out</p>	
<p>5. Clarity of navigational options and paths</p> <ul style="list-style-type: none"> ▪ Is it clear which items are meant to be clicked? ▪ Are forward/back options provided, or is use of the browser's navigation buttons required? ▪ Can learners easily tell where they have been? 	<p>There are several intuitive methods of navigation. I liked the page numbers on the pages.</p>	
<p>6. Ease of learning</p> <ul style="list-style-type: none"> ▪ What additional aspects either support or hinder learning? 		

APPENDIX C

Pre-Post Test Blueprint

Content Area	Remember	Understand & Apply	Analyze & Evaluate	Total Points	# of pages
Identify Realities of customer acquisition Multiple Choice	3	0	0	6	8
Explain at least two Reasons for the effectiveness of ACN's customer acquisition approach Essay	0	0	1	4	5
Determine Specific reasons for using each part of the customer acquisition script Multiple Choice	0	2	0	4	6
Recognize Importance of sticking to the script Multiple Choice	0	1	0	2	2
State at least two Rules for acquiring customers Short Answer.	3	0	0	3	1
Recognize Red, green, and rotten apples Multiple Choice	0	0	2	4	4
Explain Importance of sorting Essay	0	1	0	4	2
Identify Principles for answering questions Multiple Choice	1	0	0	2	3
State three Benefits of ACN telephone service. Short Answer	3	0	0	3	2
Determine Why keeping it simple is so important Multiple Choice	0	1	0	2	2
Identify One way to determine if someone is technical Multiple Choice	1	0	0	2	1
Determine Appropriate responses to common customer questions Short Answer and Multiple Choice.	0	1	1	5	3
Recognize Importance of Urgency Multiple Choice	1	0	0	2	3
Total	11	7	7	45	38

Question Breakdown

Multiple Choice: 10 items, 20 points

Matching: 4 items, 8 points

Short Answer: 4 items, 9 points

Essay: 2 items, 8 points

20 Total Items, 45 Total Points

APPENDIX D

1	Results from Pilot Testing of Assessment										
2											b
3											b
4											b
5											a
6											c
7											a
8			d								c
9											d
10											a
11	b	b		b	b	b	b	b	b	d	c
12	b		b		b	b	b		b	b	a
13	a									d	b
14	e		d							a	f
15	f	a	b					a		e	c
16							1 for 3			1 for 3	sell switch change
17	indef.	blank					10 min	10 min		15 min	5 minutes
18						2 for 3					Benefits
19				half			half			half	No. Tag Line.
20											Why it works
21											Why sort
22	S.O.	S.H.	P.S.	H.H.	S.G.	G.G.	K.G.	C.B.	S.L.	R.G.	Key
23											
24	(Incorrect answers are noted in red.)										

APPENDIX E

Customer Acquisition Training Module 1 Test, 20 Questions, 45 Points Possible
Multiple Choice: Circle the letter of the best answer. (2 points each)

1. Which of the following is a reality of customer acquisition in the utilities industry?
 - a. Most people have the best telephone package available from their local provider.
 - b. Most people use the largest telephone companies.
 - c. Most people are interested in changing phone companies if they can save money.
 - d. Most people make few long distance calls every month.

2. Which of the following is a reality of dealing with people?
 - a. Most people are impressed when you know a lot more than they do.
 - b. Most people buy things emotionally rather than logically.
 - c. Most people are technical.
 - d. Most people respond to professional knowledge better than enthusiasm.

3. Why is it a bad idea to deviate from the customer acquisition script?
 - a. You will put too much personality into your approach.
 - b. You will be more likely to use turn-off words.
 - c. You will lose the attention of your prospective customer.
 - d. You will leave out crucial information like rates.

4. Why should you say, "Could you do me a HUGE favor?" at the beginning of the script?
 - a. It will make your prospective customer feel comfortable.
 - b. It will keep the conversation personal.
 - c. It will alleviate the concerns your customer may have.
 - d. It will get your customer's attention.

5. Why should you share your motivation with your prospective customers?
 - a. They will be more interested in helping you.
 - b. It will alleviate their concerns.
 - c. It will make it much easier for you to ask for a favor.
 - d. It will increase the likelihood of referrals.

6. What is the best reason for saying, "Would you do me a HUGE personal favor and give the service a try, please?" at the end of the script?
 - a. There is nothing wrong with asking for help to achieve your dreams.
 - b. It reminds your prospective customer that you have something at stake.
 - c. The words are carefully chosen to elicit an overwhelming emotional response.
 - d. People like to feel important and help their friends when they can.

7. What type of a response to the script is, "Why haven't I ever heard of this company?"
 - a. Green apple
 - b. Yellow apple
 - c. Red apple
 - d. Rotten apple

8. What type of response to the script is, "Sure! What information do you need?"
 - a. Green apple
 - b. Yellow apple
 - c. Red apple
 - d. Rotten apple

9. What is one reason it is important to keep it simple when acquiring customers?
 - a. Most people know exactly what they are paying on their phone bill and ACN's rates will not beat what they have.
 - b. Most people do not make intelligent decisions.
 - c. Overwhelmed people will resent you for asking them for a favor.
 - d. People who are confused don't make decisions.

10. How should you find out if a person is technical?
 - a. Ask them if they know who their phone company is.
 - b. If they ask you about rates, ask if you can see a copy of their phone bill.
 - c. Explain the benefits of ACN phone service and ask if they are interested.
 - d. If they ask you about rates, ask them what they pay.

11. What is the best way to respond to a question?
 - a. With a question.
 - b. Answer the question as thoroughly as possible.
 - c. Dodge the question and lean on the relationship.
 - d. Put the person on the phone with your trainer or another expert.

12. What is the best way to respond to the question, "What are the rates?"
 - a. Ask, "What rates do you pay right now?"
 - b. Tell them ACN's rates.
 - c. Refer them to the ACN web site for rate information.
 - d. Ask, "How much is our friendship worth to you?"

13. What is the best thing to do on your next phone call if you are reading the script correctly, but you are not getting the results you want?
 - a. Slow down.
 - b. Emphasize the word HUGE.
 - c. Put it in your own words.
 - d. Have more urgency.

14. If you are a brand new ACN representative, what is the best thing to do when you are excited about your business?
 - a. Jump in and start making phone calls with a trainer.
 - b. Listen to the official ACN training calls that are available online.
 - c. Register for the next national training event and make your travel plans.
 - d. Make a list of at least 100 people you can call.

SHORT ANSWER: FILL IN THE ANSWERS IN THE SPACE PROVIDED.

15. What are two words you should never say when acquiring a customer? (2 points)

1) _____, 2) _____

16. What is the maximum amount of time you should spend on the phone trying to get a yes out of a prospective customer? (1 point) _____

17. What are three benefits of ACN telephone service? (3 points)

1) _____

2) _____

3) _____

18. What is the best way to respond if you used the script and the prospective customer asked you the question, "Will my phone number change?" (3 points)

SHORT ESSAY: ANSWER THE FOLLOWING SHORT ESSAY QUESTIONS IN COMPLETE SENTENCES.

19. Why is ACN's customer acquisition approach effective? Give at least two reasons. (4 points)

20. Why is it important to "sort" when you are acquiring customers? Give an original example using a "rotten apple." (4 points)

APPENDIX F

CUSTOMER ACQUISITION TRAINING MODULE 1 QUESTIONNAIRE

Please do NOT write your name on this questionnaire.

Please indicate the degree to which you agree or disagree with the following statements:

1=STRONGLY DISAGREE 2=DISAGREE 3=NEITHER AGREE NOR DISAGREE 4=AGREE 5=STRONGLY AGREE

1. _____ I have a solid background in marketing and sales.
2. _____ I had a good understanding of the ACN approach prior to this training.
3. _____ The training was easy to understand.
4. _____ There were plenty of examples.
5. _____ I could hear the audio well.
6. _____ I enjoyed the audio.
7. _____ It was easy to use the web site.
8. _____ The training was helpful.
9. _____ The training kept my interest.
10. _____ I enjoyed the training.
11. _____ The test items were clear and understandable.
12. _____ I was in a hurry to get through the training.
13. _____ Kaly owes me for this!

COMMENTS OR SUGGESTIONS:

APPENDIX G

Learner Validation Pre/Post Test Analysis

Test	1 Pre	1 Post	2 Pre	2 Post	3 Pre	3 Post	4 Pre	4 Post	5 Pre	5 Post	6 Pre	6 Post	7 Pre	7 Post	8 Pre	8 Post	9 Pre	9 Post	10 Pre	10 Post	11 Pre	11 Post
1	c	b	c	b	b	b	c	c	c	b	b	b	c	b	c	b	b	b	c	c	c	b
2	b	b	b	b	b	b	d	b	b	b	b	b	a	b	a	b	b	b	b	b	b	b
3	b	b	b	b	b	b	b	b	d	b	d	b	c	b	c	b	d	b	d	d	d	c
4	b	b	d	b	a	a	d	b	b	b	b	b	d	b	d	b	a	c	d	b	c	b
5	a	a	d	a	b	a	d	a	a	a	a	a	a	a	b	a	b	a	b	a	a	a
6	a	c	a	d	b	b	a	a	b	a	c	c	c	a	a	a	c	b	c	a	a	a
7	b	a	d	a	d	a	d	a	a	a	b	a	b	a	c	a	a	a	d	d	d	d
8	a	c	a	c	a	c	b	c	b	c	a	c	a	c	a	c	b	c	a	a	a	a
9	d	d	d	d	b	d	d	d	d	d	d	c	c	d	c	d	d	d	d	d	d	d
10	d	d	d	d	a	a	d	d	c	d	c	d	b	d	c	d	c	d	c	d	b	d
11	a	a	a	a	b	b	b	a	b	a	b	a	b	a	b	a	b	b	b	a	b	a
12	a	a	a	a	a	a	b	a	a	a	b	a	b	a	a	a	b	a	b	a	c	a
13	a	d	a	d	c	c	c	d	a	d	c	d	c	d	b	d	a	d	b	d	d	d
14	d	a	d	a	d	a	b	a	d	a	d	a	a	a	d	a	d	a	a	a	a	a
15	wrong	right	blank	right	blank	right	wrong	right	wrong	right	wrong	right	wrong	right	wrong	right	wrong	right	1 for 2	right	wrong	right
16	20 min	right	blank	right	2 min	wrong	15 min	right	10 min	right	20 min	right	wrong	right	10 min	right	15 min	right	15 min	right	8 min	right
17	2 for 3	right	1 for 3	right	right	right	2 for 3	right	2 of 3	right	2 of 3	right	right	right	1 for 3	right	wrong	right	right	right	2 of 3	right
18	1 for 3	right	blank	right	1 for 3	right	wrong	right	1 of 3	right	wrong	right	1 for 3	right	1 for 3	right	wrong	right	1 for 3	right	wrong	right
19	4 for 4	right	blank	right	1 for 4	right	wrong	right	wrong	right	2 of 4	right	right	right	right	right	right	right	right	right	wrong	wrong
20	4 for 4	right	blank	2 for 4	blank	right	wrong	right	1 of 4	right	2 of 4	3 of 4	wrong	right	wrong	right	2 for 4	right	right	right	wrong	right
Pts	29	43	15	41	13	34	10	43	16	45	16	40	11	45	10	45	14	39	23	37	14	35
%	64.4%	95.6%	33.3%	91.1%	28.9%	75.6%	22.2%	95.6%	35.6%	100%	35.6%	88.9%	24.4%	100%	22.2%	100%	31.1%	86.7%	51.1%	82.2%	31.1%	77.8%
% Improvement		31.1%		57.8%		46.7%		73.3%		64.4%		53.3%		75.6%		77.8%		55.6%		31.1%		46.7%
Z Scr	2.34	0.59	-0.09	0.09	-0.44	-1.66	-0.96	0.59	0.08	1.09	0.08	-0.16	-0.79	1.09	-0.96	1.09	-0.27	-0.41	1.30	-0.91	-0.27	-1.41

Pre-Test	
Mean	15.5
%	34.5%
Median	14.0
%	31.1%
SDeviation	5.8
Variance	33.1

Post-Test	
Mean	40.6
%	90.3%
Median	41.0
%	91.1%
SDeviation	4.0
Variance	16.1

Color Key	
Pre-Test Correct	
Pre-Test Incorrect	
Post-Test Correct	
Post-Test Incorrect	

Answer Key							
1	b	2pts	8	c	2pts	15	sell switch change 2pts
2	b	2pts	9	d	2pts	16	5 minutes 1pt
3	b	2pts	10	d	2pts	17	3 benefits 3pts
4	b	2pts	11	a	2pts	18	no. tag line 3pts
5	a	2pts	12	a	2pts	19	why it works 4pts
6	a	2pts	13	d	2pts	20	why sort, rotten 4pts
7	a	2pts	14	a	2pts		

Average Improvement: 56%

APPENDIX H

Pre-Test Multiple Choice Analysis

ID	ITEM #	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Shawn	c	b	b	b	a	a	b	a	d	d	a	a	a	d
2	Michelle	c	b	b	d	d	a	d	a	d	d	a	a	a	d
3	Tenia	b	b	b	a	b	b	d	a	b	a	b	a	c	d
4	Kandi	c	d	b	d	d	a	d	b	d	d	b	b	c	b
5	Clint	c	b	d	b	a	b	a	b	d	c	b	a	a	d
6	Kass	b	b	d	b	a	c	b	a	d	c	b	b	c	d
7	Brady	c	a	c	d	a	c	b	a	c	b	b	b	c	a
8	Bryan	c	a	c	d	b	a	c	a	c	c	b	a	b	d
9	Willey	b	b	d	a	b	c	a	b	d	c	b	b	a	d
10	Roanne	c	b	d	d	b	c	d	a	d	c	b	b	b	a
11	Kelsy	c	b	d	c	a	a	d	a	d	b	b	c	d	a
	ANSWER	b	b	b	b	a	a	a	c	d	d	a	a	d	a
	A	0.00	0.18	0.00	0.18	0.45	0.45	0.18	0.73	0.00	0.09	0.18	0.45	0.36	0.27
	B	0.27	0.73	0.36	0.27	0.36	0.18	0.27	0.27	0.09	0.18	0.82	0.45	0.18	0.09
	C	0.73	0.00	0.18	0.09	0.00	0.36	0.09	0.00	0.18	0.45	0.00	0.09	0.36	0.00
	D	0.00	0.09	0.45	0.45	0.18	0.00	0.45	0.00	0.73	0.27	0.00	0.00	0.09	0.64
	TOTAL	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

ID	ITEM #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	TOTAL
1	Shawn	0	1	1	1	1	1	0	0	1	1	1	1	0	0	9
2	Michelle	0	1	1	0	0	1	0	0	1	1	1	1	0	0	7
3	Tenia	1	1	1	0	0	0	0	0	0	0	0	1	0	0	4
4	Kandi	0	0	1	0	0	1	0	0	1	1	0	0	0	0	4
5	Clint	0	1	0	1	1	0	1	0	1	0	0	1	0	0	6
6	Cass	1	1	0	1	1	0	0	0	1	0	0	0	0	0	5
7	Brady	0	0	0	0	1	0	0	0	0	0	0	0	0	1	2
8	Bryan	0	0	0	0	0	1	0	0	0	0	0	1	0	0	2
9	Willey	1	1	0	0	0	0	1	0	1	0	0	0	0	0	4
10	Roanne	0	1	0	0	0	0	0	0	1	0	0	0	0	1	3
11	Kelsy	0	1	0	0	1	1	0	0	1	0	0	0	1	1	6
	IF total	0.27	0.64	0.36	0.27	0.36	0.36	0.18	0.00	0.64	0.27	0.18	0.45	0.00	0.18	Reliability 0.40
	IF upper	0.33	1.00	1.00	0.33	0.33	0.67	0.00	0.00	0.67	0.67	0.67	1.00	0.00	0.00	Mean 4.60
	IF lower	0.33	0.67	0.00	0.00	0.00	0.00	0.33	0.00	0.67	0.00	0.00	0.00	0.00	0.33	SD 2.22
	ID	0.00	0.33	1.00	0.33	0.33	0.67	-0.33	0.00	0.00	0.67	0.67	1.00	0.00	-0.33	SEM 1.72

Post Test Multiple Choice Analysis

ID	ITEM #	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Shawn	b	b	b	b	a	c	a	c	d	d	a	a	d	a
2	Michelle	b	b	b	b	a	d	a	c	d	d	a	a	d	a
3	Tenia	b	b	b	a	a	b	a	c	d	a	b	a	c	a
4	Kandi	c	b	b	b	a	a	a	c	d	d	a	a	d	a
5	Clint	b	b	b	b	a	a	a	c	d	d	a	a	d	a
6	Kass	b	b	b	b	a	c	a	c	c	d	a	a	d	a
7	Brady	b	b	b	b	a	a	a	c	d	d	a	a	d	a
8	Bryan	b	b	b	b	a	a	a	c	d	d	a	a	d	a
9	Willey	b	b	b	c	a	b	a	c	d	d	b	a	d	a
10	Roanne	c	b	d	b	a	a	d	a	d	d	a	a	d	a
11	Kelsy	b	b	c	b	a	a	d	a	d	d	a	a	d	a
	ANSWER	b	b	b	b	a	a	a	c	d	d	a	a	d	a
	A	0.00	0.00	0.00	0.09	1.00	0.55	0.82	0.18	0.00	0.09	0.82	1.00	0.00	1.00
	B	0.82	1.00	0.82	0.82	0.00	0.18	0.00	0.00	0.00	0.00	0.18	0.00	0.00	0.00
	C	0.18	0.00	0.09	0.09	0.00	0.18	0.00	0.82	0.09	0.00	0.00	0.00	0.09	0.00
	D	0.00	0.00	0.09	0.00	0.00	0.09	0.18	0.00	0.91	0.91	0.00	0.00	0.91	0.00
	TOTAL	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00

ID	ITEM #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	TOTAL
1	Shawn	1	1	1	1	1	0	1	1	1	1	1	1	1	1	13
2	Michelle	1	1	1	1	1	0	1	1	1	1	1	1	1	1	13
3	Tenia	1	1	1	0	1	0	1	1	1	0	0	1	0	1	9
4	Kandi	0	1	1	1	1	1	1	1	1	1	1	1	1	1	13
5	Clint	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
6	Kass	1	1	1	1	1	0	1	1	0	1	1	1	1	1	12
7	Brady	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
8	Bryan	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
9	Willey	1	1	1	0	1	0	1	1	1	1	0	1	1	1	11
10	Roanne	0	1	0	1	1	1	0	0	1	1	1	1	1	1	10
11	Kelsy	1	1	0	1	1	1	0	0	1	1	1	1	1	1	11
	IF total	0.73	0.91	0.82	0.73	0.91	0.45	0.82	0.82	0.82	0.82	0.73	0.91	0.82	0.91	Reliability 0.56
	IF upper	1.00	1.00	1.00	0.67	1.00	0.00	1.00	1.00	1.00	0.67	0.67	1.00	0.67	1.00	Mean 12.30
	IF lower	0.33	0.67	0.33	0.33	0.67	0.33	0.33	0.33	0.67	0.67	0.33	0.67	0.67	0.67	SD 1.77
	ID	0.67	0.33	0.67	0.33	0.33	-0.33	0.67	0.67	0.33	0.00	0.33	0.33	0.00	0.33	SEM 1.17

APPENDIX I

1	Questionnaire Results													
2														
3	1=STRONGLY DISAGREE 2=DISAGREE 3=NEITHER AGREE NOR DISAGREE 4=AGREE 5=STRONGLY AGREE													
4		1	2	3	4	5	6	7	8	9	10	11	Average	
5	1. I have a solid background in marketing and sales.	5	2	1	3	1	3	1	1	4	1	1	2.1	
6	2. I had a good understanding of the ACN approach.	2	2	3	2	4	2	3	1	3	3	1	2.4	
7	3. The training was easy to understand.	4	5	5	4	4	4	5	5	5	4	4	4.5	
8	4. There were plenty of examples.	4	5	5	4	4	5	5	5	4	5	4	4.5	
9	5. I could hear the audio well.	4	4	3	4	2	3	5	5	3	3	3	3.5	
10	6. I enjoyed the audio.	3	3	3	4	3	3	5	5	3	3	3	3.5	
11	7. It was easy to use the web site.	4	4	5	5	5	5	5	5	4	4	5	4.6	
12	8. The training was helpful.	4	4	5	5	4	4	5	5	4	4	4	4.4	
13	9. The training kept my interest.	4	5	4	4	3	4	4	4	4	4	4	4.0	
14	10. I enjoyed the training.	3	4	4	4	3	3	4	4	4	3	3	3.5	
15	11. The test items were clear and understandable.	4	4	5	5	4	4	4	5	4	3	4	4.2	
16														
17	12. I was in a hurry to get through the training.	3	4	2	3	3	4	3	2	3	4	2	3.0	
18	13. Kaly owes me for this!	5	3	1	1	4	2	5	5	4	4	5	3.5	
19														
20	Most Disagreed													
21	Most neither agreed or disagreed													
22	Most Agreed													
23	Most Strongly Agreed													