

Initial Planning for SAP Basic Navigation

- 5/23/23: Spoke to Cindy Parker, my supervisor at Honeywell, with whom I've been working with since last March. Some basic SAP materials have already been produced, but Cindy thought a basic SAP navigation course would be good to produce for these learners.
- The learning audience is about 400 Honeywell employees worldwide who have already been working with Kinaxis Rapid Response. They are in demand and supply planning, production, and procurement. So, they are used to working in an ERP system. They have been informed about the transition (formal diffusion activities were begun 5/22 with an email blast and links to the Honeywell training hub).
- Some of the audience has been serving as SMEs on our other developed SAP courses.

Initial Planning for SAP Basic Navigation, continued

- Normally, such a course would begin with a whole unit on why the organization is implementing SAP. This crowd has been informed of the need to transition, so I would not emphasize that part of the learning. (Maybe one or two slides max)
- Connecting old to new: I would include similarities and differences between SAP and Kinaxis, which I do not have direct access to.
- A certain amount of analogy helps, but I think it's important not to lean on old ways of doing things too much. It might act as a crutch, for example, to use old terminology. It is rather an art to find, as the instructor or the instructional designer, the right balance between referring to the old and invoking the new. I experienced this many years ago as a trainer when teaching MS Word to WordPerfect users who were transitioning. Some of the tools, terminology, and keyboard shortcuts were different, and it was up to me to emphasize the new (Word) way of doing things.

Proposed Topics in a Basic SAP Nav Course (5/24/23)

- Logging on and Logging Off
- The User Interface
- Finding and Running a Transaction
- Creating and Storing Favorites
- Navigating Screens
- Personal Settings (Customizing)
- Getting Help

Also: what NOT to include in a course like this:

- Specific transactions per role
- Reporting

There will be courses for those after this course is complete. Learners will ask, of course! The instructor should assure them they will learn all their transactions in future training.

Factors to Consider (5/24/23)

- Translatability—keep the language simple
- Usability on mobile devices
- Engaging quality—real-life situations

Incorporating Merrill's First Principles (5/24/23)

Reviewed the Merrill article, which we also read in IDE 621. It was a good refresher on connecting a problem with the four components below.

- Activation (“Remember how you learned the menus and icons in Kinaxis? You can learn them in SAP, too. In fact, some of the menus and icons are the same.”)
- Demonstration (“Some icons are the same in both, like Save and Print. Take a look. Others are different; for example the magnifying glass in Kinaxis is the binoculars in SAP. Both are the Find command.”)
- Application (“Now that you know where to adjust SAP to your liking, try changing one or two settings, for example changing the status bar to display the transaction instead of the system. This will help you remember which transaction you’re executing at the moment.” WIIFM)
- Integration (“Now that you know your way around the home screen, which features will you leverage to make SAP easier for you to use every day?”)

- Learning is facilitated when learners are engaged in solving real-world problems.
- Learning is facilitated when existing knowledge is activated as a foundation for new knowledge . .
- Learning is facilitated when new knowledge is demonstrated to the learner. .
- Learning is facilitated when new knowledge is applied by the learner. .
- Learning is facilitated when new knowledge is integrated into the learner's world.

Draft, 5/25/23

- Sketched out content hierarchy on paper. This gave me an opportunity to decide what should be in the first unit and what can be saved for subsequent units.
- Still pondering including a slide or two on why Honeywell is implementing SAP. They've been hearing this for about two years now.
- Began draft storyboard. This made me ponder whether I want this to be ILT, eLearning, or both. For now, I will plan for this to be ILT. They do not have a capable tool, like Enable Now or Captivate, that can produce eLearning modules (that I am aware of).

Brief EVENT descriptions:

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| 1. <i>Introductions and Icebreaker</i> | 4. <i>Finding and Executing a Transaction (Task)</i> |
| 2. <i>Logging on using assigned client, username, assigned password, and EN for US English</i> | 5. <i>Exiting a Transaction</i> |
| 3. <i>Overview of User Interface</i> | 6. <i>Log Off</i> |
| | 7. <i>Discussion and Debrief of What We Just Covered</i> |
| | 8. <i>Quick 3-5-question knowledge check</i> |

Feedback on template 5/25/23

- Make sure all outcomes are measurable and observable
- Redo flow chart to be reflective of only the one unit I am designing, not the whole course
- Redo content hierarchy and event descriptions to reflect the overall course and events in unit. Turns out I had the two reversed in my mind.
- <https://effectiveness.syr.edu/assessment/assessment-resources/learning-outcome-generator/>

Next steps – Establish peer teams



Chat with SME, 5/30/23

- Spoke to Cindy today about the existing SAP basic nav training. She told me that since Honeywell generally hires only people with SAP experience when feasible, they never had a formal nav course. New users either learned it on their own, usually with someone else in the office coaching them; or they used trial and error to brush up or fill in gaps in their knowledge. Any nav training that may have been formally created would have been for IT and the Help Desk, not for business units (end users).
- I promised I would share my content hierarchy with her today or tomorrow.

Possible Cognitive and Reflection Strategies, 5/30/23

- Cognitive: mnemonic CUPL to remember what to enter when logging on.
 - Client
 - Username (employee number)
 - Password
 - Language
- There's only a "CUPL" things to remember when logging on!
- Reflective: How do they prefer to enter t-codes:
 - Typists will likely enter them in Command field
 - Non-typists or big-fingered ppl will likely use the Easy Access tree
- How will they customize their status bar
 - Most end users like the t-code to show, but a few like the client to show

To-do list, 6/12/23

- Revise flow chart to simplify. I noticed that I alone put the flow chart of events, whereas everyone else put a flow chart of high-level activities.
- I completed a trifold job aid last night, which I will show to the client today or tomorrow and get feedback.
- Speaking of, I noticed the client doesn't really give much feedback on these. I am not sure why. Maybe they think it's just a show-n-tell, or maybe I need to be more explicit in soliciting feedback.
- Format of the user and instructor guide has begun, at least in theory. What I would like to do is create the user guide first; then, annotate the user guide with tips and guidance for the instructor. This way, the instructor and users have basically the same material, but the instructor has guidance around how to conduct the class. In environments like Honeywell's, often people from the business, though enthusiastic about training, aren't quite sure how to conduct a class even after going through a train-the-trainer session. I would include tips and Socratic questions to stimulate learning thinking and action. One good technique is for the instructor to challenge the learners to reflect ("How would you apply this?" or "Can you think of a situation in which this would come in handy?")

To-do list, 6/13/23

- I need to be sure my user guide aligns in objectives and activities with my original unit storyboard. Writing objectives is not a problem for me. What is a challenge is making sure what I do is what I say I will do, i.e. present the objectives that I have specified in the order I specified them.

To-do list, 6/18/23

- I would like to add a page on the back of the job aid (uploaded to my showcase site) to give some tips on how to decipher the codes. Learners often stumble on the codes, and many with an analytical focus try to make some sense of the patterns and conventions (law of similarity, a cognitive learning strategy we focused on in IDE 621). The job aid is currently organized as a trifold; the front has the icons, so the back could be the code conventions.
- Follow-up 6/20: I added a brief decoder on the back of the sheet and uploaded it to the showcase. The links are functional but point to an internal source.

Musings, 6/19/23

- In writing the user guide for an ILT course on this topic, I can see why so many of our clients opt for this subject to be taught as e-learning instead. It almost takes more time to type out the instructions than it does to do an e-learning module. In the past, my employers have couched it as a cost-saving maneuver, and it is, but what it really is is a labor-saving maneuver. It is so easy to just replace screens, skins, and client name in an e-learning module, and thereby reuse the module as a RLO.
- Many clients also opt not to take the time for users and instructors to be physically in a class, pre- or post-COVID, but that's just one aspect of it. It's nice to have a canned course ready to go at a moment's notice.

About knowledge checks

- On past projects I've been on, we were dissuaded from using short answer questions in training classes, since these questions usually formed the basis of online assessments. Short answers are tricky to grade in an online environment. We were exhorted to use only multiple choice, multiple correct, drag-n-drop to match, or put in correct order. In an in-person class, especially when it's informal like a knowledge check, I think short answer is actually good because it prompts the learner to actively come up with correct terms or data, rather than just process of elimination. So the knowledge check for Unit 2 will have at least one short answer.

Concluding the unit

- It feels a little bare to just end the unit with the knowledge check, but since this is a middle unit I will save concluding remarks for the end of the course.
- I combed through the user guide for alt text for accessibility purposes. An interesting dilemma ensued: I do like visual knowledge checks. (A new user might not know the official name of an object, but they sure know it when they see it.) But, putting an alt text description on a graphic gives the sight-impaired learner the answer! I compromised by adding physical descriptions of the graphics rather than their official names.

Email from professor, 6/21/23

- It was a good thing the professor sent the email blast in which, among other things, she reminds us to check our work against the critique packets. I am combing through my deliverables now and see little things than can be adjusted or improved.
- I thought I was on a roll today. It's raining out here in Ocean City, so I stayed inside and banged out all the forms and rubrics I need. I will let them sit a while before notifying the professor I am done, though, just in case I think of something else to add. (Or, knowing me, catch one of my own typos)

Final tasks, 6/21/23

- The rubrics are complete
- The instructor guide is complete
- The user guide is complete
- The job aid is complete
- The storyboards are up to date
- The content hierarchy is up to date (made a minor adjustment to it today)
- All published to PDF
- Checking my work as a user in another browser

Request for feedback, 6/23/23

- Shared my deliverables with Cindy. Hopefully I will get some feedback soon, regardless of whether Honeywell wants to actually implement them or not.
- EOD today, she read the email but did not provide feedback.