

# Lesson Plan- Introduction

**Team Name:** Team Gives a Hoot

**Topic:** Introduction to Enterprise Management System (EMS)

**Learners:** Student workers and managers

**Instructional Goal:** Student workers and managers understand the changes that are going to be made to the current process and their role in understanding the changes.

**Delivery Mode:** During the scheduled meeting and also offered in the LMS Canvas.

- \_\_x\_\_ Instructor-led training in a face-to-face classroom
- \_\_ Instructor-led training in a virtual classroom
- \_\_ Self-paced training using print-based workbooks
- \_\_x\_\_ Self-paced e-learning
- \_\_ Structured on-the-job training
- \_\_ Other (describe):

**Total duration (hh:mm):** 00:08

**Maximum number of learners in each training:** n = 9

**Main instructional methods:**

- Focus on all four components in Merrill's Principles of Instruction, Activation, Demonstration, Application, and Transfer.
- Use the Show-Tell-Do-Check method.
- Use Keller's ARC model to add motivational strategies to gain attention from learners and keep them motivated.

**Materials:**

- Laptop
- Access to EMS
- Presentation screen
- PPT files

**Lesson Plan:**

Duration (hh:mm – hh:mm)	Instructional Activities (What the instructor would use/do)	Learner Activities (What learners would use/do)	Methods/Materials
00:00 – 00:02	<ul style="list-style-type: none"><li>• Introduce the topics</li><li>• Explain why changes are necessary (the performance gap).</li><li>• Show the learners that the training will be available in the online Knowledge Base as well as in Canvas.</li></ul>	<ul style="list-style-type: none"><li>• Understand what they will be taught for the lesson.</li></ul>	<ul style="list-style-type: none"><li>• PPT</li><li>• Webpages</li></ul>
00:02 – 00:05	<ul style="list-style-type: none"><li>• Introduce the topics</li><li>• Introduce the learning objectives for the training.</li><li>• <a href="#"><u>Handout a small sheet of paper with the written objectives.</u></a></li><li>• Let the learners know that we would like everyone to walk away knowing how to accomplish each objective.</li></ul>	<ul style="list-style-type: none"><li>• Identify the learning objectives.</li><li>• Be challenged to assess themselves at the end to ensure they know how to do it.</li></ul>	<ul style="list-style-type: none"><li>• PPT</li></ul>
00:05 – 00:08	<ul style="list-style-type: none"><li>• Help the learner to see why it is important that they "buy in" to the new system.</li><li>• Explain the advantages to the resident in using this system.</li><li>• Help learners to see how this new system will benefit them in their work and make it easier.</li></ul>	<ul style="list-style-type: none"><li>• Participate in defining some of the performance gaps.</li><li>• Have them break into partners and role play the current protocol from a resident and employee perspective.</li></ul>	<ul style="list-style-type: none"><li>• PPT</li></ul>

# Lesson Plan - Creating a Reservation

**Team Name:** Team Give a Hoot

**Topic:** How to Create a Reservation

**Learners:** Student workers and managers

**Instructional goal:** Students, workers, and managers will know how to place a room reservation using EMS.

**Delivery mode:** The training is delivered face-to-face to all new technicians in the lab.

- \_\_X\_\_ Instructor-led training in a face-to-face classroom
- \_\_ Instructor-led training in a virtual classroom
- \_\_ Self-paced training using print-based workbooks
- \_\_X\_\_ Self-paced e-learning
- \_\_ Structured on-the-job training
- \_\_ Other (describe):

**Total duration (hh:mm):** 00:10

**Maximum number of learners in each training:** n = 9

**Main instructional methods:**

- Participants personal laptops
- Use the Show-Tell-Do-Check method.

**Materials:**

- Laptop
- EMS Login
- Pen Paper
- Download of training

**Lesson Plan:**

<b>Duration</b> (hh:mm – hh:mm)	<b>Instructional Activities</b> (What the instructor would use/do)	<b>Learner Activities</b> (What learners would use/do)	<b>Methods/Materials</b>
00:00 – 00:07	Log on to EMS and go to the wizard	<ul style="list-style-type: none"><li>Ask learner if they have the EMS link</li><li>Learners memorize login info</li></ul>	<ul style="list-style-type: none"><li>PPT/laptop</li><li>ACRS - Attention Get attention asking learners for log in. Use this situation to tell them how important the log in is and where to find it/mesmerize it.</li></ul>
1 min	Select which day and times you need for the reservation on the calendar shown in the left top section	<ul style="list-style-type: none"><li>Access calendar to check room availability</li><li>Enter in date and time of meeting</li></ul>	<ul style="list-style-type: none"><li>PPT/Laptop</li><li>EMS login</li><li>Room Calendar</li><li>ACRS - Relevance for this to step 5. Relate to past experience of using calendar functions that it is this easy to follow and use this system.</li></ul>

1 min	In the box to the top right select which room you would like to reserve.	<ul style="list-style-type: none"> <li>· Enter in building and room types</li> <li>· Confirm correct building/room has been entered to avoid issues</li> </ul>	<ul style="list-style-type: none"> <li>- Job aid</li> <li>- PPT/laptop</li> <li>- Room/Building roster</li> </ul>
1 min	Change the status to confirmed	<ul style="list-style-type: none"> <li>· Enter in status</li> </ul>	<ul style="list-style-type: none"> <li>- PPT/Laptop</li> <li>- EMS login</li> </ul>
1 min	Click the next button at the bottom of the page	<ul style="list-style-type: none"> <li>· Click Next</li> </ul>	<ul style="list-style-type: none"> <li>- PPT/Laptop</li> <li>- EMS login</li> </ul>
1 min	Enter the event name	<ul style="list-style-type: none"> <li>· Think of and enter in appropriate name</li> <li>· Check calendar to ensure no name duplicates</li> </ul>	<ul style="list-style-type: none"> <li>- PPT/Laptop</li> <li>- EMS login</li> <li>- ACRS - Confidence. Use this to encourage learners to come up with examples of event names given criteria. Build their confidence as they support each other in what works and doesn't work for a name</li> </ul>

1 min	Enter participants/groups.	<ul style="list-style-type: none"> <li>· Use the search button to enter group/contact.</li> <li>· Ensure person/group entry includes phone number</li> <li>· Include Facilities for MRO</li> <li>· Include attendance amount in bottom section "other"</li> </ul>	<ul style="list-style-type: none"> <li>- PPT/Laptop</li> <li>- EMS login</li> <li>- Staff directory</li> <li>- MRO process job aid</li> <li>- ACRS - Confidence. Use past events to show examples of who should be added/participating to reservation. emphasize and set the goal that MRO inclusion is a requirement.</li> </ul>
1 min	Click "Finish" at the bottom right of the page	<ul style="list-style-type: none"> <li>· Enter "Finish"</li> <li>· Understand why a meeting may not get approved</li> <li>· Know what qualifies for approved meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Meeting criteria sheet</li> <li>- PPT/Laptop</li> <li>- ACRS - Satisfaction. Provide extrinsic examples of success using the # of complaints submitted by students to measure success of training and new system.</li> </ul>

# Lesson Plan- Modifying a Reservation

**Team Name:** Team Give a Hoot

**Topic:** How to Modify a Reservation

**Learners:** Student workers and managers

**Instructional goal:** Student workers and managers practice three ways to modify an EMS reservation.

**Delivery mode:** During the scheduled meeting and also offered in the LMS Canvas.

- Instructor-led training in a face-to-face classroom
- Instructor-led training in a virtual classroom
- Self-paced training using print-based workbooks
- Self-paced e-learning
- Structured on-the-job training
- Other (describe):

**Total duration (hh:mm):** 00:08

**Maximum number of learners in each training:** n = 9

**Main instructional methods:**

- Focus on all four components in Merrill's Principles of Instruction, Activation, Demonstration, Application, and Transfer.
- Use the Show-Tell-Do-Check method.
- Use Keller's ARC model to add motivational strategies to gain attention from learners and keep them motivated.

**Materials:**

- Laptop
- Access to EMS
- Presentation screen
- PPT files

## Lesson Plan: Modifying a Reservation

Duration (hh:mm – hh:mm)	Instructional Activities (What the instructor would use/do)	Learner Activities (What learners would use/do)	Methods/Materials
00:00 – 00:07	<ul style="list-style-type: none"> <li>State that modifying reservations is a two-stage process. <ul style="list-style-type: none"> <li>Search</li> <li>Edit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ask learners to start thinking about search terms</li> </ul>	<ul style="list-style-type: none"> <li>Merrill - Activation</li> <li>ARCS' Attention</li> <li>PPT /Laptop</li> <li>EMS login</li> </ul>
00:07 – 00:15	<ul style="list-style-type: none"> <li>Show how to look for specific reservations with the Book filter.</li> <li>Ask learners to locate and change the date filter</li> </ul>	<ul style="list-style-type: none"> <li>Select the date filter <ul style="list-style-type: none"> <li>Day</li> <li>Week</li> <li>Month.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Merrill - Demonstration and Activation</li> <li>ARCS - Attention and Relevance</li> <li>Show-Tell-Do-C heck method.</li> <li>PPT/Laptop</li> <li>EMS login</li> </ul>
00:15 – 00:30	<ul style="list-style-type: none"> <li>Show how to review all reservations for a month</li> <li>Ask learners to use the calendar filter.</li> </ul>	<ul style="list-style-type: none"> <li>Select the calendar filter.</li> <li>Select the month.</li> <li>Select "get data"</li> </ul>	<ul style="list-style-type: none"> <li>Merrill - Demonstration and Activation</li> <li>ARCS - Relevance and Confidence</li> <li>Show-Tell-Do-C heck method.</li> <li>PPT/Laptop</li> <li>EMS login</li> </ul>

Duration (hh:mm – hh:mm)	Instructional Activities (What the instructor would use/do)	Learner Activities (What learners would use/do)	Methods/Materials
00:30 – 00:40	<ul style="list-style-type: none"> <li>• Show how to review reservations posted over two days</li> <li>• Ask learners to use the navigation filter.</li> </ul>	<ul style="list-style-type: none"> <li>• Select the navigator tool</li> <li>• Review the list of reservations that have been made in the last day or two.</li> <li>• Double-click to review more information for a specific reservation.</li> </ul>	<ul style="list-style-type: none"> <li>• Merrill - Demonstration and Activation</li> <li>• ARCS - Relevance and Confidence</li> <li>• Show-Tell-Do-Check method.</li> <li>• PPT/Laptop</li> <li>• EMS login</li> </ul>

# Lesson Plan - Confirming & Printing a Reservation

**Team Name:** Team Gives a Hoot

**Topic:** Confirm a Reservation and Print

**Learners:** Student Workers and Managers

**Instructional goal:** Student workers and managers learn how to confirm a reservation, send a confirmation email, and print the reservations

**Delivery mode:**

- Instructor-led training in a face-to-face classroom
- Instructor-led training in a virtual classroom
- Self-paced training using print-based workbooks
- Self-paced e-learning
- Structured on-the-job training
- Other (describe):

**Total duration (hh:mm):** 00:08

**Maximum number of learners in each training:** n = 9

**Main instructional methods:**

- Focus on all four components in Merrill's Principles of Instruction, Activation, Demonstration, Application, and Transfer.
- Use the Show-Tell-Do-Check method.

**Materials:**

- Laptop
- Access to EMS
- Powerpoint Files

**Lesson Plan:**

Duration (hh:mm – hh:mm)	Instructional Activities (What the instructor would use/do)	Learner Activities (What learners would use/do)	Methods/Materials Merrill - Demonstration and Activation
00:00 – 00:07	<ul style="list-style-type: none"><li>• How to confirm a reservation</li></ul>	<ul style="list-style-type: none"><li>• Ask learner to analyze the drop down box options</li></ul>	<ul style="list-style-type: none"><li>• Powerpoint</li><li>• Laptop</li><li>• Access to EMS<ul style="list-style-type: none"><li>• Merrill's Demonstration principle</li></ul></li></ul>
00:07 – 00:15	<ul style="list-style-type: none"><li>• Send confirmation email</li></ul>	<ul style="list-style-type: none"><li>• Ask learner how to link confirmation to email to then send to the recipients</li></ul>	<ul style="list-style-type: none"><li>• Powerpoint</li><li>• Laptop</li><li>• Access to EMS</li><li>• Merrill's Demonstration principle</li></ul>
00:15 – 00:30	<ul style="list-style-type: none"><li>• Print Reservation</li></ul>	<ul style="list-style-type: none"><li>• Ask learner how to look up a reservation and print the confirmation page</li></ul>	<ul style="list-style-type: none"><li>• Powerpoint</li><li>• Laptop</li><li>• Access to EMS</li><li>• Merrill's Demonstration principle</li></ul>
00:30 – 00:40	<ul style="list-style-type: none"><li>• Access the calendar</li></ul>	<ul style="list-style-type: none"><li>• Ask the learner to look up reservation in the booking calendar</li></ul>	<ul style="list-style-type: none"><li>• Powerpoint</li><li>• Laptop</li><li>• Access to EMS</li><li>• Merrill's Transfer principles</li></ul>