



# COSMETIC CONSULTATION

Inclusive Cosmetic Consultation Process

SUMMER, 2021

High-level Instructional Design Document for  
Pink Pearl Cosmetics, LLC

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# e-Learning high-level instruction design document

OPWL 551  
Summer, 2021  
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## Title of e-learning (and URL if available)

Cosmetic Consultation

## Course topic (workplace learning appropriate)

Adherence to an inclusive Cosmetic Consultation Process

## Problem or opportunity

Pink Pearl Cosmetics (PPC) has discovered that some clients complain about Cosmetic Consultants offering sunscreen products that do not meet their needs. Recently, PPC expanded its product range to include cosmetics for ethnically diverse women. Soon after they launched their sunscreen range, they recorded alarming numbers of refund requests and bad reviews for the company from women of color.

These complaints are making some cosmetic consultants hesitant to deal with women of color. Also, the returns are resulting in decreased profit for LPC. PPC must find a way to improve the cosmetic consultation process for consultants and customers while retaining a profit.

The cosmetic consultants at PPC are not new to the consulting process with customers. However, they are new to consulting with customers of color. Added to this organizational shift is the bias and the assumptions workers bring to a job. A branching scenario design is the most appropriate approach to this subject because it allows learners to simulate the unpredictable nature of real-world interactions. Through this scenario, learners can gain insight into the myths and biases that prevent them from being successful at their jobs while avoiding real-world consequences in their day-to-day work.

## Expected learning or performance outcome

By asking relevant questions, understanding responses, and offering professional solutions, Cosmetic Consultants will foster client trust and satisfaction while developing confidence in handling diverse clientele.

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OPWL 551  
Summer, 2021  
Osemome Ndebbio

## Relevant characteristics of the target learner audience

Characteristic	Learner
Age	18 - 65
Gender	99% Female
Cultural background	Dominant culture
Prior education	Typically, High School Diploma and GED. About 12% have 2-year associate degrees.
Prior work experience	Learners have prior work experience in holding consultations with customers.
Expertise level	Consultants lack experience selling to ethnically diverse women as in the past, PPC produced and marketed cosmetics tailored to Caucasian women.
Ability and motivation to use specific technology for learning	Learners already use mobile devices to track their feedback and ratings from customers. Also, the company has just rolled out an app for handling the consultation process on a mobile device. Hence, learners are motivated to interact with eLearning especially on mobile devices.
Motivation to learn	Learners are eager to improve their ratings with customers and reduce number of refunds that customers request by offering better consultation sessions.
Perception of time available for learning.	Learners will be paid 50% of their hourly rate upon completion of the eLearning. It is expected that learners will make time outside their shift hours to complete the module.
Any special learning needs	<p>This scenario is void of sound and audio. However, there is a drag and drop component that could pose a challenge to learners with visual impairments or hand-eye coordination issues. This group makes up less than 3% of the learners.</p> <p>My recommendations are as follows:</p> <ul style="list-style-type: none"><li>○ Where and when possible, learners with the above listed impairments should take the module on touch screen desktop computers.</li><li>○ When this isn't possible, training managers should make accommodations to narrate and explain this area course to learners and enter their responses. Learners can take advantage of such accommodations during shift breaks.</li></ul>

# e-Learning high-level instruction design document

OPWL 551  
Summer, 2021  
Osemome Ndebbio

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## Environmental analysis

PPC is tapping into a growing and evolving market that offers cosmetic products for women of color. Given PPC's organizational goal of positioning itself as an inclusive brand, PPC is motivated to educate its frontline personnel to champion this vision.

PPC's consultants are reluctant to spearhead this cause as they feel ill-equipped to handle the needs of ethnically diverse customers.

In this eLearning module, Learners will realize that the principles of good consultations are universal regardless of race. Moreover, they will learn to mitigate any bias, whether conscious or unconscious, by following a tested consultation path recommended by the organization.

As a follow-up to a workshop on counteracting bias when dealing with WOC through a recommended path, this module further enhances retention by allowing learners to learn what they missed during a consultation and how to provide better customer consultations in the future.

This safe learning zone offers learners the opportunity to overcome stereotypes that lead to assumptions. There is a possibility that learners will approach this module from a politically correct position and select the right answers without considering the nuances that affect their consultations. Because of this, the learning has been designed to deliver resources through recommendations and suggestions for future reflections, using examples that the learners can hopefully relate to more easily.

Also, I carefully chose the characters in the examples to reduce the possibility of learners instinctively and unconsciously pulling up internal resistance to change when interacting with sensitive content.

## Required materials

Internet access, Note pad, Desktop computer, Laptop, iOS or android devices

## Technical requirements

Google chrome, Edge, Firefox, Safari  
Apple iOS 7 and later  
Android OS 5 and later  
Enabled cookies

# e-Learning high-level instruction design document

OPWL 551  
Summer, 2021  
Osemome Ndebbio

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## Design specifications

### Testing/Certification

There will be no grading of the learners' choices. However, they must follow an optimal path to achieve the desired outcome namely a 5-star rating with no customer's refund request. The learner's decisions will determine if they follow a bad, ok, or the good path. Embedded in the ok and optimal path are a couple of quiz questions. There are no scores awarded, but when they get the answers correct, they get to compare their responses with a coach's responses and receive immediate feedback from the customer regarding their performance.

After two failed attempts on a drag and drop question or the multiple-choice quiz, learners are referred to a resources page, after which they can return to the exact point in the scenario to try again.

At the end of a bad path, learners receive specific recommendations on resources, but the optimal path offers learners more learning autonomy. Learners who follow the optimal are allowed to select and identify the resources they need to improve their performance from the resources page.

In summary, testing will center around Strategic or Principal Knowledge as well as Near Transfer Procedural Tasks.

Sample Test Items to measure Scenario-Based e-Learning Outcomes for Cosmetic Consultation include:

<b>Outcome</b>	<b>Item type Description</b>	<b>Test Item Example</b>
<b>Strategic or Principal Knowledge</b>	Items to assess deeper understanding of the principles relevant to the learning objectives (in this case, recommending the right sunscreen to a customer based on the customer's responses) are tested with a couple of open-ended format questions in Cosmetic Consultation.	Drag and drop the questions you need to build the Sunscreen Questionnaire, Refer to Slides 18 - 21  Drag and drop the correct answers into the spaces provided. Refer to slide 30 - 32
<b>Near Transfer Procedural Tasks</b>	Items to assess the ability to solve well-structured problems with correct or incorrect answers that are similar to the problems used in the training are assessed in Cosmetic Consultation with a multiple-choice question.	Which of these answers best summarizes your customer's response? Refer to slides 23 - 27

# e-Learning high-level instruction design document

OPWL 551  
Summer, 2021  
Osemome Ndebbio

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## Knowledge and/or skill type

<b>Knowledge/skill type</b>	<b>Description</b>	<b>Example</b>
<b>Actions Taken</b>	Observable behaviors exhibited during the consultation process	Learners must set the tone for customer consultations by taking steps to build rapport and exhibit a welcoming demeanor. Such actions include but are not limited to greeting the customer, introducing yourself by name and offering to assist the customer with anything they want in store.
<b>Decisions Made</b>	Mental choices that drove actions	Learners must make the choice to offer customers a questionnaire rather than ask them questions to reduce the chances of forgetting to ask all the right questions or missing any of the customer's responses.
<b>Cues Used</b>	Physical signs that lead to a decision or action	Learners must observe customer's nonverbal gestures such as facial expressions and body language to help them perceive how well the consultation is going. Throughout the interaction so they can discern when a customer is confused or feeling unwelcome.
<b>Rationale</b>	Underlying principles or reasoning for a decision or action.	Learners must possess knowledge of facts and concepts about sunscreen, myths around sunscreen and other domain knowledge that will help them provide recommendations for customers based on their responses to relevant questions. Learners can refer to job aids to help them make the right decisions.

## Learning domains

Cosmetic consultation employs the interpersonal domain as the instructional goal is to teach learners to communicate effectively with the client to recommend the right product, so there are no returns.

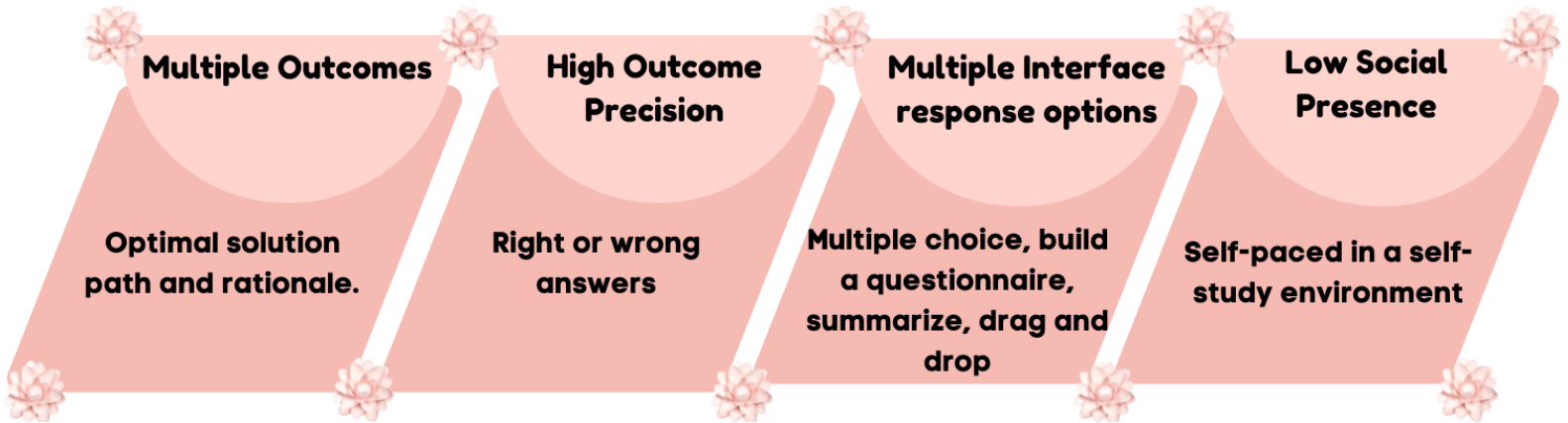
It will be necessary for learners to use and remember information, such as product knowledge, open-ended questions, and body language, to adjust and analyze customer requirements before making recommendations.

# e-Learning high-level instruction design document

OPWL 551  
Summer, 2021  
Osemome Ndebbio

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## Assessment strategy (i.e., response options, test items)



Learners must follow an optimal path of setting the tone, asking the right questions, and making suitable recommendations based on customer responses and facts to arrive at the right outcome.

Learners must make the right decisions at multiple junctures to arrive at the best possible outcome. Learner rationale is tested at decision points as they progress through the scenario, especially when making suitable customer recommendations.

Immediately after the trigger, there are two out of three paths that the learner can follow to arrive at the optimal path for this scenario. Learners who follow the bad path have no way of course correcting as this scenario requires a high precision solution and fidelity to the optimal path.

At decision points, learners get tested on how well they communicate, interact with customers, and ask the right questions to solicit insights they can use to make recommendations. Despite being a low social presence module, Cosmetic Consultation is highly effective largely because coaches provide guidance that encourages learners to reflect on their choices and learn from them, consequently promoting better decisions if they have to restart the scenario.

## Trigger events

Cosmetic Consultation employs Murphey's Law Trigger to lead the learner into the scenario. Melanie is a Cosmetic Consultant at Pink Pearl Cosmetics. The scenario opens with her reading a bad review that a customer, Zida Mayers, has just left. Melanie gets the opportunity to start the consultation afresh with Zida and make better choices to arrive at a good outcome.

# e-Learning high-level instruction design document

OPWL 551  
Summer, 2021  
Osemome Ndebbio

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## Guidance techniques

To minimize the flounder factor, the design of Cosmetic Consultation utilizes the following guidance techniques:

<b>Technique</b>	<b>Description</b>	<b>Example</b>
<b>Faded Support</b>	Initial decision points along all three major paths as well as the bad decision path offer more guidance than later decision points.	The option to talk to a coach first appears immediately after the trigger. All three decision paths provide this opportunity in the beginning. Coaching options taper off when learners are fully entrenched in a good path but continue when learners make bad choices.
<b>Open vs. Closed Responses</b>	On-screen response options in Cosmetic Consultation employ limited-choice responses.	Even though some of the test questions are open-ended, the learner's response options are deliberately constrained.
<b>Training Wheels</b>	Constrained interface to allow only partial functionality.	When creating the customer's recommendation plan, the design is constrained to allow limited functionality. Learners will receive a message, 'do not use for this problem if they attempt to select a response from a box not meant for a particular question. Refer to Slide 31
<b>Coaching</b>	Cosmetic Consultation provides two pull approach virtual helpers that offer hints and feedback.	In Cosmetic Consultation, the coaches comment on choices made throughout a bad path and sparingly on a good or okay path. However, all the coach comment only when selected. Refer to Slides 44-57
<b>Worksheets</b>	Some decisions in Cosmetic Consultation require that the learner rely on the collection and analysis of information from the client to guide recommendations	Within the course, the learners complete three worksheets. In one case, they get to design a questionnaire for the learner; in another case, they analyze the customer's responses to the questionnaire. The third one requires them to fill out a recommendation for the customer. Refer to Slides 19, 22, and 31.
<b>Feedback</b>	Knowledge of results is given as learners progress and at the end of the scenario.	In Cosmetic Consultation, a coach comments on the learner's responses when designing the sunscreen questionnaire and the customer's sunscreen recommendation (sun safety plan). In addition, learners receive intrinsic feedback from the coaches' and customer's body language and some thoughts and responses. Refer to slides 4, 9, 25 – 26, and 33. Each path concludes with an instructional feedback section.



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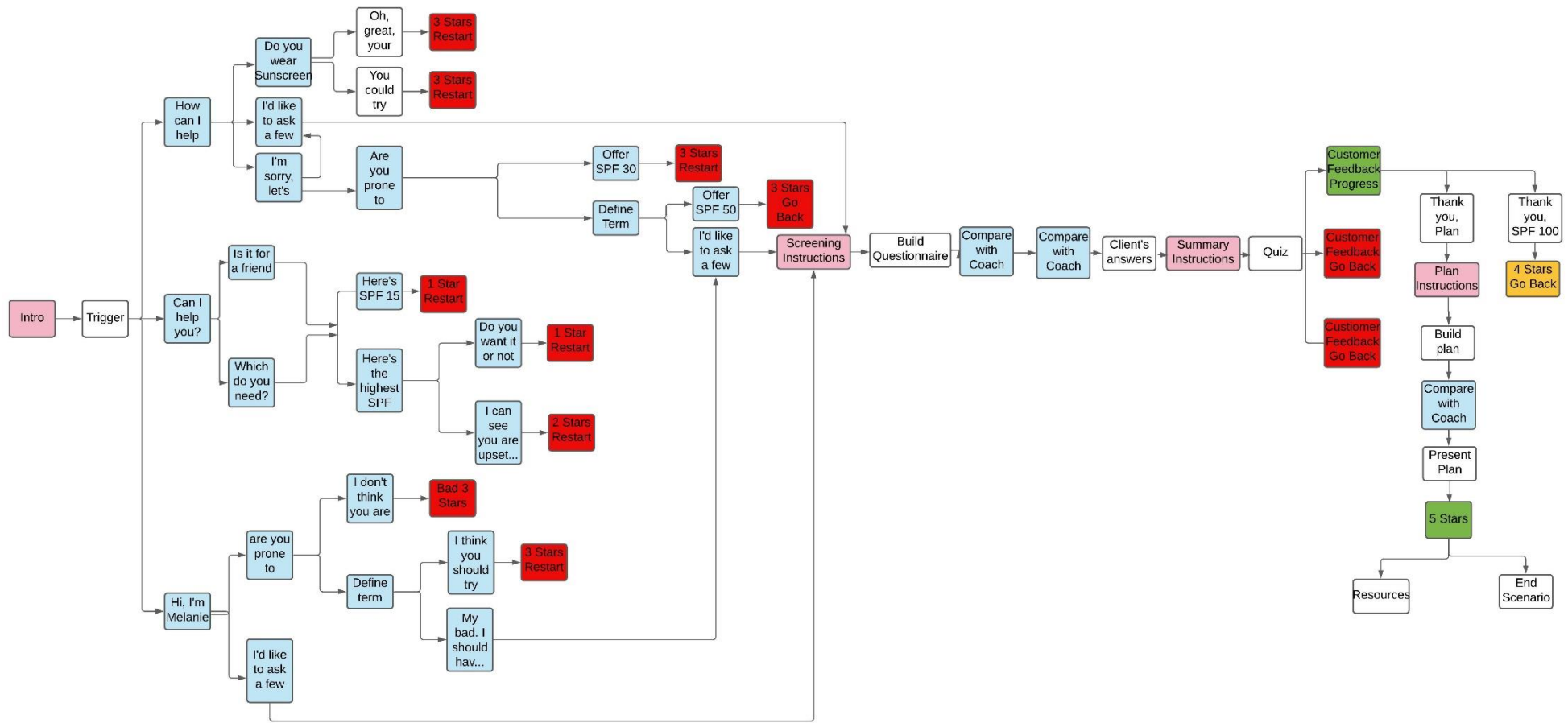
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Summer, 2021  
Osemome Ndebbio

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## Advisor type (if any)

As part of this design, coaches double as advisors. One of them is a culture and diversity expert, and the other is the head of sales, the product expert. They suggest how learners can improve their decisions to achieve a better outcome through a pull approach. When presenting the results at the end of the path, the coaches do not appear image-wise due to space constraints; however, they provide feedback and links to more detailed support.

# Branching scenario path (i.e., flowchart)



\*Light blue slides represent slides with the opportunity to get feedback from a coach

# E-Learning structure/content outline

## Introduction

- Trigger Event: Setting the tone
  - Introduce yourself
  - Offer your assistance
- Screening Questions
  - Provide a Questionnaire
  - Offset bias and assumptions
  - Debunk Myths
- Course of Action
  - Summarize Client's Responses
  - Recommend the SPF
  - Create a Sun Safety Plan
- Make the Sale
  - Present the Sun Safety Plan to the customer
  - Ask Follow-up Questions
  - Feedback and Results
  - Resources
  - Thank You

## Training design matrix

Despite what its structure and content suggest, Cosmetic Consultation does not consist of separate modules. The structure, however, represents the content of the module as a whole.

### Introduction

- **Scope statement:** The introduction introduces one of the characters in the scenario and states the broad objective for the course.
- **Terminal Learning Objective (TLO):** Learners will begin the course knowing the course objectives.
- **Enabling Learning Objectives (ELO):** Learners will read the introduction then click begin to proceed to the trigger.
- **Lesson Topics:**
  - Introduction
  - **Instructional Strategy:** The content will be provided on a single slide along with the main character along with the instructions. Learners are presented with a button that reads 'BEGIN.' Similar buttons will signal the learner on when to click to progress further into the scenario on other slides.
  - **Assessment Strategy:** The learner must click BEGIN to start the scenario.

# e-Learning high-level instruction design document

OPWL 551  
Summer, 2021  
Osemome Ndebbio

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## Trigger

- **Scope statement:** The trigger introduces the customer and presents the situation which the learner must resolve to reach a good outcome.
- **Terminal Learning Objective (TLO):** Learners will build professional rapport with potential customers
- **Enabling Learning Objectives (ELO):** Learners will introduce themselves to customers by name and offer their assistance without being prompted.
- **Lesson Topics:**
  - Set the Tone  
Introduce yourself
  - Offer your assistance
  - **Instructional Strategy:** Learners will choose one of three decisions when they first meet the customer.
  - **Assessment Strategy:** Learner's outcomes depend on the choices they make in the beginning with the customer. There is no way to course correct if a learner fails to introduce themselves by name and offer to aid to the customer during the initial interaction. Every learner that fails to set the right tone for the interaction receives a 1- or 2-star rating.

## Screening Questions

- **Scope statement:** Ask relevant open-ended questions during the cosmetic consultation.
- **Terminal Learning Objective (TLO):** Learners will select optimal questions to generate a screening questionnaire to achieve an effective consultation.
- **Enabling Learning Objectives (ELO):** Learners will ask open-ended relevant questions about a customer's commute, outdoor activities, beauty regimen, and job to determine the extent of sun exposure.  
Learners will offset bias and debunk myths by relying on this framework of questions instead of their assumptions.
- **Lesson Topics:**
  - Provide a Questionnaire
  - Offset bias and assumptions
  - Debunk Myths
  - **Instructional Strategy:** Learners select choices that reveal their knowledge of the principles and concepts needed to ask the right questions. Learners who reveal a lack of understanding by their answer choices receive recommendations. At decision points, learners receive hints from a coach. At the end of a failed outcome, learners receive recommendations in the form of Examples and References.
  - **Assessment Strategy:** Learners who demonstrate knowledge of the right screening questions proceed to the next phase of the module. Learners who do

# e-Learning high-level instruction design document

OPWL 551  
Summer, 2021  
Osemome Ndebbio

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not course correct arrive at a bad outcome with a 3-star rating and feedback on their performance. There is the chance at the end of one of the 3-star rating paths for learners to go back to make another decision instead of restarting the entire scenario.

## Course of Action

- **Scope statement:** Summarize and analyze customer's responses and create a sun safety plan to the customer.
- **Terminal Learning Objective (TLO):** Learners will recommend the best safety plan for the customer based on their responses.
- **Enabling Learning Objectives (ELO):** Learners will review customers response and identify areas relevant to the outcome goal.  
Learners will explain relevant information about sunscreen use tailored to the customer's needs and situation.  
Learners will create a plan based on the customer's determined need.
- **Lesson Topics:**
  - Summarize Client's Responses
  - Recommend the right SPF
  - Create a Sun Safety Plan
  - **Instructional Strategy:** Learners select choices that reveal their knowledge of the principles and concepts needed to ask the right questions. Learners who reveal a lack of knowledge by their answer choices receive recommendations. At decision points, learners receive hints from a coach. At the end of a failed outcome, learners receive recommendations in the form of Examples and References.
  - **Assessment Strategy:** Learners select a summary of the customer's responses from a multiple-choice question. Learners also build the customer's sun safety plan from a group of closed-response options. Learners who do not progress beyond summarizing the customer's response receive a 4-star rating and feedback on their performance

## Make the Sale

- **Scope statement:** Present a Sun Safety Plan including the recommended SPF to the customer and receive a 5-star rating with zero requests for a refund.
- **Terminal Learning Objective (TLO):** Learners will select the right sunscreen for the customer's needs and offer it together with a Sun Safety Plan.
- **Enabling Learning Objectives (ELO):** Learners will present safety plan with a rationale for the recommendations they have provided for the customer.  
Learners will ask follow-up questions to ensure customer's satisfactions, as well as anticipate and respond to a customer's questions or objections.

# e-Learning high-level instruction design document

OPWL 551  
Summer, 2021  
Osemome Ndebbio

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- **Lesson Topics:**

- Present the Sun Safety Plan to the customer
- Ask Follow-up Questions
- Feedback and Results
- Resources
- Thank You
- **Instructional Strategy:** After summarizing the customer's responses, learners choose between presenting the Sun Safety Plan to the customer or recommending a sunscreen without providing any rationale. Learners who decide to present the plan go on the end of the good path. Learners who choose otherwise must go back one decision at the end of the okay path after receiving feedback and recommendations to review examples and study references.
- **Assessment Strategy:** Learners who elect to base their SPF recommendation on the plan/course of action receive a 5-star rating and zero refunds. After summarizing the customer's responses, learners who recommend an SPF without the plan arrive at an okay path with a 4-star rating. This group of learners does not have to restart the scenario. They go back one decision.

## Estimated contact time

The estimated time for a learner to go over every slide is 67.5 minutes.

The time to complete a path if the learner is taking the course will range from 5 minutes to 15 minutes depending on which decisions the learner makes.

Type of Slide	Estimate	Number of Slides	Total Time
Introduction/Instructions	.5	4	2
Trigger Event	1	1	1
Content Slides/ Decision Points	1	21	21
Knowledge Checks	2	4	8
Knowledge Check Feedback	.5	6	3
Feedback Layer	.5	14	7
Results/ Ratings with Feedback	1	7	7
Resources	2	9	18
Conclusion	.5	1	.5
<b>Total</b>		67	67.5