



# Increasing competence with Performance Management

## Courseware developed for GE

From jet engines to power generation, financial services to plastics, and medical imaging to news and information, GE people worldwide are dedicated to turning imaginative ideas into leading products and services that help solve some of the world's toughest problems. GE's financial services businesses provide access to the financial tools and services vital to businesses and individuals. It aims to help fuel growth, fund dreams, and protect futures.

## THE NEED FOR E-LEARNING

GE approached Tata Interactive Systems with the requirement to develop a course to teach the GE Capital Services (GECS) employees how to manage Performance Guarantees, which included:

- Differentiating the six types of Performance Guarantees as offered by GECS.
- Applying the Equivalent Availability Factor (EAF) to calculate the Bonus or Liquidated Damage for any unit covered under Availability Guarantee.
- Using appropriate strategies to manage the Availability Guarantee for any customer.
- Applying the Equivalent Reliability Factor (ERF) to calculate the Bonus or Liquidated Damage for any unit covered under Reliability Guarantee.
- Using appropriate strategies to manage the Reliability Guarantee for any customer.

- Calculating the Bonus or Liquidated Damage for any unit covered under Outage Duration Guarantee.
- Using appropriate strategies to manage the Outage Duration Guarantee for any customer.
- Calculating the Bonus or Liquidated Damage for any unit covered under Emission Guarantee based on the test results.
- Using appropriate strategies to manage the Emission Guarantee for any customer.
- Using the Net Heat Rate Improvement (NHRI) and Net Output Improvement (NOI) to determine and calculate the Bonus or Liquidated Damage for any unit covered under Degradation Guarantee.



**The courseware successfully achieved its objective to educate the learners on how to measure various parameters of the Performance Management and use them optimally in the work environment.**

- Using appropriate methods to reduce degradation.
- Applying the Trip Commitment to calculate the Bonus or Liquidated Damage for any unit covered under a Trip Guarantee.
- Using appropriate strategies to manage the Trip Guarantee for any customer.

### HOW OUR SOLUTION HELPED

To make the course AICC and SCORM compliant, it was divided into modules, which were the Assignable Units (AUs). The AUs could be accessed from the main menu of the LMS. Each module had its unique set of terminal objectives. These objectives were broken down at the chapter level into enabling objectives. The chapters were further divided into topics and each topic covered two to three related enabling objectives. The chapters also included an overview, objectives, assessments, and a summary.

The following functionalities were available in the courseware:

- **Identity of page:** Each screen displayed the Course, Module, Chapter, and Topic name.
- **Course Navigation Menu:** This was a drop-down menu.
- **Tools Menu:** This provided access to the following features:
  - **Interface Navigation:** This was an animated tour of the interface. It opened in a separate pop-up window.
  - **Glossary:** It opened the Glossary window as a separate pop-up box upon clicking.
  - **Search:** The Search window was displayed as a pop-up box. The learner could submit a keyword to get a display of pages that contained that keyword. The learner could click on each item in the list to navigate to the appropriate page.

- o **Help:** It provided access to the following links:
  - **E-mail GECS Training Staff:** This menu item opened the local mailing client and allowed the learner to contact GE Training Staff by e-mail.
  - **Frequently Asked Questions:** This menu item opened a Web page in a separate HTML pop-up window.
- o **Print:** It allowed the learner to print the active window.
- o **Sitemap Menu:** It opened in a pop-up window and displayed the course organization hierarchy along with the completion status of each module, chapter, or topic. The learner could choose any module, chapter, or topic, and navigate to its first page.
- o **Learning Aids:** It opened in a separate HTML pop-up window, with links to additional reference material.



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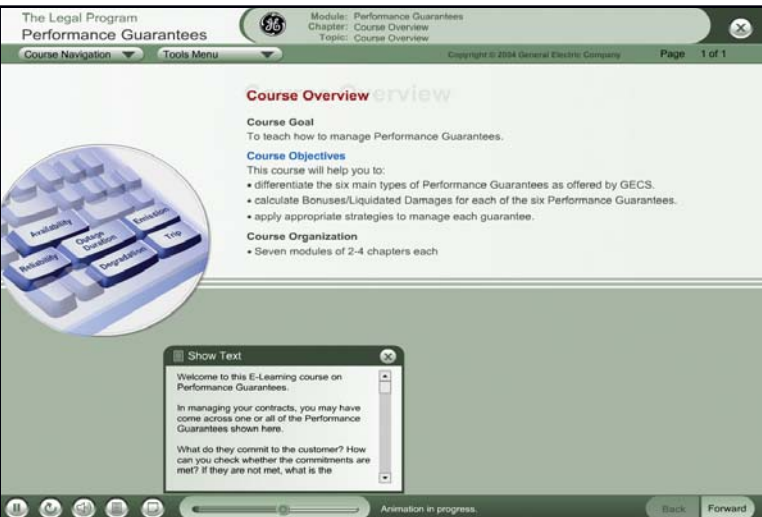
- **Play/Pause:** This was a toggle button that allowed the learner to play or pause the animation.
- **Replay:** This allowed the learner to replay the animation.
- **Audio:** This allowed the learner to switch on and off the audio in the animation and to adjust the volume.
- **Show Text:** This displayed the textual transcript rendered in the audio.
- **Notes:** This allowed the learner to take notes and print them.
- **Animation Progress:** This displayed the progress of the animation with an indicator that moved across a horizontal bar to display the percentage of animation played. The learner could also move the indicator to play the animation from a specific frame.
- **Prompt:** This displayed the prompt messages that indicated to the learner the status of an animation or the action that must be performed to proceed with the course.
- **Exit:** This enabled the learner to exit the course at any point.

### TECHNOLOGY USED

The courseware was developed using Macromedia Flash MX, HTML, DHTML, JavaScript, Dreamweaver 3.0/4.0, Adobe Photoshop, Macromedia Fireworks 3.0, and JSP.

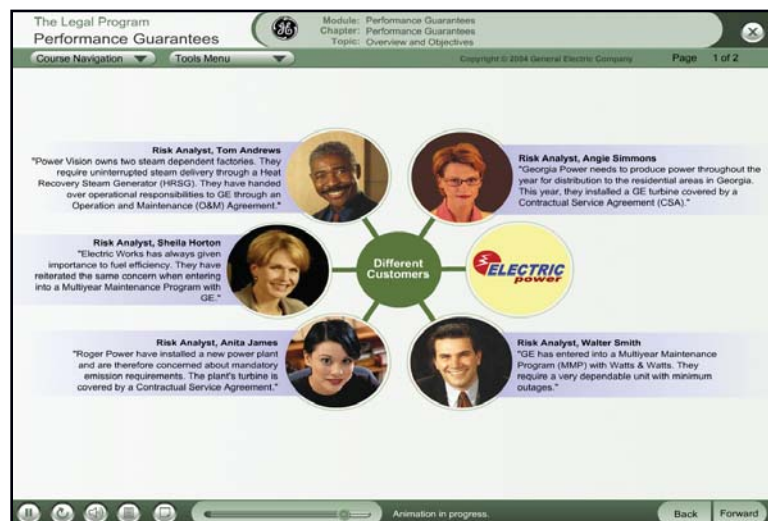
### SOME SAMPLE SCREENSHOTS

The screenshots offer a brief glimpse of the courseware developed for GE. To experience our products at work, you may view our demos by registering online at [www.tatainteractive.com](http://www.tatainteractive.com).



The opening screen of a module welcomes the learner with a brief overview.

A screen with GE's customers and their testimonials.



A teach screen where the animation plays as the user progresses.

