

**EVALUATING DIFFERENT TRAINING STYLES
AT METLIFE AUTO & HOME**

By

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A Research Paper

Submitted in Fulfillment of the
Requirements for the
Master of Science Degree in
Training and Development

Approved for Completion of 4 Semester Credits
TRDRD-735 Field Problem in Training and Development

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December, 2000

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ABSTRACT

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Title: Evaluation of MetLife Auto & Homes' Training Plans
Graduate Major: Training and Development
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Month/Year: July of 2000
Style of Manual: APA Style

This study is being created to evaluate the Training Plans that MetLife Auto & Home currently has been using and that in which it will be going to in the near future for the rollout of their Agent Resource Site (ARS). The Agent Resource Site is an Internet based application that allows an agent to access the software via the Internet. Once the agent is linked to the site, they put in an Agent ID and password. Once in the system the agent can conduct an Auto or Home Quote as well as continue on the fill in and process the application. MetLife is very excited about this new tool and wants to ensure they create the easiest way of doing business. This goal includes the training plan.

The study will determine which plan is more effective for the agents. The researcher will also determine which training plan satisfies the agents needs the best. The study will benchmark other similar organizations and compare the training plans. A control group and an experimental group will be the foundation for this study. Control

groups will be picked based on their skills for using computers and the amount in which they sell our product. The agents will go through one of the two training plans. The researcher will get feedback on what they liked and disliked. The researcher will monitor questions we receive from each team, we will look at their utilization percentages, and their satisfaction level. These items will be looked at during the training as well as continuous after the training for a certain time period. From the results the researcher will make recommendations to the management team. This information will be beneficial to the organization in determining their future training plans.

The results determined that the traditional and in-agency training plans were the best options for agents. The statistics showed that participants that attended these sessions rated higher for hands on experience, effectiveness of training and the ability to hold interest. These are very important attributes of training and helped us determine that the traditional and in-agency training offered best results for training.

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Chapter 1

Research Problem and Objectives

Introduction

“At a national conference of the National Society for Sales Training Executives (NSSTE), J. P. Huller of Hobart Corporation presented a paper on “evaluation.” In the introduction , he says, “All managers, not just those of us in training, are concerned with their own and their department’s credibility. I want to be accepted by my company. I wanted to be trusted by my company. I want to be respected by my company. I want my company and my fellow managers to say, ‘We need you.’”

“When you are accepted, trusted, respected, and needed, lots and lots of wonderful things happen;... You sleep better, worry less, enjoy life more...In short, it makes you happy. Wonderful! But just how do we become accepted, trusted, respected, and needed? We do so by proving that we deserve to be accepted, trusted, respected, and needed. We do so by evaluating and reporting upon the worth of our training.”

This research paper is going to do just that; evaluate and report on the different forms of training and prove the worth of the most effective training form.

History of MetLife Auto & Home

MetLife originated in 1863 as the National Union Life and Limb Insurance Company. Its purpose was to insure Civil War soldiers against disabilities due to wartime wounds, accidents and sickness. In 1868 after several reorganizations, a new company, Metropolitan Life was chartered with its focus on life insurance. It was to sell

“ordinary insurance” to the middle class. In 1901, MetLife spanned the continent. So successful, that by the turn of the century, MetLife dominated industrial insurance with 49% of the American Market. In 1909, the MetLife Tower was completed, making it the tallest building in the country, which matched its rapid expansion. In 1972, MetLife formed the Metropolitan Property and Liability Insurance Company. In 1974, Metropolitan began selling automobile insurance, and in 1975, homeowners insurance, which created the MetLife Auto & Home Company.

MetLife Auto & Home purchased the St. Paul Companies Personal Insurance line in 1999. This purchase increased MetLife Auto & Homes status in the Personal Insurance business. With the purchase, MetLife Auto & Home doubled the size of Independent Agents that was serviced, as well as having hundreds of captive agents. With the purchase of the St. Paul Companies, MetLife Auto & Home gained the Agency Interface Team. The Agency Interface Team focuses on technology for the agents. The Training Team, as part of the Agency Interface Team, focuses on training these agents on the new technology that MetLife Auto & Home is creating.

Introduction and Background of the Problem

Currently MetLife Auto & Home has changed their Training Strategy to train agents using a mass mailing of a Training Manual and Web Conferencing software. This strategy has shifted from that of sending trainers to a Regional site to train classes of 10 agents per 4-hour session. The Training Department wants to identify what the most effective form of training would be through evaluating the programs and the agent’s satisfaction level.

Problem Statement

The problem of this study is to evaluate MetLife Auto & Homes' new training plan vs. the old training plan for the Agent Resource Site and make recommendations.

Purpose of the Study

MetLife Auto & Home is an insurance company, which sells Auto & Home insurance via agents to customers. Currently MetLife Auto & Home uses a disk loaded DOS software to quote and process applications. New technology has given the company the ability to create Internet based software that allows an agent to access the site via the Internet and quote and process an application over the live Internet link. A big advantage to this new software is the online feature, the rates that an agent receives will always be the accurate because of the live connection to MetLife's mainframe. The simplicity of entering the applicant's information is also an advantage to the new software. Many companies have already gone to a Windows based system and are on the way to an Internet based system rather than using the old DOS based.

The purpose of this study is to determine the most effective and satisfying form of training for the agents so they will be excited about using our new software. Currently MetLife Auto & Home has changed their Training Strategy to train agents using a mass mailing of a Training Manual and Web Conferencing software. This strategy has shifted from that of sending trainers to a Regional site to train classes of 10 agents per 4-hour session. The company wants to release this new tool with ease of doing business, which includes the best form of training to match the best software.

Research Objectives

The objectives of this research project are:

1. Define evaluation in the training area.
2. Identify why evaluation is important to do in Training.
3. Determine through evaluation which form of training is more effective, traditional classroom vs. web based, for use in MetLife Auto & Homes' Agent Resource Site Training Program.
4. Determine through evaluation which form of training satisfies the agents.
5. Identify the attributes that make one form of training more effective than the other.
6. Identify the characteristics that satisfy the agent.
7. Identify the attributes of technology in training.

Significance of the Study

Through this study the researcher will identify which training program is more effective for MetLife Auto & Homes Agent Resource Site. The Trainers with MetLife Auto & Home want to train the way that will be most effective and most satisfying to the agent. The researcher wants this information to be useful for the Training Department to use to convince Senior Management what is best for the company as well as for the agent.

Training is a difficult area to understand for Senior Management. It is also something that can be hard to match with numbers for Return on Investment. This study should help bring the company a step closer to the truth in determining what is the most effective and satisfying form of training. This study is crucial to the future of the Training Team at MetLife Auto & Home.

Definition of Terms

ARS - Agent Resource Site; an internet based system that MetLife Auto & Home is implementing for their Agents to use to quote and process an insurance application.

MetLife Auto & Home - An Auto and Home Insurance Company based out of Warwick, Rhode Island; an affiliate of Metropolitan Insurance Company in New York, New York.

DOS – This is the mainframe type of software in which you need to use run commands to process information.

Marketing Manager – Manages a territory, a combination of states, by directing the agents when they have questions, assisting in training initiatives and markets the Met product to the Independent Agents.

Chapter 2

Review of Literature

What is Training Evaluation?

Training Evaluation is described as a feedback tool that allows us to continually improve quality. Training Evaluations provides the information needed to improve all aspects of a program. An evaluation of a training program can help an organization meet many different goals during the life of training program.

Why Evaluate Training?

One major reason to conduct an evaluation of a training program is to determine the benefits that arise as well as the cost benefits. Some additional reasons include:

- ❖ To determine how well the training program meets the needs of the participants.
- ❖ To determine the extent the participants are understanding the training content.
- ❖ To identify whether the training methods and media helped the participants achieve the learning objectives.
- ❖ To assess how much of the training content, including newly acquired knowledge and skills, transferred to the on-the-job behaviors.

- ❖ To determine whether the results of the training contributed to the achievement of the organizations goals.

If a training evaluation is not conducted there are consequences that may result.

Some of these consequences include:

- ◆ A participant may continue to take courses in which they fail to learn.
- ◆ Course modifications may not be based on participant outcome data and changes may cause effective training activities to be replaced by ineffective activities.
- ◆ Training may be viewed as a wasteful use of resources.
- ◆ Budget costs that were used could have been put toward effective programs.

(Fisher and Ruffino, pg.3)

Kirkpatrick also identifies reasons for evaluation. They include:

- ◆ To justify the existence of the training department by showing how it contributes to the organizations objectives and goals.
- ◆ To decide whether to continue or discontinue training programs.
- ◆ To gain information on how to improve future training programs.
 - ◆ Are the facilities satisfactory?
 - ◆ Is the schedule appropriate for participants?
 - ◆ Are the aids effective in improving communication and maintaining interest?
 - ◆ Was the coordination of the program satisfactory?
 - ◆ What else can be done to improve the program?

(Kirkpatrick, pg. 15-18)

Kirkpatrick's 4 Levels of Evaluation

1. Reaction – A measure of customer satisfaction
2. Learning – The extent to which a participant's change attitudes, improve knowledge and/or increase skill as a result of attending the program.
3. Behavior – The extent to which change in behavior has occurred because the participant attended the program.
4. Results – The final results that occurred because the participants attended the program.

(Kirkpatrick, 19-24)

Reaction, is what gives training the valuable feedback that is needed for effective training. Reaction helps to identify information that not only provides quantitative information, it also helps the trainers realize how effective they are.

There are some guidelines that need to be followed when evaluating Reaction. First, the need to determine what it is that you want to find out. This is the point at which you would look at facilities, scheduling, meals or snacks that you offer. Also look at your materials: audiovisual aids, handouts, case studies and exercises. Next, ensure that the design you use will get the most information or reaction, and in the least amount of time. Third, you want to give the participants the time to effectively complete the evaluation. By doing so you can encourage truthfulness, written comments and suggestions from the participants. Your goal is to get 100% response, but in a quality manner. Ensure that you or your staff has developed acceptable standards so you can measure the results against those standards to see improvements. Lastly, make sure that you communicate the Reactions appropriately to show achievement.

Learning, we need to look at the levels they are at previous to training, the skills they developed from training and if their attitudes changed. One of the best ways to evaluate Learning is to use a control group. Use similar participants, giving one group the training and no training to the other. At the conclusion measure and compare the results of both groups. To help determine the level of learning, evaluate their KSA (Knowledge, Skills and Attitude) prior to the training. Compare the results from the beginning to the end of the training. At the conclusion of the training, ensure that you take action if the results were unfavorable.

Behavior, again is the extent to which change in behavior has occurred. In order for change to occur, four conditions need to be met. The participant has to have a desire to change, they must know what to do and how to do it, they have to work in the right climate, and they must be rewarded for change. There are five climates, these climates will determine if your training program will survive in the participants area.

1. Preventing: The manager doesn't allow the participant to do what was learned in training.
2. Discouraging: The boss does not say "no" but makes it clear that it would not make them happy.
3. Neutral: The boss ignores the fact that the participant attended the training. If the participant wants to change the procedure, that is OK with the boss as long as the job gets done.

4. Encouraging: The boss encourages the participant to learn and apply the information on the job.
5. Requiring: The boss knows the information that is being learned and requires the participant to transfer it to the job.

It becomes obvious that if the climate is within the first 2 climates described the behavior is not met. If the behavior is neutral, it will depend on other conditions, which were discussed above, such as the rewards associated with it. With the last two, success depends on the first two conditions, the desire to change and knowing how to do it. If the four conditions aren't met, change in behavior will not happen, and thus the evaluation will not make it to level 4, Results.

Evaluating Results is the most crucial of the 4. When evaluating results, you want to use similar guidelines as you did with Behavior. First, use a control group, this will also help you complete other guidelines such as measuring knowledge before and after the program. The reason for using a control group is to eliminate other factors that could have caused the changes observed to take place. Allow appropriate time for the new KSA's to take effect. Learning takes different amounts of time for different learners. The level of learning can also depend on the subject and certain situations. Some things take longer to see results. Changes may occur right away because of input from management, or excitement to try something new. If the trainer or management doesn't keep the excitement or show the results, the participant may not see the need to continue. Repeat the evaluation at different times to ensure retention. Always consider cost versus benefit and "be satisfied with the evidence if proof is not available." (Kirkpatrick, 61).

Technology and Training

The Training Industry, like many others, is caught in a whirlwind of change. These changes come from Corporate America asking companies to “Do More With Less.” To stretch the almighty dollar, companies are turning to technology to help with the delivery of training. Why should we use technology in Training? Technology can help productivity because it allows us to compete more with a smaller investment and resources. Through technology we can reduce training time and use fewer training resources.

At the end of 1995, Lakewood Research did a study to see what effect Technology was having on training across America. It was found that videotapes, lectures and on-site seminars were the most popular traditional instructional methods. At that time, the technology-based methods had a small base compared to the traditional forms, but a majority of organizations stated that they were going to expand to begin using more technology.

MetLife Auto & Home is a Technology using company. The company is currently developing software that is used over the Internet by Agents to quote and process New Business. The company was using a different variety of training styles. They began with Stand-Up Training and In-Agency (one on one) Training. Due to the cost level, they have now begun using a Web Based company to help the Training Department deliver Training. Placeware, a web based training Internet software program allows the trainers to demonstrate the Agent Resource Site via the Internet and walk the agents through the site over a conference call.

Web Based Training is a new form of delivering training via the Internet. It is defined as “an innovative approach to distance learning in which Computer Based Training is transformed by the technologies and methodologies of the World Wide Web, the Internet and Intranets.” (Kilby, 1996) Web Based training presents live contents, real time in a structure that can allow the user to go at their own pace or in MetLife’s case allow the trainer to demonstrate information in a cost effective manner.

Web Based training can be an advantage for some. It does have its benefits. These can include a decrease in expenses for the company, and the availability to train in the comfort of an office. With any type of new technology there are barriers as well. One of them is ensuring that the learner is ready or prepared to succeed with this new technology. It can be overbearing for someone who is not. In this case, other training forms may be beneficial to use. Some people require more attention or more interaction to effectively learn. Paul Brady, Manager of Application Development for Ceridians Melvern says, “There’s only so far you can go with technology. My initial reaction was that these CBT programs were a little dry, a little rough around the edges – and that they fell a little short in some places.” Brady also sees the advantages it provides. He states, “It provided a way to give us a standardized training program without having to bring us together. It was a good way to learn new basic concepts, to build a foundation in certain areas... an effective way to get a better feel for the situation.” (Kaeter, 1999)

Web Based training continues to gain acceptance, but it can be a big challenge, especially for a trainer that is used to classroom training and a learner that isn’t comfortable with technology. The things that trainers and learners were used to are now useless. For example, the clever games and activities that could break up the lecture and

let the learner enjoy learning. According to Eric Parks, a Fair Oak California Web Based Designer, 50 percent of trainees who start web-based training don't finish. Parks says this is a result of three things: poor instruction design, a mismatch between the users computer system and the technology required to do the WBT, and the organizations disincentives that compete with the training (interruptions because time is not allowed to receive the training) (Fister, 2000). The challenges that MetLife is running into with WBT are: smaller Agencies don't have the new, fast technology so the WBT becomes slow and boring to the learner, the learners are in an office where there are many distractions, and many of the agents aren't used to this type of technology and become impatient.

This research will help us determine the appropriate mix needed to accomplish our Training Goals. MetLife Auto & Homes Training Department is focused on training computer based applications. There are four styles of training the company is looking at using: Manuals only, Manuals combined with In Agency training, Regional training, and Web based training. These styles of training have been described in previous pages, below we will look at some statistics regarding these styles.

MetLife Auto & Home currently is pushing the Web based training as it is most cost effective for the company. The company has been using this style for a few months, but are experiencing low utilization percents. The company knows they need to offer training to their agents. Currently, 99% of U.S. organizations offer training to use computer applications. If we didn't offer training, and just used the manuals, we would limit ourselves to a low service standard. . In the 2000 Industry Report, it was found that only 6% of all formal training currently delivers training by an instructor via a remote

location (see figure 1). From that 6% that is delivered via a remote location, only 19% of it is done online via the Internet (see figure 2). This is good and bad for MetLife Auto & Home. The bad is that a lot of agents are not going to understand this and when something isn't understood it leads to fear. The agents are going to be scared to take a class via the Internet because it is unfamiliar. Something familiar, such as In Agency or Regional training classes constitute 73% of the market.

How Training Is Delivered

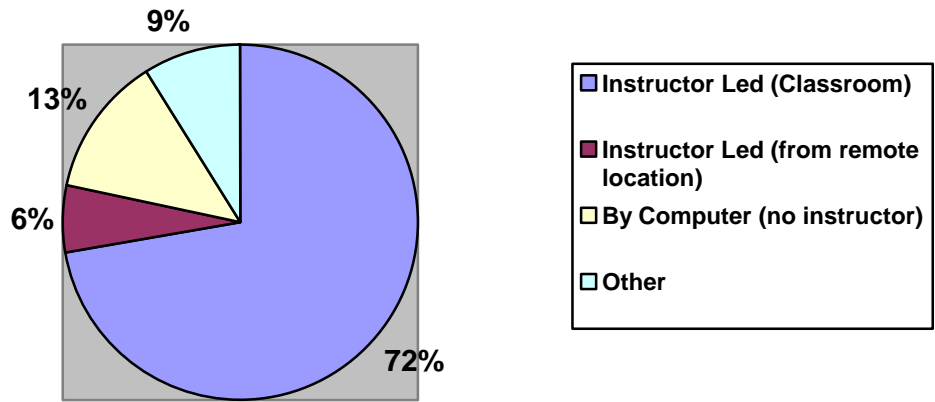


Figure 1 - How Training Is Delivered

How Computer-Delivered Training Breaks Down

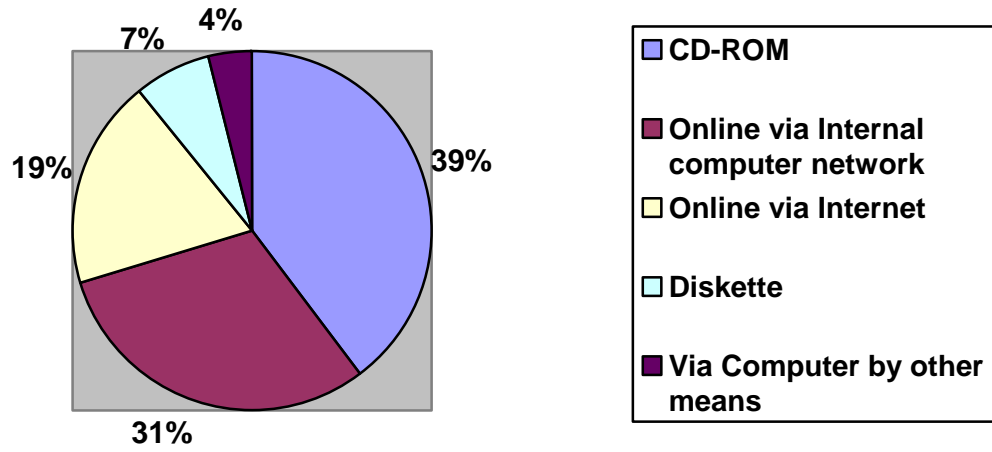


Figure 2 - How Computer-Delivered Training Breaks Down

What the company would like to gain from this study is to find out if one of these training styles will increase utilization of their Internet based site. According to Industry standards, a classroom style training would work the best. Our study will look at the different styles and determine if MetLife Auto & Home's standards are different from the Industry.

Chapter 3

Methodology of Procedures

Introduction

MetLife Auto & Home is an insurance company which sells Auto & Home Insurance to customers via agents. Currently MetLife Auto & Home uses a disk loaded DOS software to quote and process applications. Many companies have already gone to a Windows based system and are on the way to an Internet based system rather than using the old DOS based. New technology has given us the ability to create Internet based software that allows an agent to access the site via the Internet and process business over the live Internet link. A big advantage to this new software is the online feature, the rates that an agent receives will always be the most accurate because of the live connection to MetLife's mainframe. The simplicity of entering the applicant's information is also an advantage to the new software.

Re-statement of Hypothesis

In a Web-based training session you are unable to identify each individual's needs as you are with a Regional (traditional setting) and even more so with an in-agency visit. Therefore, the study will deliver statistics that prove individual and face to face training will be more effective in most cases, meaning In Agency will be most effective. There will always be the agents who will not need the attention that In Agency training gives, and will be OK with a Web Based training class.

Overview of Study

This study is being created to evaluate the training plans that MetLife Auto & Home has currently been using and those in which it will be going to in the near future for the rollout of their Agent Resource Site (ARS). The Agent Resource Site is an Internet based application that allows an agent to access the software via the Internet. Once the agent is linked to the site, they put in an Agent ID and password. When agents are in the system, they can complete an Auto or Home Quote as well as continue on to fill in and process the application. MetLife is very excited about this new tool and wants to ensure they create the easiest way of doing business. This study will focus on evaluating the three different training styles that MetLife Auto & Home has used and determine which is the most effective. The three training styles include regional (traditional classroom), In Agency (one on one), and Web Based. Currently Met is only using the Web based for training.

Research Design, Methodology and Subjects

From the study the researcher will be able to determine which plan is more effective for the agents. The researcher will also determine which training plan satisfies the agents' needs the best. During the study we will benchmark other similar organizations and compare the training plans. The researcher looked into a couple other companies, not necessarily Insurance Industry, and found that many organizations have found that a mixture does work best depending on what is being trained. For software information a traditional type of training with a live instructor was a leader in choices. A Trainer from United Health Group responded with the following information:

“I work for a national healthcare company based in Minneapolis. We have roughly 30,000 employees in 35 states and overseas. My training department focuses on applications training for software packages developed both in-house and off the shelf. We use a combination of classroom training and CBT's delivered over our corporate Intranet or via CD for those individuals who are not able to access the Intranet. For more complex applications, or for those applications who will be used by a group of people who are concentrated in one or two areas, we will use classroom training, with possibly a CBT to be done as pre-work to give some basic information we don't want to spend time on in class. Our experience has been that the combination CBT/classroom method works best. A CBT rolled out to the general public generally gets ignored, manuals sent out don't get read, and classroom only programs sometimes get bogged down bringing everyone up to the same level of understanding at the beginning. With so many employees, we really see the whole spectrum of learning preferences. People like being able to do a CBT at their desks when it is convenient, while others like the security of a classroom with an instructor they can ask questions of.”

The researcher will be using a control group and an experimental group. These groups will be the foundation for our study. The groups will be picked based on their skills for using computers and the amount in which they sell our product, their willingness to participate in the study, as well as ability of the agency to write MetLife Auto & Home business.

The agents will go through one of the two training plans. The researcher will get feedback on what they liked and disliked. The researcher will monitor questions we receive from each team, look at their utilization percentages, and their satisfaction level. These items will be looked at during the training as well as continuous after the training for a certain time period. From the results the researcher will make recommendations to

the Management Team. This information will be beneficial to the organization in determining their future training plans.

Instrumentation

MetLife Auto & Home has created a utilization report to verify if agents are using the system. The utilization report includes the following statistics: how many agents were deployed to use the Agent Resource Site by state, how many agents are actually using the system by state, the percent of agents using the system by state, the number of quotes completed by state as well as the amount of applications completed by state. These numbers help the company to determine which states are performing better than others are. Currently when the company sees one state that is performing at 94% and others performing at 39% the company looks at some of the deeper information. Marketing Managers of each area are in charge of training or getting their agents signed up for training. The company has found that there are many levels of training that agents are receiving. For example, in Pennsylvania the utilization percent is 89%. The company knows from research that one of the Marketing Managers in this state is heavily training his agents. From this the company can come to some conclusion that the one on one training is helping to increase utilization percents. In other states, such as Wisconsin, the company is finding that training and marketing is not happening as it is in Pennsylvania.

In some previous research done, the researcher looked at agencies that were trained within the three pilot states. I looked at how many of the agencies that were using the system were part of the Pilot group who were trained in a regional facility. The

numbers supported my theory that if an agent gets more personalized training, they respond to the system better. (See Appendix, Figure 3). For example, in the state of Connecticut there were 41 Agents using ARS. Of these 41, 7 of the agents were a variable number (unidentified) that we took from the gross number, leaving us with 34 agents using the system. From that 34, 35% of them were Pilot agents writing 78% of the applications and 56% of the quotes. These numbers continued with the other two Pilot states leading us to believe that they are much more comfortable with the system. In looking at these numbers there are variables that need to be considered. Some of those include the fact that Pilot agents are chosen because they want to help and try the system. This was a good picture for the company to begin the study with.

Data Collection

This study is being performed to determine the most effective and satisfying forms of training. The researcher will look at three different forms of training, stand-up regional setting, in agency and web based. Each agency that is trained will be asked to share which type of training they prefer. The researcher will look at the different utilization's percents of each sample agency to help us determine which is more effective.

The researcher is using a sample size of five agencies per training session, with a participant amount of ten per training session. Each participant is asked to complete a survey, the same survey is used for each session (see Appendix, Figure 3). From this the researcher will determine the most effective and satisfying form of training in conjunction with utilization percents. The researcher is using a variety of surveys. The first survey is given to the participant at the conclusion of training. The second survey is

a follow-up to measure the results of training at a later date. The survey evaluates the software, the training, the trainer and the probability of how much they will use the system going forward. Due to limited reporting capabilities we are unable to measure by agency so we will ask the participants to tell us the extent to which the agents have been using the system since training. This will help to determine if training has increased utilization. Surveys for the web-based training were either faxed or e-mailed to participants. Each participant then faxed the survey back to our training department to record. The follow-up surveys were done either via e-mail or fax. These surveys helped to determine what level they are at after training.

Data Processing

Once the surveys were returned they were tabulated into a spreadsheet based on training type. The company will look at utilization percents, what style the agents prefer, and what seems to meet the balance of the agents. The researcher will look at the Standard Deviation and the Mean of the statistics gathered from the survey to determine if all questions were pertinent and qualifying to use.

Method Assumptions and Limitations

Some assumptions that have been made with the study are that each agency is going to be different based on the computer knowledge of those individuals that are entering the information. The researcher found that the more comfortable the service rep is with a certain system the more likely they will write with that company. The service reps do this because they do not enjoy working on a system they are uncomfortable with.

Another assumption is that each agency will have Internet and be able to use the system we are proposing. Limitations of the study include expenses, ability for agents to travel to the central location to conduct a regional setting, and the cost of training individuals at each agency.

Summary

In general terms, personal attention creates a bigger interest in something. The In-Agency training allows the trainer to market the site as well as give them personal attention to the areas that *they* don't understand. Each agency is given the opportunity to share what they know before we begin so the areas of small knowledge are touched on in more depth. In a regional or Web-based training session you are unable to identify each individuals' needs as you are with an in-agency visit. Therefore, the study will deliver statistics that prove individual and face to face training will be more effective in most cases.

Chapter 4

Findings and Analysis of Results

MetLife Auto & Home wanted to evaluate their training program by evaluating their three different training styles. To do this, involving the agents was key. The three training styles that the company looked at are Regional (stand-up traditional classroom style), In Agency (trainer visiting agents office and training them one on one), and Web Based Training (training agents in a group over the live internet). From the study the researcher will be able to determine which Training Plan will be most effective for the agents.

The survey was developed to identify the key areas the researcher wanted to look at in order to determine what is the most effective and most satisfying training style for the agents. Each question has it's own meaning. With the answers to the survey we will look at Standard Deviation and the Mean. From this we can determine which style was more preferred and if the participants enjoyed one style over another. The standard deviation will also help us determine if any of the questions were not understood or pertinent to that style.

Below you will find the statistics gathered from the research:

REGIONAL STATISTICS

Question #	Question	ST DEV	MEAN
Q1	The value of handouts	1.21	5.33
Q2	Effectiveness of training form used	0.82	5.33
Q3	Provided valuable skills and knowledge	0.52	5.67
Q4	Hands on exercises were valuable	0.98	5.17
Q5	Class length was appropriate	0.52	5.67
Q6	Ability to hold interest	0.82	4.67
Q1b	Level of Comfort with Training Style	0.82	5.33
Q2b	Level of Comfort with Software	0.55	5.50
Q3b	Level of Comfort with Entering a quote	0.52	5.33
Q4b	Level of Comfort with Getting a quote	0.52	5.33
Q5b	Level of Comfort with Accessing customer information	0.41	5.17
Q6b	Level of Comfort with Switching to the application	0.55	5.60
Q7b	Level of Comfort with Entering the application information	1.14	5.60
Q8b	Level of Comfort with Processing the application	0.50	4.60
Q9b	Level of Comfort with Level of preparedness to use the new knowledge	0.50	5.75
Q10b	Level of Comfort with Class environment	0.52	5.33
Q11b	Level of Comfort with Pace of material	0.55	5.40
Q12b	Level of Comfort with Instructor	0.52	5.67

Figure 12 – Regional Statistics

Q1: The value of handouts.

The standard deviation for this question was skewed because 5 of the 6 respondents answered average or higher and one participant answered below average. This allowed the standard deviation to go a slight bit above 1.00.

Q7b: Level of Comfort with entering the application information.

One participant out of six did not answer the questions, allowing the results to go way above 1. This question is still pertinent and allowable for the study.

Other Questions

Do you feel prepared to effectively use your new knowledge? 100% YES 0% NO

How much do you think you will use the system?

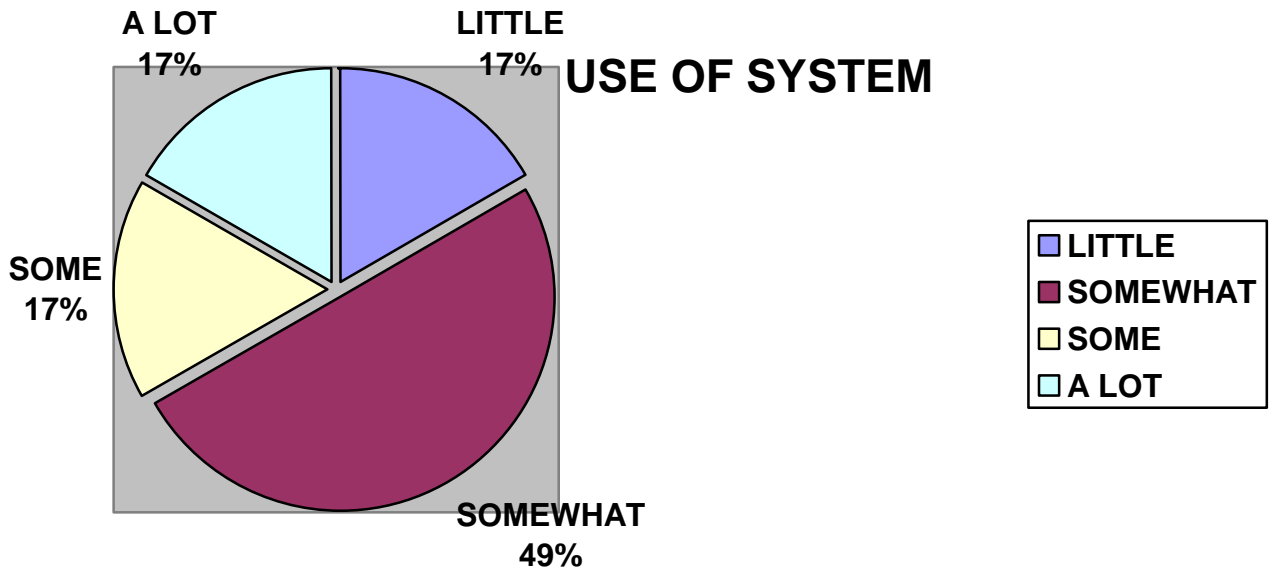


Figure 13 – Use of System in Regional Session

What style of training do you prefer?

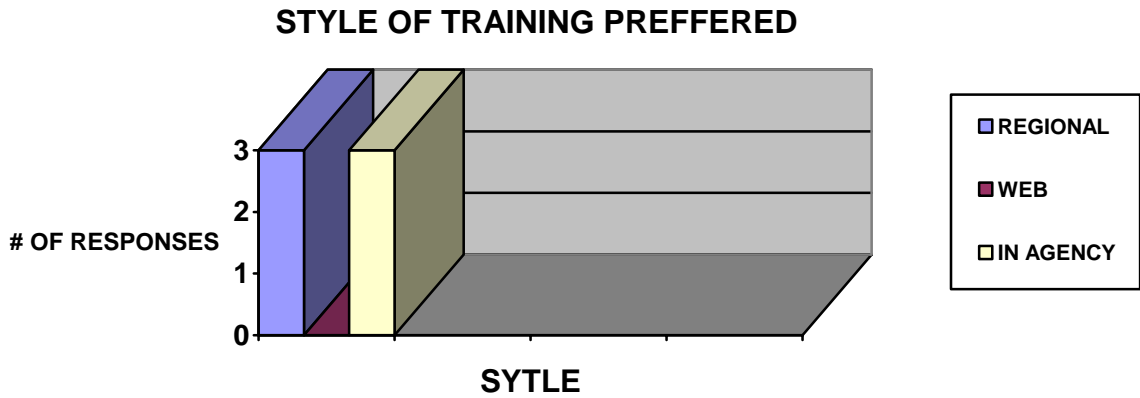


Figure 14 – Style of Training Preferred in Regional Session

WEB BASED STATISTICS

Question #	Question	ST DEV	MEAN
Q1	The value of handouts	1.91	3.90
Q2	Effectiveness of training form used	.74	4.90
Q3	Provided valuable skills and knowledge	.92	4.80
Q4	Hands on exercises were valuable	1.19	4.38
Q5	Class length was appropriate	0.73	4.44
Q6	Ability to hold interest	1.03	4.20
Q1b	Level of Comfort with Training Style	0.70	5.40
Q2b	Level of Comfort with Software	0.57	5.10
Q3b	Level of Comfort with Entering a quote	0.74	5.10
Q4b	Level of Comfort with Getting a quote	0.67	5.00
Q5b	Level of Comfort with Accessing customer information	0.74	4.90
Q6b	Level of Comfort with Switching to the application	0.63	5.20
Q7b	Level of Comfort with Entering the application information	0.74	5.10
Q8b	Level of Comfort with Processing the application	0.93	4.89
Q9b	Level of Comfort with Level of preparedness to use the new knowledge	0.63	4.80
Q10b	Level of Comfort with Class environment	0.78	5.11
Q11b	Level of Comfort with Pace of material	0.95	4.70
Q12b	Level of Comfort with Instructor	0.70	5.40

Figure 15 – Web Based Statistics

Q1: The value of handouts.

In Web based training the agents received their materials before training. In the materials they receive are the directions to sign up for training. It is difficult to use handouts in a web-based session. The participants rarely will use them.

Q4: Hands on Exercises were helpful

Hands on Exercises are rarely done with the Web Based training. The agents are offered handouts to reinforce the learning. If they have questions, they are asked to call the helpdesk.

Q6: Ability to hold interest

In a Web based training session, it is difficult to hold interest. The agent usually has many distractions in their office. Also, the trainer cannot see the signals they would see when doing a Regional or In Agency training. This information shows that Web based training is NOT effective in all cases because it is hard for the agents to stay interested in the subject at hand.

Other Questions

Do you feel prepared to effectively use your new knowledge? 100% YES 0% NO

How much do you think you will use the system?

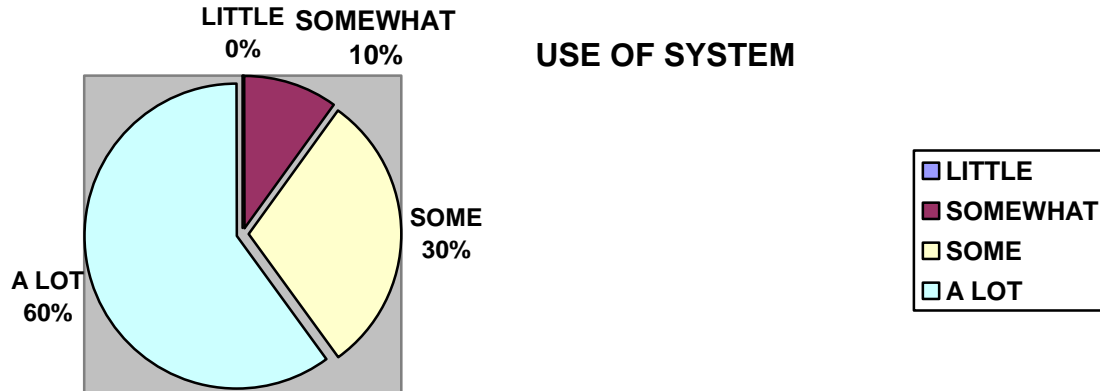


Figure 16 – Use of System in Web Based

What style of training do you prefer?

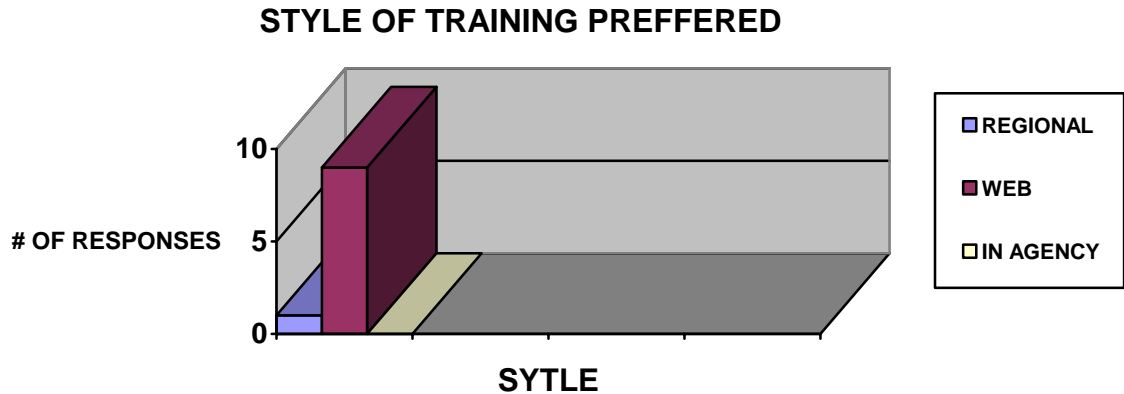


Figure 17 – Style of Training Preferred in Web Based

IN AGENCY STATISTICS

Question #	Question	ST DEV	MEAN
Q1	The value of handouts	0.83	4.83
Q2	Effectiveness of training form used	0.89	5.00
Q3	Provided valuable skills and knowledge	0.95	5.00
Q4	Hands on exercises were valuable	0.79	5.27
Q5	Class length was appropriate	1.06	4.75
Q6	Ability to hold interest	0.94	4.83
Q1b	Level of Comfort with Training Style	0.67	5.08
Q2b	Level of Comfort with Software	0.58	4.83
Q3b	Level of Comfort with Entering a quote	0.62	4.75
Q4b	Level of Comfort with Getting a quote	0.62	4.75
Q5b	Level of Comfort with Accessing customer information	0.67	4.50
Q6b	Level of Comfort with Switching to the application	0.62	4.75
Q7b	Level of Comfort with Entering the application information	0.45	4.75
Q8b	Level of Comfort with Processing the application	0.65	4.67
Q9b	Level of Comfort with Level of preparedness to use the new knowledge	0.78	4.67
Q10b	Level of Comfort with Class environment	1.56	4.33
Q11b	Level of Comfort with Pace of material	0.78	4.67
Q12b	Level of Comfort with Instructor	0.72	5.17

Figure 18 – In Agency Statistics

Q5: Class length was appropriate.

Class length in an Agency will vary most of the time. In Agency training will usually last the length the agent needs the trainer. In this case the trainers had appointments set up, so the agent may have felt rushed.

Q10b: Level of Comfort with Class Environment.

The agent may have felt they couldn't apply their total attention to the training because of other interruptions that occur with in an office. This also helps trainers to determine that for some this type of training doesn't allow them to fully understand the information.

Other Questions

Do you feel prepared to effectively use your new knowledge?

71% YES 29% NO – too long

How much do you think you will use the system?

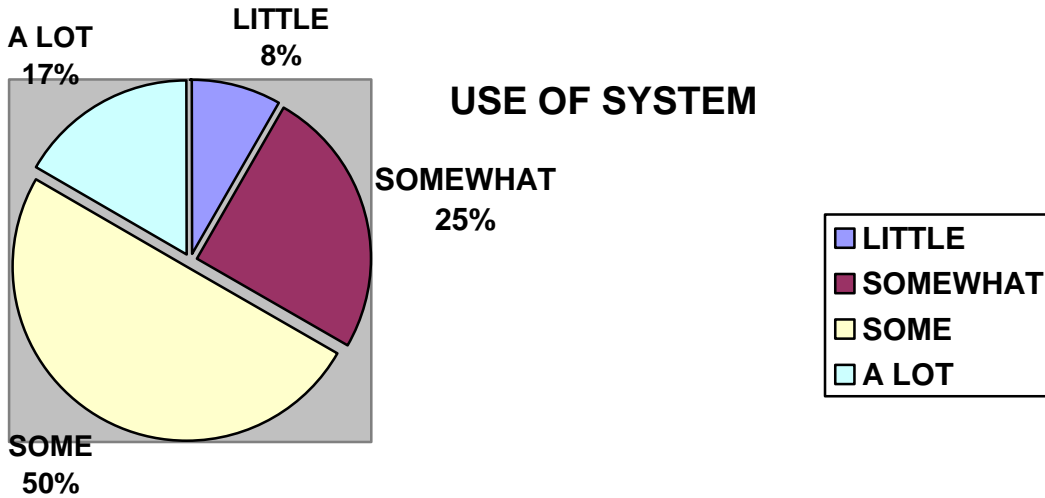


Figure 19 – Use of System in In Agency Training

What style of training do you prefer?

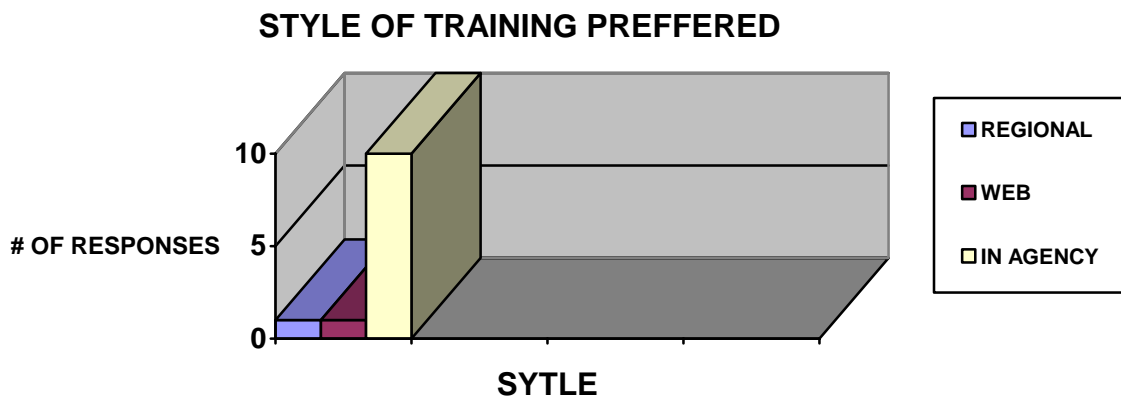


Figure 20 – Style of Training Preferred in In Agency Training

Explanation of Results

The participants in the Regional setting rated high on Hands on Exercises, Ability to Hold Interest and the Level of Comfort. Based on this information, it is determined that participants in the Regional setting will pay more attention and walk away with more knowledge of the software. Some of the comments concluded that the most effective techniques were the small class size and hands on experience. The participants, proving that an in-person style of training is preferred have stated this type of preference.

The participants in the Web based training session rated high on providing valuable skills and knowledge and level of comfort in processing the application and pace of material. This type of session is best for participants who are quick learners and are comfortable using computers. Those that aren't need the extra attention regional or in-agency training can provide. Some comments that the web based participants shared was that the process was slow and the participants were not always on the same page. This created loss of interest, which in turn will minimize the amount of information they will retain. Improvements that they said to make were to make the process faster, and group the classes by computer knowledge levels. The effective techniques that were mentioned by the participants was that they liked the ability to see what the instructor was doing.

The participants whom had an In-Agency visit from a trainer commented that the effectiveness of the training was high and that it provided valuable skills and knowledge, and the interest level was very high. In the In-Agency visit it is easy for the trainer to conduct the training based on the needs of the participants. Thus, creating a high level of

interest because it is based on their needs. It is proven that if your interest level is higher you are apt to retain the information and learn more than a participant who is unable to stay interested in the subject. Comments that the In-Agency participants made were that the hands on and actually having them go through the process were most effective. A suggestion that a web based trainee made was make the class sizes smaller; in an In-Agency visit, the class is small because it is the participants of the agency. Another benefit seen for In-Agency visits are you build a rapport with the agency, you are able to market the information as well as teach it.

Based on the information gathered and the statistics that the researcher saw, the hands on experience, effectiveness and ability to hold interest are the main areas to review. The statistics show that the hands-on experience, which is not available with Web Based, is the highest in a Regional setting. The effectiveness of the training style used was in the In Agency setting. The ability to hold interest was highest in the Regional setting.

The style of training will depend on the person attending, but it is very important, as you can see from our results that allowing them the choice is very important because everyone learns differently. If the company limits their choices to Web Based, there are many participants who will brush it off and not retain what we need them to.

Chapter 5

Summary, Conclusions, and Recommendations

Summary of Study

This study was created to evaluate the present Training Plans that MetLife Auto & Home is using and to determine a training plan that will be used in the future for the rollout of their Agent Resource Site (ARS). The Agent Resource Site is an Internet based application that allows an agent to access the software via the Internet. Once the agent is linked to the site, they put in an Agent ID and password. Once in the system the agent can conduct an Auto or Home Quote as well as continue on to process the application. MetLife is very excited about this new tool and wants to ensure they create the easiest way of doing business.

From the study the trainers were able to determine which plan was more effective for the agents. The researcher also determined which training plan satisfied the agents' needs the best. During the study we benchmarked other similar organizations and compared the training plans. The researcher used a control group and an experimental group. These groups were the foundation for the study. The agents went through one of the three training plans. The researcher will get feedback on what they liked and disliked. The researcher monitored questions received from each team, and looked at their utilization percentages, and their satisfaction level.

Conclusions of Study

In the Industry Report 2000, currently only 6% of all formal training is delivered by an instructor in a remote location. In the Insurance Industry, currently 74% of training is done by an Instructor LED Classroom environment, 5% is done by Instructor I from a remote location, 12% is done by computer with no instructor, and 9% is done by other means. This combined with the benchmarking, helps us to come to the conclusion that an Internet based training is beginning to get used, but only 6% of the Industry is using it (Industry Report 2000, pg. 78). Currently, the researcher doesn't think there are enough agents out there that are computer literate enough to handle Internet based training. They are uncomfortable with it at this point, and still need the in-person training. Each agent feels more appreciated when someone actually stands there and helps him or her through learning a new software program. The trainers have heard time and time again, "We don't like change" when they are visiting agents. It is important to listen to the agents; they are the group that makes our company survive. If an agent prefers the Web Based training, that is what we give them, but more often than not right now they are requesting a visit from someone. In Agency visits fit the style of the Agency, but some agents prefer the Regional session as it gets them away from their agency and the interruptions.

In the benchmarking that was done, other companies are using a variety of both. Maybe send the video or CD-ROM, or an on-line link, with a follow-up visit from a trainer or Marketing Manager. The researcher thinks it is important to incorporate the personal touch. In looking at the Pilot numbers from the beginning of the releases of the Agent Resource Site, the numbers show a higher utilization percent of those that were

trained in person, a Regional setting. As we continue to watch the utilization percents, we need to keep this in mind.

Recommendations from Study

For future training releases, the researcher recommends the Agent be given ALL options as a form of training. From the statistics, the Regional and In Agency prove higher results in effectiveness and level of interest. Hands on and the ability to walk through the process with the instructor also rated higher than the web based. As our world emerges on to more and more technology agents are going to become more comfortable with Web-Based training and will be more willing to try it. Currently there is too much of a variety of learners and what they are comfortable with in terms of technology to limit their style of training.

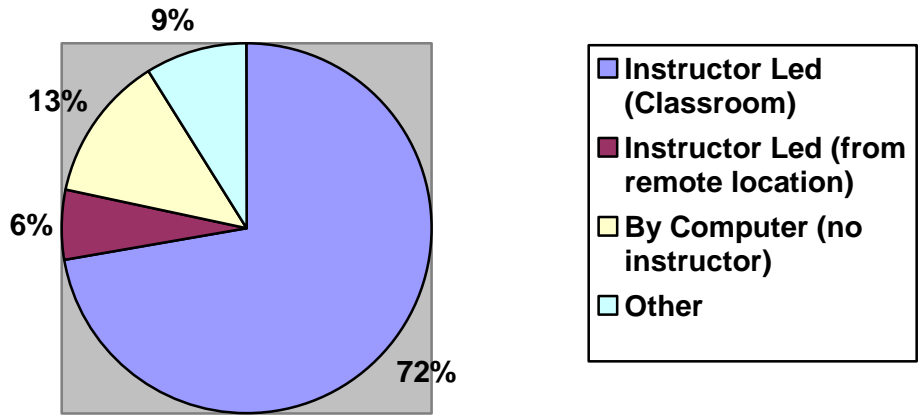
Other recommendations that could be made are to conduct a test of this information before going live with it. Before going live with the Web Based training it would have been helpful to test it with agents of different knowledge levels. Testing the speed of the Web system with different computers was done, but testing it with Agents may have shown us that the systems out on the East Coast are slower than here. When training a system over the web and having that system slow it shows agents that the Agent Resource Site may be slow. This could also cause utilization amounts to decrease.

If the study were to be conducted again, ensure the resources are set up before beginning the study. Ensure that the support you need will continue through the entire study. Use a larger study group, and ensure better reports are in place before beginning

study. The limitations the researcher had were only being able to review utilization's by state and not by agency. This information would have been very helpful in determining the effectiveness of training.

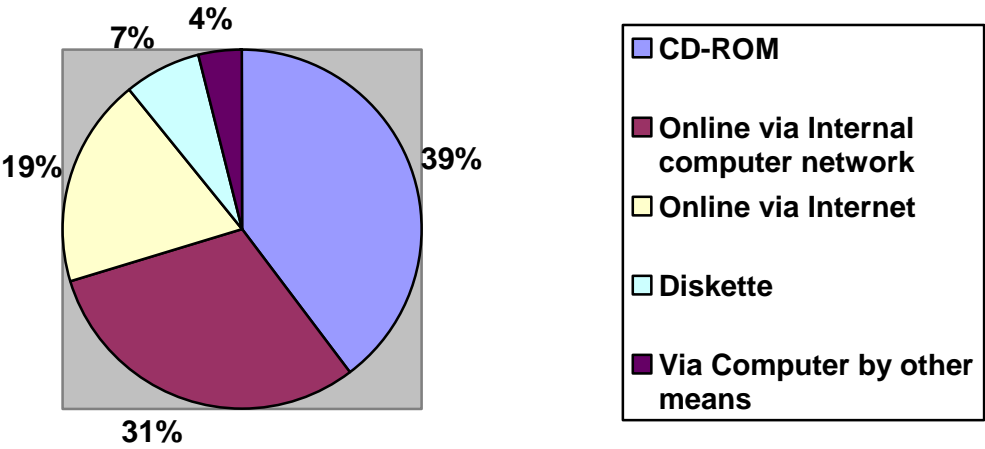
Appendix

How Training Is Delivered



Appendix Figure 1 - How Training Is Delivered

How Computer Delivered Training Breaks Down



Appendix Figure 2 - How Computer-Delivered Training Breaks Down

Connecticut

	Quantity	Percent
Total Agent Id's per State	41	
Variable (test Id's)	(7)	
Total Agent Id's In System	34	
# Identified as Pilot or Panel Agents	12	35%
Total Applications Written	32	
Total Applications Written by Pilot/Panel Agents	25	78%
Total Quotes	135	
Variable (test quotes)	(8)	
Total Quotes	127	
Total Quotes Written by Pilot/Panel Agents	71	56%

Rhode Island

	Quantity	Percent
Total Agent Id's per State	21	
Variable (test Id's)		
Total Agent Id's In System	21	
# Identified as Pilot or Panel Agents	5	24%
Total Applications Written	9	
Total Applications Written by Pilot/Panel Agents	7	78%
Total Quotes	76	
Variable (test quotes)		
Total Quotes	76	
Total Quotes Written by Pilot/Panel Agents	35	46%

Florida

	Quantity	Percent
Total Agent Id's per State	129	
Variable (test Id's)		
Total Agent Id's In System	129	
# Identified as Pilot or Panel Agents	11	8.5%
Total Applications Written	104	
Total Applications Written by Pilot/Panel Agents	68	65%
Total Quotes	1050	
Variable (test quotes)		
Total Quotes	1050	
Total Quotes Written by Pilot/Panel Agents	482	46%

Appendix Figure 3 - Pilot States Statistics

Regional Based Training	Poor		Good		Excellent		NA
	1	2	3	4	5	6	NA
1. The value of handouts			1		1	4	
2. Effectiveness of the training format used (Stand up presentation vs. Web conferencing)				1	2	3	
3. Provided valuable skills and knowledge					2	4	
4. Hands on exercises were helpful				1	2	3	
5. Class length was appropriate					2	4	
6. Ability to hold interest				3	2	1	
Level of Comfort with:	Low						High
	1	2	3	4	5	6	NA
1. Training Style				1	2	3	
2. Software					3	3	
3. Entering a quote					4	2	
4. Getting a quote					4	2	
5. Accessing customer information					4	2	
6. Switching to the application					2	3	1
7. Entering the application information					2	3	1
8. Processing the application			1	1	2	1	1
9. Level of preparedness to use the new knowledge					1	3	2
10. Class environment					4	2	
11. Pace of material					3	2	1
12. Instructor					2	4	
	Yes	No	Too Short	Too Long			
Class length was appropriate		6					
Prepared to use new skills		6					
	Little	Somewhat	Some	Alot			
How much you will use the system	1	1	3	1			
	Regional	Web	In Agency				

Appendix Figure 4 – Regional Based Training Results

Web Based	Poor		Good		Excellent		NA
	1	2	3	4	5	6	NA
1. The value of handouts	1			3	4	1	1
2. Effectiveness of the training form used (Stand up presentation vs. Web conferencing)				3	5	2	0
3. Provided valuable skills and knowledge			1	2	5	2	0
4. Hands-on exercises were helpful		1		3	3	1	2
5. Class length was appropriate				6	2	1	0
6. Ability to hold interest			3	3	3	1	0
	Low						High
Level of Comfort with:	1	2	3	4	5	6	NA
1. Training Style				1	4	5	
2. Software				1	7	2	
3. Entering a quote				2	5	3	
4. Getting a quote				2	6	2	
5. Accessing customer information				3	5	2	
6. Switching to the application				1	6	3	
7. Entering the application information				2	5	3	
8. Processing the application			1	1	5	2	1
9. Level of preparedness to use the new knowledge				3	7		
10. Class environment				2	4	3	1
11. Pace of material			1	3	4	2	
12. Instructor				0	4	5	
	Yes	No	Too Short	Too Long			
Class length was appropriate	8			2			
Prepared to use new skills	10						
	Little	Somewhat	Some	A lot			
How much you will use the system		1	3	6			
	Regional	Web	In Agency				
What style would you prefer	1	7					

Appendix Figure 45– Web Based Training Results

In-Agency Based Training	Poor		Good		Excellent		NA
	1	2	3	4	5	6	NA
1. The value of handouts			1	2	7	2	
2. Effectiveness of the training format used (Stand up presentation vs. Web conferencing)			1	1	6	3	1
3. Provided valuable skills and knowledge			1	2	5	4	
4. Hands on exercises were helpful				2	4	5	1
5. Class length was appropriate			2	2	5	3	
6. Ability to hold interest			1	3	5	3	
	Low						High
Level of Comfort with:	1	2	3	4	5	6	NA
1. Training Style				2	7	3	
2. Software				3	8	1	
3. Entering a quote				4	7	1	
4. Getting a quote				4	7	1	
5. Accessing customer information			1	4	7		
6. Switching to the application				4	7	1	
7. Entering the application information				3	9		
8. Processing the application			1	2	9		
9. Level of preparedness to use the new knowledge			1	3	7	1	
10. Class environment			1	2	7		2
11. Pace of material			1	3	7	1	
12. Instructor				2	6	4	
	Yes	No	Too Short	Too Long			
Class length was appropriate	10	2		2			
Prepared to use new skills	11	1					
	Little	Somewhat	Sore	A lot			
How much you will use the system	1	3	6	2			
	Regional	Web	In Agency				
What style would you prefer	1	1	10				

Appendix Figure 6 – In Agency Based Training Results

REGIONAL

							Class												Length	Time	PREPARED
	Q1	Q2	Q3	Q4	Q5	Q6	Q1b	Q2b	Q3b	Q4b	Q5b	Q6b	Q7b	Q8b	Q9b	Q10b	Q11b	Q12b			
Participant1	6	5	5	4	5	4	5	5	5	5	5	5	6	4	5	5	5	6Y	Y	SOMEWHAT	
Participant2	5	6	6	4	6	4	4	5	5	5	5	6	6	5	6	5	5	5Y	Y	ALOT	
Participant3	6	5	6	6	5	5	6	6	5	5	5	5	5	6	5		6Y	Y	SOMEWHAT		
Participant4	6	6	6	6	6	6	6	6	6	6	6	6			5	5	6Y	Y	SOMEWHAT		
Participant5	3	4	5	5	6	4	5	6	6	6	5		6		6	6	5Y	Y	SOME		
Participant6	6	6	6	6	6	5	6	5	5	5	5	6	5	3	6	6	6Y	Y	LITTLE		
SIDEV	121	082	052	098	052	082	082	055	052	082	041	055	055	114	080	082	055	052			
MEAN	538	538	567	517	567	467	538	550	538	538	517	560	560	460	575	538	540	567			

WEBBASED

Participant1	4	5	5	4	4	5	5	5	4	4	4	5	4	3	4	5	5	6Y	Y	ALOT
Participant2	4	6	6	5	5	5	6	5	6	5	6	6	6	5	5	6	6	6Y	Y	ALOT
Participant3	5	5	5		4	4	6	6	6	6	5	6	6	6	4	5	4	6YNETSLOWY		SOME
Participant4	5	4	3			3	6	5	5	5	5	5	5		5		5Y	Y	ALOT	
Participant5	1	5	5	2	4	3	5	5	5	5	5	5	5	5	5	4	3	5Y	Y	SOME
Participant6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6Y	Y	ALOT
Participant7	4	4	4	4	4	3	5	5	5	5	4	5	5	5	5	5	4	5Y	Y	ALOT
Participant8	5	5	5	5	4	4	6	5	5	5	5	5	5	5	5	6	5	6YLONG	Y	ALOT
Participant9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5Y	Y	SOMEWHAT
Participant10	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4Y	Y	SOME
SIDEV	191	074	092	119	073	108	070	057	074	067	074	068	074	098	068	078	095	070		
MEAN	390	490	480	438	444	420	540	510	510	500	490	520	510	489	480	511	470	540		

INAGENCY

Participant1	4	4	5	5	3	4	4	5	4	4	5	5	5	5	5	5	5	5nlong	N	LITTLE
Participant2	5	5	5		5	4	5	5	5	5	5	5	5	5	4	6	3	6Y	Y	SOME
Participant3	3	3	3	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4Y	Y	SOMEWHAT
Participant4	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5NLONG	Y	SOME
Participant5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5Y	Y	ALOT
Participant6	5	6	6	6	6	6	6	4	4	4	4	5	5	5	6	0	6	6Y	Y	ALOT
Participant7	6	6	6	6	6	6	6	5	5	5	4	4	5	5	5	5	5	6Y	Y	SOME
Participant8	4		4	4	4	5	5	4	5	5	3	4	4	3	3	3	4	4Y	Y	SOMEWHAT
Participant9	5	6	6	6	5	5	6	5	5	5	5	5	5	5	5	5	5	5Y	Y	SOME
Participant10	6	5	6	6	6	6	5	5	5	5	5	5	5	5	5	5	5	5Y	Y	SOME
Participant11	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	5	5	5Y	Y	SOME
Participant12	5	5	4	6	5	5	5	6	6	6	5	6	5	5	5	4	4	6Y	Y	SOMEWHAT
Participant13																				
Participant14																				
Participant15																				
SIDEV	088	089	095	079	106	094	067	068	062	062	067	062	045	065	078	156	078	072		
MEAN	488	500	500	527	475	488	508	488	475	475	450	475	475	467	467	433	467	517		

Appendix Figure 7 – Total Training Results

SURVEY

The Purpose of this study is to determine the most effective training style for use in training agents on the Agent Resource Site. Please take a moment and complete this survey. Your time and feedback is greatly appreciated.

Please rate the following:
response:

Please circle the appropriate

Satisfaction Level

1. The value of handouts	1	2	3	4	5	6	N/A
2. Effectiveness of the training form used (Stand up presentation vs. Web conferencing)		1	2	3	4	5	6 N/A
3. Provided valuable skills and knowledge		1	2	3	4	5	6 N/A
4. Hands-on exercises were helpful	1	2	3	4	5	6	N/A
5. Class length was appropriate		1	2	3	4	5	6 N/A
6. Ability to hold interest	1	2	3	4	5	6	N/A

Level of Comfort with:

Low

High

1. Training Style	1	2	3	4	5	6	N/A
2. Software	1	2	3	4	5	6	N/A
3. Entering a quote	1	2	3	4	5	6	N/A
4. Getting a quote	1	2	3	4	5	6	N/A
5. Accessing customer information	1	2	3	4	5	6	N/A
6. Switching to the application		1	2	3	4	5	6 N/A
7. Entering the application information		1	2	3	4	5	6 N/A
8. Processing the application	1	2	3	4	5	6	N/A
9. Level of preparedness to use the new knowledge		1	2	3	4	5	6 N/A
10. Class environment	1	2	3	4	5	6	N/A
11. Pace of material	1	2	3	4	5	6	N/A
12. Instructor	1	2	3	4	5	6	N/A

Class length was appropriate? Yes _____ No _____ too short _____ too long _____

Do you now feel prepared to effectively use your new skill/knowledge? Yes _____ No _____

What was the most memorable thing you learned in class?

What were the most effective techniques done throughout the session?

What were the least effective techniques done throughout the session?

What would you suggest to improve the training class?

How much do you think you will use the system? Little Somewhat Some
A lot

What style of training would you prefer? (circle one) Stand-up Training Web
Conferencing In Agency (Regional Location) (Office or Home) (Office)

Other Comments:

I understand that by signing this questionnaire, I am giving my informed consent as a participating volunteer of this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

NOTE: Questions or concerns about participation in the research or subsequent complaints should be addressed first to the researcher or research advisor and second to Dr. Ted Knous, Chair, UW-Stout Institutional Review Board for Protection of Human Subjects in Research, 11H, UW-Stout, Menomonie, WI, 54751, phone (715) 232-1126.

Name _____ Date _____

Appendix Figure 8 – Class Evaluation

Comment Questions Summary - REGIONAL	
What was the most memorable thing you learned in class?	<ul style="list-style-type: none"> ❖ The program itself user friendly ❖ Hint for Replacement Cost – 1 Bath is not included ❖ Important to order PFM first ❖ Fields populate automatically
What were the most effective techniques done throughout the session?	<ul style="list-style-type: none"> ❖ Hands on experience ❖ Small class size ❖ Experience ❖ Hands on, actually going through the process ❖ Good explanations throughout ❖ Going through the quote process
What were the least effective techniques done throughout the session?	<ul style="list-style-type: none"> ❖ All were effective ❖
What would you suggest to improve the training class?	<ul style="list-style-type: none"> ❖ Provide computers for everyone to use ❖ Very good class ❖ Sometimes when we are absorbing one thing we miss the next thing. ❖ Have the class participate and follow along while instructor goes through demonstrations
Comments	<ul style="list-style-type: none"> ❖ It was hard to see screen from the back row – too small and other computers were in the way ❖ Easy to follow

- ❖ Very impressed
- ❖ Instructor was very helpful and knowledgeable – found the process a little cumbersome as for some of the questions that we required on the application
- ❖ Important to have manuals online. The optional coverage pages should have a link to the rules and explanations of each option online
- ❖ I think the program will be effective. As always there were some glitches
- ❖ Open to try Web conferencing

Appendix Figure 9 – Regional Survey Results

Comment Questions Summary – WEB

<p>What was the most memorable thing you learned in class?</p>	<ul style="list-style-type: none"> ❖ Quotes must be requested before going to application section. Run PFM's before quoting ❖ Pretty self explanatory ❖ Run PFM first ❖ Information would flood into other areas and not have to be recreated
<p>What were the most effective techniques done throughout the session?</p>	<ul style="list-style-type: none"> ❖ Being able to see exactly what the instructor is doing ❖ I've not personally worked much with the PFM's so its nice to see how easy they appear ❖ No real effective techniques ❖ Visuals ❖ Overall interactive approach was valuable ❖
<p>What were the least effective techniques done throughout the session?</p>	<ul style="list-style-type: none"> ❖ SLOW Internet sessions ❖ Have students enter dummy quotes and get quotes for them ❖ Group wasn't always on the same page/screen ❖ Too many participants at one time – sometimes heard too much conversation by participants
<p>What would you suggest to improve the training class?</p>	<ul style="list-style-type: none"> ❖ Faster server for training ❖ Getting site to work was tricky, but it seemed to go fine ❖ If agents are computer friendly – then put

	<p>them in a class together to speed up presentation</p> <ul style="list-style-type: none"> ❖ Limit the participants to 1-2 Agency groups
<p>Comments</p>	<ul style="list-style-type: none"> ❖ Instructor was well versed on subject and willing to research questions she did not know at that time ❖ This is really geared for people who haven't had any access to the system. I think if you've worked on it at all it would be unnecessary ❖ Style of training and instructor were great. I had gone through the manuals that were sent and had visited and quoted with ARS. Class was geared more to a first time user. ❖ A good session Jessica did a fine job ❖ Great Job & Well done ❖ Too much background noise – limit groups to 1 or 2 agencies at a time. Spent time Roll calling for each screen. Trainer was helpful in assisting with answering individual agency questions appropriately ❖ Overall the training was good ❖ Easy – could have figured out system without training

Appendix Figure 10 – Web Based Survey Results

Comment Questions Summary – IN AGENCY	
What was the most memorable thing you learned in class?	<ul style="list-style-type: none"> ❖ The servicing of policies ❖ Quoting ❖ The potential time saving of the program ❖ Navigation of quote and application entry ❖ Pull credit and CLUE reports first to get generated number so the price will be correct
What were the most effective techniques done throughout the session?	<ul style="list-style-type: none"> ❖ Showing us the working of the program ❖ Allowing me to navigate and ask questions as needed ❖ User friendly system ❖ Hands on experience
What were the least effective techniques done throughout the session?	<ul style="list-style-type: none"> ❖ Session was effective and to the point. No time was wasted so I feel all was effective ❖ Cannot bridge from our system to get MET quoting yet
What would you suggest to improve the training class?	<ul style="list-style-type: none"> ❖ Not rush so much – allow more time ❖ Downloading is very slow/website not available ❖ Nothing ❖ One on One is best
Comments	<ul style="list-style-type: none"> ❖ My only dissatisfaction is with the program itself. I feel the training was effective and the presenter knowledgeable

Appendix Figure 11 – In Agency Survey Results

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