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**Withers, Alicia *Keeping the Adult Learners Engaged in the Learning Environment***

**Abstract**

Companies experience an increase in costs when employees do not perform to their highest potential. For example, some of the claims representatives at Company XYZ lack in quality and quantity. A factor that can impact this is not reviewing the authorization and attaching the correct authorization to the claim. Not processing claims in an accurate manner, and the training program is inadequate. A survey of the claims representatives identified preferences for learning environments. Recommendations for future training for claims representatives at Company XYZ were developed. Based on the recommendations, additional training and re-training should be customized to the needs of the claims representatives. Effectively training claims representatives on guidelines for processing claims and changes in regulations can help reduce costs and improve the quality and quantity of claims processed.

## Table of Contents

Abstract .....	2
List of Tables .....	5
Chapter I: Introduction.....	6
Statement of the Problem.....	6
Purpose of the Study .....	7
Assumptions of the Study .....	7
Limitations of the Study.....	7
Methodology.....	8
Chapter II: Literature Review .....	9
Training in the Insurance Industry .....	9
Recruiting and Selection .....	9
Training Strategies .....	11
The Adult Learner.....	14
Learning Systems.....	15
Expectations and Leadership .....	16
Chapter III: Methodology .....	18
Subject Selection and Description .....	18
Instrumentation .....	18
Data Collection Procedures.....	18
Data Analysis .....	19
Summary.....	19
Chapter IV: Results.....	20

Item Analysis .....20

Summary .....24

Chapter V: Discussion, Conclusion and Recommendation .....25

    Discussion .....25

    Conclusions .....26

    Recommendations .....26

References .....29

Appendix: Survey Questions .....32

### List of Tables

Table 1: What Kind of Physical Environment Would Help You to be Engaged in Training?.....	20
Table 2: I Lose Interest in Training When the Following Applies .....	21
Table 3: I Understand the Consequences for the Company if My Quantity is Low.....	22
Table 4: I Understand the Consequences for the Company if My Quality is Low.....	22
Table 5: How Long Have You Been with the Organization? .....	23
Table 6: If New Claims Processing Guidelines are Published, When Do You Read Them? .....	24
Table 7: If You Have Questions About What the Guidelines Mean, What Do You Do? .....	24

## **Chapter I: Introduction**

Company XYZ processes healthcare claims for service providers. It is important for the claims to be processed accurately and when there is a drop in the quality and/or quantity of claims processed, costs are increased and the company is in danger of losing providers. Examples of poor quality in claims processing would include: attaching an authorization to the claim when it is not for the same services, attaching an authorization to the claim when it does not cover the date of service, and not attaching an authorization to the claim allowing the claim to be incorrectly denied. An example in the lack of quantity are claims representatives not meeting the company's reasonable expectation of the number of claims processed in an hour. Another example is when the time to process claims is prolonged because the claim representative has difficulty in interpreting the guidelines for processing claims. There is a benefit to the claims representatives if they meet the company's standards in quality and quantity they are given the opportunity to work from home. This provides the claims representatives the opportunity for a flexible schedule while they work from home.

With the changes in healthcare due to the Affordable Care Act and the uncertainty with changes in regulations, there are frequent updates to the rules for processing claims. The healthcare insurance market is in flux due to the changes on the federal level for the general population, active military, and veterans. The confusion adds to the difficulty in interpreting of guidelines and means that training needs to be improved and/or increased.

### **Statement of the Problem**

Company XYZ has experienced a decrease in the quality of claims processed and a decrease in the quantity of claims processed. The errors made in processing claims and the

length of time it takes to process claims has led to increased costs and a decrease in customer satisfaction which could mean the loss of providers.

### **Purpose of the Study**

At Company XYZ there were a mix of claims representatives who were not meeting the quality levels and the quantity of claims processed. This may have occurred due to a lack of engagement in the training. Claims guidelines can be difficult to understand and there are frequent changes in insurance so employees need ongoing training. It is important for the trainer to set clear expectations for meeting the standards and work hard towards developing good working relationships between trainer and adult learners. The purpose of the research was to determine the impact lecturing has on learner engagement. One of the questions to be answered was the kind of physical environment that would keep claims representatives engaged in training. It is important to understand why claims representative lose interest in training when the following applies.

### **Assumptions of the Study**

Some assumptions of the study are that the participants have experienced the same training environment. It is also assumed that participants will honestly answer the interview questions in a candid manner and that the participants completed four or six weeks training.

### **Limitations of the Study**

A limitation of the study is with some participants may not be able to recollect the details of their training. The results are applicable to Company XYZ only. It can be difficult to find and hire qualified candidates. The solution to this would be to hire candidates with various qualifications and provide adequate training to get the employees that the company is looking for.

## **Methodology**

The target population for the research were the claim representatives at Company XYZ. The claim representatives were of various ages that have completed the claims processing training through Company XYZ. The survey used was developed from insights gained from the following literature review.

## **Chapter II: Literature Review**

Company XYZ has experienced a decrease in the quality of claims processed and a decrease in the quantity of claims processed. The errors made in processing claims and the length of time it takes to process claims has led to increased costs and a decrease in customer satisfaction. In claims processing Company XYZ is always looking for ways to reduce costs as their training would be an area that could be improved while reducing costs. The literature review covers the importance of leadership, recruiting and selection, training strategies, adult learners, learning systems and the learner engagement.

### **Training in the Insurance Industry**

Good management and leadership skills are important to today's emerging businesses and improves the training that the company provides to their employees. It is important for business leaders to understand that to have high performing employees they should know how to motivate and engage their employees. Santa-Donato (1991) the leader of LIMRA believes that its proudest ongoing traditions are their management development for the past 75 years. The company has tens of thousands of insurance managers attending their industry schools and their programs specialized for individual companies (Santa-Donato, 1991). From its beginnings, LIMRA has been in the business where one individual helps another with their products, and some companies can grow while learning important fundamentals from the past to help improve leadership and training.

### **Recruiting and Selection**

According to Frank Santa-Donato (1991), the candidates that have the best fit for a company come from employee referrals. The employee referrals are a good source as well as the Career Profile questionnaire LIMRA developed (Santa-Donato, 1991). For new employees, to

maintain high performance it is a bonus if the new employee maintains a strong relationship with the veteran employees because that person is more likely to strive for better personal work goals (Santa-Donato, 1991). Another strategy that can help in improving performance to encourage strong relationships between managers and employees. This makes it more likely that the employees will trust who they work for and want to refer the company to others as the company makes more opportunities available (Santa-Donato, 1991). It is important to remember to focus on the quality of candidates and not just the number of people hired. While it is good to have many candidates, but it is more important to have highly qualified candidates. (Santa-Donato, 1991)

When an employee refers another person, the company sees it as a positive reflection of the employee that referred someone to the company in the first place (Santa-Donato, 1991). Focusing on skills is an important tool for finding high performing candidates and the skilled candidate will most likely be able to comprehend the material during training courses. If there are not enough candidates to fill the open positions by hiring from within and can offer training that will expand and develop on those skills (Santa-Donato, 1991).

Selecting the correct candidates for the company is important. For example, the health-care-associated infections (HAIs) had the most patient safety issues (Singh et al., 2012). Some of the issues they faced were surgical site infections, ventilator pneumonia, central line blood stream infections, and catheter associated infections (Singh et al., 2012). It was important that the company was selecting the right people to learn how to do things right. So, the company came up with different training methods to cut costs in the training and selection process.

Selecting and hiring peers is sometimes a difficult process because some companies do not have

well-established criteria to identify strong candidates for internal positions (Oh & Solomon, 2014).

### **Training Strategies**

While training is a very important part of a business, it can mean an increase in costs and companies may actually cut back on training to save money (Ong & Jambulingam, 2016). When there are cuts in the training budgets, adult learners are put at risk because they still have to master the material but they have less time to learn the content that pertains to their future position (Ong & Jambulingam, 2016). Employees may see that a reduction of the training options may signal that the organization is not doing well and therefore development and advancement opportunities will be decreased (Ong & Jambulingam, 2016). The instructor should set up realistic expectations for the adult learners and in order to be effective the training should be geared towards the learners' needs, experiences and their learning styles (Grupe & Connolly, 1995). Some companies are not spending enough on training. The employees that have been in the company longer are making mistakes when changes or updates are made to the guidelines because the claim representatives are not being trained on the new guidelines.

Effective training for claims processors is essential. Different strategies are needed for adults since they learn differently than children. As a result different strategies and techniques are needed to keep adult learners engaged within the classroom environment. Knowles's (1980) concept of andragogy, focused on the principles that guide the adult learner's practice. Andragogy addresses the needs of the adult learner and how meeting those needs helps the learner be engaged with the learning (Merriam, Caffarella & Baumgartner, 2006). Andragogy is based on the assumptions of the adult learner for instance:

1. As a person matures, his or her self-concept moves from that of a dependent personality towards one of a self-directing human being.
2. An adult accumulates a growing reservoir of experience, which is a rich resource for learning.
3. The readiness of an adult to learn is closely related to the developmental tasks of his or her social role.
4. There is a change in time perspective as people mature from future application of knowledge to immediacy of application. Thus, an adult is more problem centered than subject centered in learning (Knowles, 1980, p.44-45).
5. The most potent motivations are internal rather than external (Knowles & Associates, 1984, p. 12)
6. Adults need to know why they need to learn something (Knowles, 1984)

Based on Knowles' (1984) assumptions he designed a program for adult learners that included the implementation and evaluation of adult learning activities. Knowles (1980) stated that being self-directed, adult learners can participate in the identification of their learning needs. The adult learners would also be able to be involved in the planning, implementation and evaluation of their learning experience (Merriam et al., 2006). The third and fourth assumptions focus on the social roles and the practical application of material to problem solving (Merriam et al., 2006). Adults are more intrinsically motivated to learn and external rewards are not as effective for adults. The sixth assumption the adult learners need to understand why they need to learn something (Merriam et al., 2006). An effective learning environment can increase the adult learners' engagement in the training and retention of the training. When learners are engaged in a classroom environment they will learn more about processing claims.

Santa-Donato (1991) reports that the Life Insurance Marketing and Research Association also known as LIMRA Company focuses on skills and believes that the knowledge will come after. LIMRA helps companies with many services such as helping companies develop effective business strategies that can positively impact operations (LIMRA, 2018). The LIMRA Company believes that it is important to train their employees to identify the learner's needs and to help them understand how important LIMRA's services are in order to effectively provide their services to other companies world-wide (LIMRA, 2018). The company also uses the strategy of quality joint work. That is when the manager talks about a subject and the employee listens attentively (Santa-Donato, 1991). The trainer gives feedback after observation because it is believed that this has a big impact on learning. The use of office training time should be used efficiently focusing on knowledge and concept. The use of one on one sessions with managers and employees are important as well. Train employees to ask feeling questions to establish a relationship with the customer (Santa-Donato, 1991).

A variety of training methods, other than lecture, were used to teach a course in a classroom setting (Singh et al., 2012). For example, at the healthcare company there were two-module trainings that had step-by-step instructions on how to provide guidance to the team and keep infections under control (Singh et al., 2012). A survey was conducted to review the interviews of candidates to find out how different Myers Briggs Type factors affect learning styles. There was no indication that there were differences between males and females on their learning. Both genders had similar answers to the content questions with the exception more of the females preferred the feeling/relationship approach (Ehrman & Oxford, 1990). When there were different occupations there was no significant difference between female and male and gender did not play a role in language performance. The females and males that shared the same

psychological-type preferences had the similar learning strategies. The way an adult learner can learn can sometimes be influenced by age. There are also assumptions that the current training materials that are available from different organizations are geared towards the needs of younger learners (Ehrman & Oxford, 1990). The different results from the survey will help the company develop their training programs and hopefully reduce costs where it is needed.

### **The Adult Learner**

Knowles developed the theory of the model of assumptions or the “system of concepts” (Knowles, 1984) and helped differentiate the adult learner from how children learn. Andragogy was the main point for educators trying to define the role of the educator for adult learners (Merriam et al., 2006). Knowles mentions that even though adults have lived longer than children and have had more life experiences it does not translate into the quality experience of learning. Furthermore, children can have some qualitatively richer experiences than adults during their childhood and this does not mean that it translates into the quality of experience in their learning (Merriam et al., 2006). Donnelly-Smith (2011) stated that there are critical challenges for the adult learner. One of the main factors is that most training curriculums are written for 18 to 22-year-old students (Donnelly-Smith, 2011). In response to online learning for the adult learners Donnelly-Smith (2011), writes about how online universities are not providing the kind of environment for adult learners to stay engaged in learning activities and concepts (2011). It is thought to be that with online learning when the system is working properly with no technical difficulties the learning sessions are more conducive for adult learners to understand the content being discussed as opposed to the system not working properly (Malinovski, Vasileva-Stojanovska, Jovevski, Vasileva, & Trajkovik, 2015).

According to Malinovski, et al. (2015), when there is an improvement in the quality of the technology, the overall quality increases the productivity and efficiencies to provide a successful distance learning process. When adult learners are motivated this influences their willingness to use the technologies that involve online learning and videoconferencing. The online learning environment for adult learners can be influenced by the teacher-student relationship because the relationship may determine the adult learners' engagement in the course, and the interaction time spent conversing with the teacher (Malinovski et al., 2015).

According to Ehrman and Oxford (1990), learning styles for adult learners can be considered habitual patterns of how someone's brain functions and how an individual can deal with new information. There are separate complex key details when it comes to language learning, and that the field-independent learner has some advantages in the analytical tasks but lacks in the communicative competence (Ehrman & Oxford, 1990). There is also the affective learning style of cooperation versus competition. When students are actually taught how to cooperate with one another results were positive and they learned more material (Ehrman & Oxford, 1990). Knowledge influence on adult learning has been significant since it has been the andragogical model versus pedagogy was accepted by many educators as groundbreaking (Merriam et al., 2006).

### **Learning Systems**

There are online systems that encourage adult learners to stay engaged with the training. Adult learners benefit from experiencing different learning strategies (Yu & Wu, 2011). Strategies such as question-generated and peer-assessment allows the adult learners to come up with various questions using multiple media formats. The peer-assessment has adopted the self-choice selection which aids in the adult learners' learning process and has become a useful tool

(Yu & Wu, 2011). Online learning is a way that companies can reduce costs and provide a greater level of opportunity for the adult learner (Ong & Jambulingam, 2016). The online courses can be designed by anyone and made public on multiple websites (Ong & Jambulingam, 2016). There are also metacognitive strategies which are language learning strategies that involve the planning, monitoring and evaluating their own learning (Huang & Nisbet, 2012).

### **Expectations and Leadership**

A study that was conducted by Mayer, Bardes and Piccolo (2008), showed that the servant leadership has influences on job satisfaction when an individual's needs and satisfaction are met. In some cases, organizational performance is achieved by drawing on the best skill sets of everyone (Tebeian, 2012). There are different ways that instructors can be responsive in teaching adult learners and designing their programs to meet the specific needs for those professional degrees (Donnelly-Smith, 2011). While an adult learner is typically a motivated student because they come to class prepared, cognitive and emotional stimuli can cause the adult learner to become easily distracted during the beginning of the training session (Crumley & Schutz, 2011). A way to keep the adult learner become motivated and to help the adult learner stay attentive in the beginning of the training course is to add mindfulness activities to influence the attention (Crumley & Schutz, 2011).

Santa-Donato (1991) stated that when managers manage accountability, employees remember the lessons from the training. The activities are the only thing that can be managed since results come after. For many decades, companies have impacted an employee's performance by modifying their work environments and changing their behaviors (Slay, 2011). For example, modifying the work environment can accomplished by adding brighter lights, giving the employee the ability to choose a sit/stand desk, providing a bigger work area for the

employee, etc. (Slay, 2011). These examples can improve the employees' attitude towards working.

Leadership is important when it comes to training. The leadership must understand that during the hiring process it is important to hire good attitude candidates (Anonymous, 2006). It is also important to communicate the expectations, work policies and rules. Offer the opportunities for growth and development within the company. Recognize and reward the high performers this will help the employees make the business successful. Take out the weak performers and help develop them in areas where they are lacking in skills and knowledge. Communicating with employees and ask for their feedback. Be sure to treat employees consistently (Anonymous, 2006). All of these factors can impact how the adult learner stays engaged in training.

### **Chapter III: Methodology**

Company XYZ has a mix of claims representatives that were not performing at a quality level and were not meeting the quantity performance requirements. Typically this can occur if the training does not engage the adult learner. The workforce planning steps that are important for Company XYZ were to conduct a gap analysis, and look at solutions that involve the training process. A gap analysis for the company will help compare the before and after training results of the employees and this helped with future training improvements. The last stage of workforce planning is to look for solutions and the company should focus on the gaps identified through various parts of the company and improve training when it is warranted (Maurer, 2017).

#### **Subject Selection and Description**

The subjects were selected because they had completed training and by how long they had worked for the company. There were 25 claim representatives that worked for Company XYZ for two or more years, and 25 participants that have worked for the company for one year or less. They were randomly chosen from 100 claim representatives.

#### **Instrumentation**

Qualitative research included a survey for the claims representatives. The task of the qualitative research was to understand the perceptions of the claim representatives about their training courses at Company XYZ. The survey questions were designed to help determine how the training went. The questions were designed to reveal the gaps in training and how productive the current training was (Mantzoukas, 2007). See Appendix A for a copy of the survey.

#### **Data Collection Procedures**

A survey will be to better understand the training and the adult learners. The survey will be printed for the claim representatives to complete because time is not an issue so paper surveys

is a viable option. The claim representatives will have a week to complete the survey. A reminder will be sent out on the third day of the week. The researcher will collect the surveys once they are complete.

### **Data Analysis**

The surveys were analyzed and patterns of responses were made. This survey helped to determine the age group of the participants and how long they have worked for Company XYZ. Additionally, the survey will help in determine the different factors in which adult learners stay engage, and what impacts quality and quantity in performance

### **Summary**

The survey was designed to aid in understanding how the participants viewed their training. Responses were used to make recommendations of how training could be improved to help the company guide performance expectations. Improving training may help improve the quantity and quality of processing claims thus reducing costs for Company XYZ.

## Chapter IV: Results

The research showed how adult learners stay engaged in training and how it impacts their work performance. The questions from the survey were intended to help the trainer understand if the training was valuable, or if improvements were needed. The questions can help the trainer and the company understand different ways to assure that the adult learner stays engaged in their training and some things that would not help an adult learner stay engaged in training.

### Item Analysis

The physical learning environment can impact how an adult learner stays engaged in training. The results indicate that the majority of the participants prefer mixed training both lecture and hands on training. The participants all agreed that classroom lecture does not help the learner stay engaged in the training. Table 1 summarizes the type of training employees preferred.

Table 1

*What Kind of Physical Environment Would Help You to be Engaged in Training?*

Response	Frequency	Percentage
Mixed Training both lecture and hands on training	67	66.34%
Hands on Training	27	26.73%
Online Training	7	6.93%
Classroom Lecture	0	0.00%

There are different factors that can cause an adult learner to lose interest in the training. There was an equal percentage of participants that agreed that they lost interest in the training when no handouts were provided and when others around them create distractions. The majority

of the participants, stated that they lost interest in the training when the objectives are not clear.

Table 2 summarizes the factors that cause learners to lose interest in training.

Table 2

*I Lose Interest in Training When the Following Applies*

Response	Frequency	Percentage
Objectives are not clear.	72	71.29%
No handouts are provided.	50	49.50%
Distractions from others around me.	50	49.50%
When I have to listen to a lecture for more than 10 mins.	31	30.69%
When I have to listen to a lecture.	14	13.86%
PowerPoint Presentations	11	10.89%

It is important for employees to understanding the consequences to the company if they do not meet their target quantity of claims processed. There were 73.74% of participants that understood that the costs were increased for the company and some understood that revenue was decreased. The majority of participants understood that customer satisfaction will decrease and Company XYZ could lose clients. Table 3 summarizes the participants understanding of the consequences for the company if their quantity is low in production.

Table 3

*I Understand the Consequence for the Company if My Quantity is Low*

Response	Frequency	Percentage
Customer satisfaction will decrease and we could lose clients.	84	84.85%
Revenue is decreased.	78	78.79%
Costs are increased for the company.	73	73.74%
Re-training is required.	66	66.67%
There is no impact.	4	4.04%

It is important to understand the consequences for the company if their quality was low. Multiple responses were accepted for this survey question. A low percentage of participants think that there was no impact to the company if their quality was low. The majority of the participants understood that if their quality was low, customer satisfaction decreased and the company could lose clients. Table 4 summarizes the consequences for the company if the participants' quality was low in production.

Table 4

*I Understand the Consequences for the Company if My Quality is Low*

Response	Frequency	Percentage
Customer satisfaction will decrease and we could lose clients.	89	89.90%
Revenue is decreased.	77	77.78%
Costs are increased for the company.	74	74.75%
Re-training is required.	71	71.72%
There is no impact.	2	2.02%

Based on the responses, knowing how long a participant had been with the company could help with determining when re-training needs to take place. If the survey questions showed that there was confusion about the procedures about asking questions depending on how long the participants had been with the company. This would help to determine if the new employees were having difficulty processing their claims, then the training might need to be improved for future employees. If the issue is with the veteran employee having difficulty understanding the guidelines then re-training needs to be conducted with through the current training program. Table 5 summarizes the length of time the participant has been with the company.

Table 5

*How Long Have You Been with the Organization?*

Response	Frequency	Percentage
Less than one year	6	6.00%
1 – 5 years	69	69.00%
6 or more years	25	25.00%

When new claims processing guidelines are published, it is crucial to know when the participants reads them. It is important the employees read the guidelines so they can be effectively used. Reading the guidelines immediately if they are not used right away may cause the participant to read them multiple times. Table 6 summarizes the actions that the participants take once new claims processing guidelines are published when they read them.

Table 6

*If New Claims Processing Guidelines are Published, When Do You Read Them?*

Response	Frequency	Percentage
Right away	48	47.52%
When I need them	53	52.48%
Never	0	0.00%

When the participants have a question about the guidelines, they are expected to ask a Unit Coordinator or collaborate with a peer. Table 7 summarizes the participants' response if they come across confusing guidelines and the actions they take to clarification of the guidelines.

Table 7

*If You Have Questions About What the Guidelines Mean, What Do You Do?*

Response	Frequency	Percentage
Ask a Peer.	33	32.67%
Ask a Supervisor.	8	7.92%
Ask a Unit Coordinator.	55	54.46%
Just use your best guess on the answer.	5	4.95%

### **Summary**

The results show that adult learners can stay in engaged in training depending on certain factors. Adult learners do understand the consequences of having low quality and quantity, and how much an adult learner is engaged in the training can improve their quality and quantity. The questions from the survey help the trainer in their quest to improve their current and future training. The survey is useful as it shows what adult learners want in their training and which training techniques are not useful in helping the adult learner stay engaged in training.

## **Chapter V: Discussion, Conclusion and Recommendation**

The research was intended to discover how adult learners stay engaged in training and how it impacts their work performance at Company XYZ. The questions from the survey were designed to help the trainer understand if the training was valuable, or if improvements were needed.

### **Discussion**

Over half of the participants were with Company XYZ from one to five years. When asked about the kind of physical environment helped the adult learner stay engaged in training, the majority responded that a mix of lecture and hands-on-training was the best. No one thought that a classroom lecture was effective to keep the adult learner engaged in training. Online training was not preferred by the participants and they did not feel it kept employees engaged in training. When the objectives were not clear the participants lost interest in the training. The understanding of consequences was also important to know and majority of the participants know that if their quantity is low there will be increased costs to the company, customer satisfaction will decrease and clients could be lost, revenue is decreased, and re-training is required. It was close to an even percentage of adult learners that read the newly published guidelines right away or they read the guidelines when they needed them.

When questions or confusion about the guidelines came up it was important that there is clarification. Half of the participants asked their unit coordinator while the rest either asked a peer, asked a supervisor, or just use their best guess.

There were a few setbacks with the survey. More questions could have been added. After reflecting on the results, there were more questions that would have been helpful. It would have been helpful to ask more questions about how they learn best. That would have offered

more information to use to develop training. It would also have been helpful to ask more questions about the training frequency and number of training sessions they have attended.

## **Conclusions**

Since everyone thought that the classroom lecture by itself did not keep them engaged in learning trainers should avoid relying on lectures. It was also critical that all trainers have clear objectives and provide handouts to the adult learners. The objectives need to be presented so that they are understandable and that the material presented be tied to the objectives. The response from the participants that online training does not help the adult learner stay engaged in training could be because the adult learner was not able to ask direct questions to an actual trainer. Most the participants know the consequences of having low quantity and low quality, but having talking points with specific consequences that result for poor quality or low quantity would help the learners quantify the consequences. It was difficult to understand why participants would say there was no impact on the company as a result of poor quality or low quantity.

## **Recommendations**

In order to effectively help adult learners stay engaged in the learning environment, it is recommended that the trainer should include a mixed training model with both lecture and hands-on training. A lecture alone will not keep the adult learner engaged in the training. Also, with online training the adult learners at Company XYZ do not feel that this helps them to stay engaged in the training. When training is needed handouts should be provided to the adult learners and the objectives need to be clear. The consequences for having low quantity and low quality should be discussed in the beginning of the training course along with the objectives of the course because there was some that still believe that there is no impact to the company if they

had low quantity and low quality. An overview of the lesson plan should be discussed so that the adult learners know what to expect.

Part of the content in the lesson plan should include the welcome and introduction. The trainer should personally greet the adult learners as they arrive and begin to build a rapport. The participants should introduce themselves to each other. During the introduction the trainer should go over the expectations, objectives, classroom rules, agenda, and break times. After the welcome and introduction the trainer should conduct a pre-training assessment to see what the adult learners know about the subject of the training. When the warm up exercises are completed it is recommended that the trainer should start with a very short lecture along with some handouts that align with the lecture. An example of this would be if there was a training conducted on how to read a map and navigate through the woods with a compass. To effectively learn how to read a map and use a compass, the trainer should take the class outside, break into small teams with an actual compass and map and try to navigate to point A to point B. As the training progresses the objectives should be in alignment with the course lessons throughout the training.

An activity to help the adult learners stay engaged in the training is recommended as well. The activity can be an individual exercise or an exercise for them to work in small groups. The activity should be based on what the adult learners learned in the training course. After the activity is completed it is recommended that the trainer brings everyone together to discuss results of the training and share their reactions or thoughts. At the end of the training course the trainer should provide the adult learners an evaluation on the training. This will help gauge what needs to be improved for the next training or what went well during the training. In addition,

when new processes are developed, new training sessions should take place so everyone gets the same information, demonstration and practice on working with the new process.

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## Appendix: Survey Questions

### Survey Questions:

1. What kind of physical environment would help you to be engaged in training (circle one that applies)?
  - a. Classroom lecture
  - b. Hands on training
  - c. Mixed training both lecture and hands on training
  - d. Online training
  
2. I lose interest in training when the following applies (circle all that apply):
  - a. When I have to listen to a lecture or PowerPoint presentations.
  - b. When I have to listen to a lecture for more than 10 minutes.
  - c. When I don't have handouts to follow.
  - d. When there are distractions from others around me.
  - e. When I don't understand the reasons for the training.
  
3. The consequences for the company if my quantity is low include: (circle all that apply):
  - a. There is no impact.
  - b. Costs are increased for the company.
  - c. Customer satisfaction will decrease and we could lose clients.
  - d. Revenue is decreased.
  - e. Re-training is required.
  
4. I understand the consequences for the company if my quality is low (circle all that apply):
  - a. There is no impact.
  - b. Costs are increased for the company.

- c. Customer satisfaction will decrease and we could lose clients.
  - d. Revenue is decreased.
  - e. Re-training is required.
5. How long have you been with the organization (circle one that applies)?
- a. Less than one year
  - b. 1 to 3 years
  - c. 4 to 6 years
  - d. 7 or more years
6. When new claims processing guidelines are published, when do you read them (circle one that applies)?
- a. Right away
  - b. When I have time
  - c. When I need them
  - d. Never
7. If you have questions about what the guidelines mean, what do you do (circle one that applies)?
- a. Ask a peer
  - b. Ask a Supervisor
  - c. Ask a Unit Coordinator
  - d. Just use your best guess on the answer.