

COMPARING THE EFFECTIVENESS OF SCENARIO-BASED LEARNING VS.
TRADITIONAL TRAINING METHOD ON AN INDIVIDUAL'S CALL QUALITY SCORE:
A CASE STUDY

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ABSTRACT

This study investigated the effect of Scenario-Based Learning versus the traditional training method used in customer service employee call quality scores. A secondary purpose was to see how Scenario-Based Training method would impact customer service representative's perceptions of their learning environment. The research questions were generated and tested by interviews, examining the mean scores for call quality in the two methods of training and a *t*-test was also conducted to see if there was a significance difference between the call quality scores from the use of both training methods. The findings showed that altering the training method from traditional to Scenario-Based Learning/training did increase employee productivity but not by much. The change in quality scores was very small but significant. The study therefore recommended that additional research is conducted to examine possible effects of Scenario-Based Training on other criteria such as retention of content, training-relevant behavior, and organizational impact.

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CHAPTER 1. INTRODUCTION

Being productive is important for businesses. Literature has provided several factors that can influence productivity such as employee motivation (Rainey, 2001), economic conditions (Noble, 2003), turnover rates (Jeen, 2014), and relationships among team members (Jeen, 2014). In spite of awareness of these factors, businesses still suffer from low employee motivation, unfavorable economic conditions, and employee turnover.

In order to help improve such factors, and to promote productivity, it is imperative that corporations seek out such factors that can be influenced within the business. One such challenge is the implementation of effective training. An underdeveloped training structure can be expensive in both time and money (Huselid, 1995). An underdeveloped training structure can cause hiring inflexibility, which in turn can become a human resources nightmare.

In today's competitive markets, having employees who are experts in their fields is an advantage for corporations. However, when such employees leave their jobs it can result in a potential risk simply because they can offer their expertise to a competitor. It is also a loss to the organization, their team and the employee. The disadvantages for the organization include decreased performance, difficulty managing daily tasks (a sudden loss may lead to this difficulty), and increased costs.

The sudden attrition of employees then results in putting too much pressure on the current employees because of work overload, causing dissatisfaction, which then leads to resigning in most cases. This creates a negative image for older employees with years of experience, which then results in low performance, lack of loyalty, and less motivation. Employees also experience the pressure of not having enough experience or the expected knowledge about a particular job due to the termination of other skilled employees.

Lack of training and development can cause dissatisfaction among employees, which can result in low efficiency, or even higher turnover. On the opposite side, dissatisfied employees can be pushed to leave due to their discontent in the current workplace. The causes of discontent are too numerous to generalize for all employees; however, there are some generalizable grounds for unproductive employees. For example, a poor relationship between employees and their management could cause enough dissatisfaction to result in lower performances and productivity.

A potential factor sanctioning to low job satisfaction and commitment is ineffective training programs and the employee's perception of the training programs (Marquez, 2008). Effective training methods help to ensure that each employee can perform effectively the required job functions; this ability can positively influence profitability as well as total job satisfaction.

In order to accomplish higher productivity and efficiency, training management should use effective training programs such as Scenario-Based Learning (SBL). On that note, a study by Kumta, Tsang, Hung, and Cheng (2003) observed the learning of medical students who were in their third-week of orthopedics rotation. There were two groups, one group (control group) consisted of students who obtained traditional training through lectures and clinical rounds. The second group (test group) was given the same traditional training along with online case studies with case study scenarios. The results showed that the learning was considerably better for students who participated in the case studies with scenarios.

Scenario-Based Learning is a whole task method of training (Reigeluth, 1999), that focuses on performance and gaining knowledge by doing. SBL was first introduced in medical schools to train medical students to apply their existing knowledge to real-life situations and

solve complex problems (Richardson, 2009). Scenario-Based Learning is built on the principles of situated learning theory (Lave & Wenger, 1991). This theory contends that the best learning happens in the context in which it is going to be used, and situated cognition, which means that knowledge is best attained and better understood when placed within its context (Lave & Wenger, 1991). The main purpose of Scenario-Based Learning training programs is to provide real-life experiences using simulated conditions. It involves learners through a story-line with a complex problem that they are required to solve. In the process, learners apply their subject knowledge, critical thinking and problem solving skills in a real-world context. Therefore, SBL suggests that it helps learners with knowledge retention for longer periods of time. Scenario-Based Learning is somewhat similar to experiential learning. Experiential learning is a form of learning based on life experience.

Learning in which the learner is directly in touch with the realities being studied. It is contrasted with the learner who only reads about, hears about, talks about, or writes about these realities but never comes into contact with them as part of the learning process.

(Keeton & Tate, 1978, p. 8)

This experiential learning method focuses on direct experience and in-context action as the main source of learning. According to Kolb's (1984) learning cycle, the learning process occurs when individuals move between the modes of concrete experience (CE), abstract conceptualization (AC), reflective observation (RO), and active experimentation (AE). Thus, Scenario-Based Learning falls somewhere in between these learning modes. Experiential learning is considered an educational technique suitable for service learning, problem-based learning, action learning, or team learning (Kolb, 1984).

1.1. Statement of the Problem

Today, there is a high demand for skilled and experienced workers in important areas such as health care, information technology (IT), engineering, finance, and auditing. The quantity of qualified workers is limited and good workforce planning requires an approach of serious recruitment and innovative retention strategies. The problem is that ineffective training programs and employee perceptions of the learning environment can lead to high attrition rates that negatively affect organizations.

1.2. Purpose of the Study

The purpose of this study was to compare the effect of Scenario-Based Learning to the traditional training method used in customer service employee call quality scores. A secondary purpose was to see how Scenario-Based Learning training method would impact customer service representative's perceptions of their learning environment.

1.3. Research Objectives

1. To determine if the Scenario-Based Learning training method creates a better learning environment than the traditional customer service training method.
2. To determine if Scenario-Based Learning helps customer service employees make clear connections between subject matter and real life situations.

1.4. Research Questions

The primary research question guiding this study is: In what ways does the type of skill training received by customer service representatives at a mid-sized company in the Upper Mid-West impact employee job quality performance. The secondary question is: How does the use of the Scenario-Based Learning training method impact customer service representative's perceptions of their learning environment?

1.5. Importance of the Study

The findings of this study may help to provide a foundation for the work in the area of developing positive effect on job performance for the employees. It may also improve the learning experience of all the employees and in doing so it may improve the quality of their work. The effective training process of an organization helps to support and develop future business leaders. The study of the training method application can improve business leadership by identifying gaps in training methods.

CHAPTER 2. LITERATURE REVIEW

This section of the paper will provide a review of literature that is available concerning employee turnover, retention, and motivation. Secondly, it will contain a review of conceptual and theoretical frameworks and definitions of Scenario-Based Learning. Thirdly, it will discuss the key factors that influence higher productivity and efficiency. The final part of this chapter will identify the gaps and problem areas in the use of Scenario-Based Learning as a training structure in the customer service industry. The purpose of this literature review is to gain an understanding of common cooperative learning strategies such as Scenario-Based Learning and then determine the effectiveness of these strategies on employee achievement and retention.

2.1. Employee Turnover, Retention, and Motivation

Employee turnover takes place when employees terminate their employment and must be replaced. The replacement process can be very expensive for companies. According to Boushey and Glynn (2012), who looked at 30 case studies that provide estimates of the cost of turnover, businesses spend about one-fifth (21 percent) of an employee's annual salary to replace a terminated worker. To avoid this, companies should consider adopting effective retention strategies. Samuel and Chipunza (2009) reported the purpose of retention is to build an environment that involves employees for a long period and avoid the loss of skilled employees. By avoiding termination, an organization could have better productivity and service delivery. However, retention of skilled employees can be a challenge for supervisors/managers because of the attraction by more than one organization at a time due to workplace policies. Therefore, workplace policies can improve employee retention, which can help companies reduce their turnover costs. It is important for an organization to know the factors that motivate their

employees to stay with them. An organization should also be aware of the factors that could cause or motivate their employees to terminate.

There are a number of factors that have been identified that help explain the termination of employees. Abassi and Hollman (2000) identified some of these factors as management style, lack of appreciation, lack of reasonable salary, negative workplace conditions. These factors can be categorized into intrinsic and extrinsic motivational factors. The extrinsic variables include management style, negative workplace conditions, and lack of reasonable salary. The intrinsic variables include recognition, lack of appreciation, and self-expression. Bassett-Jones and Lloyd (2005) referred to Herzberg's two-factor theory and reasoned that employees are motivated by internal values rather than values that are external to the work. At the end of the day, motivation is produced internally and is pushed by factors that are natural for the work, which Herzberg called motivators. These characteristic factors incorporate accomplishment, acknowledgment, the work itself, obligation, progression and development. Alternately, certain components cause disappointing encounters to workers; these elements to a great extent result from non-work related (outward) factors. The disappointing encounters occur due to organizational strategies, compensation, associate connections and supervisory styles (Bassett-Jones & Lloyd, 2005). Herzberg (1968) contended that, taking out the reasons for disappointment (through removing frustrating and counterproductive elements) would not bring about a condition of fulfillment; rather, it would bring about an impartial state.

According to empirical study done by Kinnear and Sutherland (2001), employees claimed that the extrinsic factors are also inspirational variables, which swayed their retention in the organization. These extrinsic factors include things like positive interpersonal relationships, positive work environment, and job security. Therefore, the Kinnear and Sutherland (2001) study

suggests that organizations should use a mixture of intrinsic and extrinsic variables to influence employee retention. The use of both variables can indeed be an effective retention strategy for an organization; for example, the use of training and development, challenging/interesting work, freedom for innovative thinking, and job security.

Employee retention strategies used by an organization will depend largely on the resources available. The availability of resources would depend on the size of the organization. Typically, small businesses tend to use the same policies and procedures that are used by larger businesses, but on a reduced scale. However, Welsh and White (1981) don't agree with this policy used by the small businesses. They claim that small businesses are a lot different than the larger firms. The smaller organizations tend to have smaller administrative structures and usually face resource limitations.

According to Williamson (2000), small organizations appear to be less attractive workplaces because of a lack of legitimacy as employers. The author is trying to say that the small organizations are frequently seen as less stable and less desirable employers simply because they offer fewer opportunities for advancement and professional development for employees. Therefore, the limited opportunities in these smaller organizations are seen as a weak spot for retention and new job seekers.

One of the extrinsic variables that works as a motivator for continued employment at the same organization is ongoing training and development (Martin, 2003). The opportunity of ongoing training and development makes the employees feel that the organization is providing them a chance to grow within the company. This feeling of personal growth is the intrinsic variable for the employee. From this perspective, Martin (2003) identified a complex association among turnover and training. He claimed that an organization that offers advanced training to

improve the skills for active employees tends to have lower turnover rates. Not having enough experience or the expected knowledge to do a job well can cause employee dissatisfaction, which can then trigger turnover. On the other hand, if the employees are being trained to be skilled in more than one area of expertise that can increase satisfaction given the employee wants to grow professionally. Thus, this satisfaction can lower turnover in an organization.

There was another study done by Chang (1999) on the relationship between career commitment, organizational commitment and turnover intention. Chang found that career commitment was stronger in forecasting turnover intentions. When employees are committed to the organization, they are less likely to terminate their employment. Employee commitment towards an organization is stronger for those who are greatly committed to their careers. On the other hand, the results of this study showed high turnover intention for those who lacked career and organizational commitment. The lack of commitment resulted in employees not caring about the company or their current careers. However, employees with high career commitment and low organizational commitment also have a tendency to terminate employment. Their termination results from their belief that the organization cannot fulfil their career needs or goals. The results also showed that employee commitment increases with the growth of internal promotion opportunities, advanced training, proper feedback procedures and guidance about careers.

According to Jackofsky (1984), an organization that creates more training and development opportunities will have higher retention rates. Availability of advanced education and training will result in a competitive and productive organization, which in turn will foster commitment from its workforce. This study presented that having well-developed training and development programs are key factors that influence retention and increase employee motivation

and commitment towards the organization. However, it is important that the skills and knowledge gained from training and development opportunities is applied to a job situation.

2.2. Learning Environment: Training Transfer

There are various methods that can deliver training in an organization. Traditional training (classroom training) has been the most commonly used method for aiding workplace learning (Marquardt, Nissley, Ozag, & Taylor, 2000). The traditional classroom based training is used by most of organizations. This type of training is used as an information presentation method (lecture), which is designed to present large amounts of material to employees. This method does not require a lot of interaction between trainees and the trainer.

Research shows that companies spend billions of dollars on training to increase employee's productivity, profits, decrease turnover, and improve motivation (Ruona, Leimbach, Holton, & Bates, 2002). However, past studies have found that only a small percentage of learned skills are actually transferred back to the job (Pham, Segers, & Gijsselaers, 2010). Transfer of training is believed to be one of the main concerns of organizational training initiatives (Baldwin & Ford, 1988).

Training transfer can be defined as implementation of the knowledge and skills gained from training back on the job. According to Baldwin and Ford (1988), in order for the training transfer to happen, "learned behavior must be generalized to the job context and maintained over a period of time on the job" (p. 63). Work environment elements are another group of variables connected to training transfer, which "view training in context" (Ford, 1997, p. 13). The work environment elements include supervisory and peer support. These elements can have a positive effect on how transfer may be influenced via support and feedback that exist through workplace relationships. Baldwin and Ford (1988) discovered supervisory support and opportunity are

essential constituents of supporting trainee skill maintenance. This discovery has extended the research on work environment factors that affect training transfer.

2.3. Scenario-Based Learning

According to Clark (2009), Scenario-Based Learning (SBL) is an appropriate method of training on how to perform critical tasks and needs creative problem solving skills. Clark (2009) defined Scenario-Based Learning as “an instructional environment in which participants solve carefully constructed, authentic job tasks or problems” (pp. 84-85). Clark (2009) discussed four essential elements that are found in training based on SBL. These essential elements include an authentic scenario or task assignment that serves as a context for learning, learner guidance while responding to and resolving the problem, feedback on problem solutions or problem-solving processes, and explicit opportunities to reflect on problem solutions. Another essential element according to this researcher is retention of the information being learned.

According to Burge (2015), the learner will retain more information when involved in group interactions, practicing with peers with feedback, and when engaged in the learning process. Burge’s adult learning retention statics show 5% retention rate for lecture, 10% retention rate for reading, 30% retention rate for demonstration, 50% retention rate for group interaction, and 75 % retention rate for practice and doing.

According to Jackofsky (1984), the availability of training and development is one of the important factors that may increase retention in an organization. In today’s competitive market it is essential that small organizations invest in well-developed training programs such as Scenario-Based Learning. When an organization creates more opportunities for retaining its workforce, it reflects its desire to keep valued employees. Offering well-developed training programs not only benefits the organization to meet their goals but it also develops skillsets for participating

employees and reduces turnover. Therefore, a goal of the proposed study was to ascertain if Scenario-Based Learning can reduce employee turnover.

According to Buch and Wolff (2000), Scenario-Based Learning (SBL), problem-based learning, and project-based learning are a subset of a learning method generally known as inquiry based learning. These methods are very learner centered in their approach to employee training. This approach provides the opportunity for the learners to take ownership of their learning and actively participate in the learning process. These learning methods encourage the learners to develop the research skills and practices.

In problem based learning, the students develop and integrate required knowledge by participating in the process of solving ‘the problem’, which generally has a preset outcome. In this method the importance of a solution is less than the importance of the new knowledge gained during the process. Similarly, in project based-learning ‘the problem’ is more of an open ended question. The emphasis of this learning method is on the application and integration of previously acquired knowledge to come up with a solution. The main focus of project based learning is on the construction of an end product. Scenario-Based Learning falls somewhere in the middle of these two learning methods.

CHAPTER 3. METHODS

The main aim of this research study was to examine the factors affecting employee call quality scores and compare the training methods used to train new hires and for ongoing development. This chapter describes the sources of data and the methods used to gather data.

3.1. Purpose of the Study

The purpose of this study was to compare the effect of Scenario-Based Learning to the traditional training method used in customer service employee call quality scores. A secondary purpose was to see how Scenario-Based Learning training method would impact customer service representative's perceptions of their learning environment.

3.2. Research Questions

The primary research question guiding this study is: In what ways does the type of skill training received by customer service representatives at a mid-sized company in the Upper Mid-West impact employee job quality performance? The secondary question is: How does the use of the Scenario-Based Learning training method impact customer service representative's perceptions of their learning environment?

3.3. Population and Sample

The research sample of the study was 82 employees comprised of customer services representatives and account managers with specific duties and responsibilities at a mid-sized company in the Upper Mid-West. Ten account managers and 72 customer service representatives were asked to take part in this study.

3.4. Instrumentation

The primary purpose of this study was addressed by comparing the call quality scores for employees. The call quality score sheet was used as an instrument to measure progress and

content retention for employees. A sample of the call quality score sheet can be found in Appendix A. There were two sets of call quality scores collected from the same customer service representatives and the account managers over a six-month period. The first set of scores were collected after the use of traditional training methods (pre-test) from the first three months (September 1, 2016-November 30, 2016). And the second set of scores were collected after Scenario-Based Learning training methods were used (post-test) in the next three months (December 1, 2016-February 28, 2017). Each set consists of an average score for each month for a total of three months. Then, these score sets were compared to each other to evaluate the change in quality scores by altering the training method from traditional to Scenario-Based Learning. This instrument (call quality score sheet) was used to address the primary research question.

An interview (see Appendix B) was used as an instrument to satisfy the secondary research question used in this study, which was to see how the Scenario-Based Learning training method would impact customer service representative's perceptions of their learning environment. The researcher administered 15 interviews along with one of the human resource representatives. The interview was comprised of structured questions related to the study and aimed at gaining first-hand information from the participants. The interview contained open-ended questions, which were used to answer the secondary research question.

3.5. Data Collection

The primary data used was historical archived data collected by the organization based on employee's call quality. The quality scores for the six months (September 1, 2016 – February 28, 2017) were collected and compared. The scores from the first 3 months (September 1, 2016 - November 30, 2016) were collected from the use of traditional training methods. The second set

of scores were collected from the use of Scenario-Based Learning. The interviews were conducted for two departments, consumer services and account management. The researcher asked open-ended questions to encouraged discussion among the participants. The team members of these departments were sent a pre-notice email about the study.

3.6. Data Analysis

The call quality scores were compared to each other to evaluate the change in quality scores by altering the training method from traditional to Scenario-Based Learning. The data collected were quantitative. The comparison was done by examining the mean scores for call quality in the two methods of training. A t-test was also conducted to see the significance difference between the call quality scores from the use of both training methods. The data collected from the interviews were qualitative. The data analysis was done by data interpretation and narrative reporting.

CHAPTER 4. RESULTS

The main objective of this research study was to evaluate the training methods used to train new hires and for ongoing development. This chapter thoroughly examines and analyzes the data gathered from employees in understanding the role of training on job quality performance at a mid-sized company in the Upper Mid-West. This chapter will consist of a response rate section. This section includes the results of this study related to the key areas of employee training and its challenges relative to job quality performance. The second section will consist of the findings about the study.

4.1. Response Rate

This research study used two instruments to collect data. First, were the quality score sheets (quantitative data) which were analyzed in order to answer the primary research question which was: In what ways does the type of skill training received by customer service representatives at a mid-sized company in the Upper Mid-West impact employee job quality performance?

Call quality scores for 72 customer service representatives were collected and compared over a six-month time period (September 1, 2016 – February 28, 2017). The scores from the first 3 months (September 1, 2016-November 30, 2016) were collected from the use of traditional training methods. The second set of scores were collected from the use of Scenario-Based Learning. The call quality sheets provided actionable and useful call monitoring results, which are then used to facilitate coaching sessions.

Next were the interviews (qualitative data), which were conducted in an attempt to answer the secondary research question. The secondary question is: How does the use of the

Scenario-Based Learning training method impact customer service representative’s perceptions of their learning environment?

The interviews were conducted with 15 employees comprising account managers and customer service representatives. These individuals were chosen to take part in the interviews due to their participation in both of the training methods used. These individuals were randomly selected out of the all the employees who took part in both training methods. This qualitative data was analyzed by coding. When the interviewees expressed their views, the frequently used words and phrases were identified. These frequently used words/phrases were then used to organize views into codes.

4.2. Findings

The following analysis (Table) shows the mean scores for call quality in the two methods of training for 72 employees.

Table 1

Showing relationship between call quality scores by altering the training method from traditional to scenario based learning/training.

Variable	Traditional Training Method	Scenario-Based Learning
Mean	90.30	93.04
SD	5.36	3.75
p-value	0.000253	

Note: The difference found between The Traditional Training method and The SBL Training method was 2.74 points. This was statistically significant at the .05 level. Therefore, there is a 95% probability that this difference can be attributed to the training method used and not by chance.

The Table revealed that there was some positive relationship between employees' training method and organizational productivity of workers in a mid-sized company in the Upper Mid-West. The average quality scores increased by 2.74 points in 3 months. This indicates that change in the training method from traditional to Scenario-Based Learning results in an increase in call quality scores. The *t*-test on the difference in quality scores was also significant. This data answers the primary research question: *In what ways does the type of skill training received by customer service representatives at a mid-sized company in the Upper Mid-West impact employee job quality performance.*

In addition to the call quality scores, it was interesting to consider qualitative feedback that researchers acquired through interviews with employees. The purpose of these interviews was to assess employee's opinions regarding the SBL training method and to ensure some level of standardization in methodology. Here is a compilation of some of their responses and how the data connected with the secondary research question:

Secondary Research Question - How does the use of the Scenario-Based Learning training method impact customer service representative's perceptions of their learning environment?

Through SBL training, the employees felt they had the chance to assess their growth, weaknesses, and strengths, and make appropriate adjustments as needed. This helped them to be more confident that they will have the knowledge they need in order to be successful at their position. The support coming from within the organization, supervisors and co-workers could influence learning environment also. According to interviewee #4, *"Not having proper product knowledge and support from co-workers or managers creates a very stressful learning environment. If we are provided a supportive work and learning environment that may be able to alleviate some work stressors."* According to interviewee #8, *"The use of Scenario-Based*

Training challenges us in a good way, which helps us expand our knowledge base without overwhelming us”. According to interviewee #9, “Co-worker reinforcement and participation is very important for learning because it promotes teamwork and problem solving skills. Learning from real-life scenarios is another way to excel at what you do.” According to interviewee #2, “The use of Scenario-Based-Learning helps to ensure transfer of learning. It acts as a learning aid that can help during and after the training along with positive feedback from supervisors and managers. This feedback also helps with staying motivated, committed, and helps with transfer of learning”.

The most common themes that emerged during the interviews were as follows: the first category was the learning environment, which represents non-supportive environment for employees. For the second category, interviewees believed trainer involvement is the strongest point in regards to the learning environment. For the third category, training design is the weakest part of the learning environment according to interviewees. The fourth category was that not a lot of support for training implementation is offered by the supervisors. The fifth category was that trainers do not have firm goals for learning intervention to happen, which influences the training transfer. Participants reported supervisory support and providing coaching and opportunities to practice new skills and knowledge as best practices in training transfer. The Scenario-Based Training uses case scenarios based on real-life situations to make the learning more meaningful and enhance training transfer.

CHAPTER 5. CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

5.1. Conclusions

The present study was designed to compare the change in call quality scores of employees after changing the training method. In reference to the primary research question: *In what ways does the type of skill training received by customer service representatives at a mid-sized company in the Upper Mid-West impact employee job quality performance*; The data indicate that altering the training method from traditional to Scenario-Based Learning/training does boost employee productivity. The change in quality scores was very small but statistically significant. In conclusion, this statistical difference in this research shows that SBL training received by customer service representatives have a positive correlation on the outputs of employee's call quality performance. Therefore, the results support Lave and Wenger (1991) theory mentioned in literature review. Their theory stated that the best learning happens in the context in which it is going to be used, and situated cognition, which means that knowledge is best attained and better understood when placed within its context. However, there are a lot of other factors that influence employee productivity such as motivation and transfer of training.

From this study the following points have been drawn for the secondary research question: *How does the use of the Scenario-Based Learning training method impact customer service representative's perceptions of their learning environment?* Employees identified that with the use of Scenario-Based Training, they were more confident about the knowledge they need in order to be successful at their position. We can conclude that Scenario-Based Training positively impacted customer service representative's perception of their learning environment. The result also supports that the Scenario-Based Learning is a whole task method of training that focuses on performance and gaining knowledge by doing (Reigeluth, 1999). The feedback

received was very positive and employees seemed to enjoy the new training style. SBL training has proved to be a very useful method based on the data collected from the employees. Although there are still some concerns about the depth of knowledge achieved by employees since there was not a lot of change noticed on the quality scores using the Scenario-Based Learning. However, it has definite advantages according to the employees in promoting team work, problem solving skills, which are invaluable assets in a call center.

The interview data indicated the few sub-categories that affect the learning environment. One of the main categories was transfer of training which tends to work best when the trainers and supervisors are involved. Training transfer can be best achieved by activities supported by supervisors and trainers such as coaching, providing occasions to perform, and job-relevant interactive training. Trainers can also gather data to recognize useful training transfer strategies for better outcomes and for dependable practice of supporting training transfer.

5.2. Discussion

This study focused on a few different factors such as learning environment and type of training used to train employees. The present study helped to focus more on which training method works better rather than following the traditional training. The present study also includes the theoretical contributions and practical implications of the use of Scenario-Based Training. It was noted that the employees identified that Scenario-Based Training helped them with content retention, build positive perceptions of the learning environment, and the ability to connect subject matter to real-life situations. It was also noted during the study that social support and transfer of training have a profound effect on the work environment. This positive effect from social support is observed by trainees as being supportive in the work setting as it plays an important role in predicting a successful training transfer. Another similar observation

was that the support coming from within the organization, supervisors and co-workers directly influenced trainees with transfer of training and content knowledge. The transfer variables used by supervisors and trainers (i.e., feedback), indirectly influence transfer through motivation construct. All this is very important to the organization because SBL training boosts employee performance, helps them stay motivated and committed which then improves the customer service experience for all the consumers.

Another theme observed during the study was that the relevancy of training also plays a role in establishing employee commitment. When enrolling into training programs, employees enter with specific expectations and needs. The result of training programs that do not meet the expectations and needs of participants may lead to lower commitment, negative attitude change, and an increase in turnover. However, there could be many other factors involved in an increase in turnover such as motivation, compensation, etc.

5.3. Recommendations

This study examined the relative effects of Scenario-Based Training and traditional training methods on participant reaction and learning by measuring the call quality scores. Additional research is needed to examine possible effects of Scenario-Based Training on other criteria such as retention of content, training-relevant behavior, and organizational impact. It is possible that no differences are observed on the amount of content learned, differences may emerge if one training class retains more of the learned material than the other class.

Future studies can be strengthened by studying behavioral effects of training on employees. Unfortunately, the current study could not measure the supervisory ratings of trainee performance on call quality due to ongoing organizational rearrangement. However, future research should certainly try to measure pre- and post-training behaviors. The pre-training

behavior can be measured when an employee is enrolled in a training class by the supervisor. The supervisor can provide an assessment of the employee's behavior on training needs and its relevance by completing a questionnaire. The post-training behavior can be measured by the supervisor by completing a similar questionnaire at a later time.

Employees are liaisons between an organization and its customers. Thus, it is important that employees who are hired are the right fit for the job. To fully understand and evaluate the effectiveness of employee training programs, both in scope and in magnitude, new hire baseline training can be administered by the supervisors. Once a new employee is hired, they could be given a basic product knowledge test in a day or so. Then, they can be tested by going through mock calls with either the trainer or experienced employee. These calls then should be evaluated and scored by the supervisor to see if the new hire is a good fit for the job. For instance, this test can provide insight into how employees handle rough telephone interactions, how they can build rapport with customers, and how to deal with problems and stress effectively, etc. The score sheet can also be used as a resource to train the employee and understand the standard call quality scores set by an organization.

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APPENDIX A. THE CALL QUALITY SCORE SHEET

Employee	-SELECT-					SCORING	
Dept		Final Score		100			
Client		Call Flow/ Customer Service Total Score		100			
Call Date		Compliance		100			
Time		Call Flow		100			
Call Length		Customer Service		100			
Supervisor Name	-SELECT-						
Call Reason							
Compliance							
	100%	85%	50%	0%	N/A	Comments	
Authenticates caller and account	<input checked="" type="radio"/>			<input type="radio"/>	<input type="radio"/>	VERIFIED WITH DOB AND SSN	
Disclosed PHI as Appropriate	<input checked="" type="radio"/>			<input type="radio"/>	<input type="radio"/>		
Complaint Tracker created when required	<input type="radio"/>			<input type="radio"/>	<input checked="" type="radio"/>		
Call Flow							
	100%	85%	50%	0%	N/A	Comments	
Uses Appropriate Introduction	<input checked="" type="radio"/>			<input type="radio"/>	<input type="radio"/>		
Efficiently determines purpose of call	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Provides best solution	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Closes call on positive note	<input checked="" type="radio"/>			<input type="radio"/>	<input type="radio"/>	THANKED CALLER AT CALL CLOSE	
Call/Complaint tracking completed in a timely and thorough manner	<input checked="" type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	CALL WAS NOTED AND TRACKED C	
Customer Service							
	100%	85%	50%	0%	N/A	Comments	
Uses sincere and confident delivery	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Reacts to caller with emotional intelligence and sincere desire to help	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Creates efficiency	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Demonstrates Professionalism	<input checked="" type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Overall Comments							

APPENDIX B. INTERVIEW QUESTIONS

1. In your opinion, what is the learning environment at your organization?
2. Identify the strongest points that pertain to your current job in regards to learning environment.
3. Identify the weakest points that pertain to your current job in regards to learning environment.
4. Do you find support that could facilitate the transfer of knowledge from training?
5. Do you get actual opportunities to use the knowledge gained from training?