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The Role of Corporate Healthcare Instructors' Credentials and Experiences in Corporate Training

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George Napier

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Walden University
2019

Abstract

The Role of Corporate Healthcare Instructors' Credentials and Experiences in Corporate
Training

by

George Napier

MAT, University of North Carolina, 2011

BA, York College of Pennsylvania, 2007

Project Study Submitted in Partial Fulfilment
of the Requirements for the Degree of
Doctor of Education

Walden University

November 2019

Abstract

Corporate healthcare education has changed drastically in the last few decades with few rules for compliance or standardization. A large healthcare company in the Southeastern United States was experiencing inequitable training due to differing teaching styles and instructor skill levels. Guided by Bandura's theory of self-efficacy, the purpose of this qualitative study was to explore how corporate healthcare instructors' credentials and experiences affect their perceived self-efficacy and teaching style. Interviews were conducted with 11 purposefully selected corporate healthcare instructors from a physician education team; collected data were then coded and themed. Findings revealed 3 major themes: (a) credentials enhanced the ability to teach, (b) experiences guided each corporate healthcare instructor to their current path, and (c) both teaching styles and perceived self-efficacy were highly dependent on experiences and credentials. Perceived self-efficacy levels increased in tandem with years of experience. A professional development plan was developed to encourage a standardized teaching style for corporate healthcare instructors. Large healthcare corporations may utilize this study to influence future hiring choices by identifying positive traits for new corporate healthcare instructors, identifying instructor needs for professional development, increasing reliability in training for learners, and providing positive social change through better healthcare delivered as a result of better employee training.

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Section 1: The Problem

Introduction

Corporate training in the United States is unreliable and inequitable. Poor training consistency was affecting a healthcare company in the Southeastern United States, where backgrounds of instructors vary widely and learners did not appear to be receiving the same educational experience (Gray, 2015). This lack of reliable student training experience due to variability in instructor preparation and credentialing, presented as a major problem locally. Companies across the United States have drastically different approaches to educating their employees (Gray, 2015). Many large companies utilize corporate training programs with the hope of training their employees quickly and efficiently. However, there is no standard for credentials of corporate instructors (Gray, 2015).

My goal for this study was to illustrate how credentials and experiences affect an instructor's self-efficacy and teaching style. It was important to investigate these relationships as they may guide future hiring choices and lead to future staff development courses. Understanding how experiences affect trainers allowed for better training style identification. While diversity is an important and valued aspect in a company, many educators may be unqualified for the position that could lead to unsatisfactory training results (Gray, 2015).

The Local Problem

Corporate training is important for employees' performance and for the company's success. It is expected of each new employee to be able to function well and efficiently. Originally the apprentice system was sufficient to train novices to gain skill in a trade and gain efficiency over time (Washington State Department of Labor and Industries, n.d.). The goal of training effective and competent employees has changed; rather than training one employee over years, corporations must train many in the span of hours (Eguchi, 2010; Hutchins, Burke, & Berthelsen, 2010; Waddoups, 2016). While this policy change may be seen as profitable for larger corporations, it fundamentally changes training experiences for new employees by accelerating the pace of their training. Moving away from the apprentice system is part of a large cultural change, though it is necessary to train the large number of employees for a global market (Waddoups, 2016).

A large healthcare company in the Southeastern United States of America was providing inequitable employee training. Learners who have attended classes within this healthcare company have reported disparities in the teaching styles of the corporate educators. According the training manager of the healthcare company the corporate education team's courses offered poor training reliability as a result of the different backgrounds. Harris, Chung, Frye, and Chiaburu (2014) in their quantitative study on trainer competence and student satisfaction, discovered that training sessions can vary widely depending on the background of the instructor. Because corporate instructors have so many different backgrounds, it is important to ensure reliable training is delivered.

The role of a corporate educator in a large healthcare company in the Southeastern United States does not require any college training or degree. Although some corporate educators excelled at their previous positions and rose through the corporate ranks to become an educator, these employees had no formal education training (Gray, 2015; Ouellet, 2012). As a result, instructors may have known the content and the subject matter of the classes they teach but lacked the skills to present the material in a meaningful way (Gray, 2015). A lack of training skills is common for corporate instructors, most notably in planning and assessment (Simsek, 2016). Instructors may not even be aware of a training issue if they only receive positive feedback from learners (Stroebe, 2016).

According to the director for the healthcare company, only 72% of the corporate educators had any training beyond secondary schooling. Due to the different backgrounds, the corporate educators had different teaching styles and approached course content delivery differently (Gray, 2015). The problem that arose from this issue was a lack of understanding of how credentials and previous experiences shape a corporate educator's teaching style and self-efficacy. For the purpose of this study the term credentials will regard college degrees and certifications obtained throughout an instructor's academic career.

Rationale

Evidence of the Problem from the Professional Literature

Studies have been conducted to investigate the efficacy of educators with different educational backgrounds. Watkins and Marsick (2016) published a study on the effects of professional development on trainers with varying educational and professional backgrounds. The researchers discovered that previous experiences of trainers impacted how the classes were taught and which aspects of the courses received greater weight (Ouellet, 2012; Watkins & Marsick, 2016). Even with the inclusion of course standardization, trainer bias remains a concern, verifying the importance of research on trainer backgrounds.

Different trainer backgrounds can also affect teaching philosophies and self-efficacy, which may alter the structure and form of the classroom (Ratnapradipa & Abrams, 2012). A teaching philosophy requires an instructor to reflect on what elements of their past influence their identity as a teacher (Ratnapradipa & Abrams, 2012). An instructor's past is inseparable with their teaching style as it guides their goals and accomplishments in the field (Ratnapradipa & Abrams, 2012). Phipps, Prieto, and Ndinguri (2013) reported that self-efficacy plays an integral role in future development. If an adult is motivated to enhance a skill, they can do so if they see continuous improvement (Phipps et al., 2013).

Evidence of the Problem at the Local Level

According to the training analyst at the local healthcare company, students have made formal complaints to management about different inequitable learning. Trainers within the organization have requested a form of professional development in order to improve the department's effectiveness. Upper management within the healthcare company requested formal classes to be developed for professional development of corporate instructors. The purpose of this study was to understand how corporate healthcare instructor's credentials and experiences affected their perceived self-efficacy and teaching styles. If learners who attend corporate training sessions are getting inequitable training, then companies must decide where to invest future hiring resources or invest in the professional development of the training staff.

Another trend I identified at the local level was the consolidation of job roles. In the local research area, teams used supervisors and "team leads" to act as facilitators to employees and assist with issues that may arise. In order to save on costs, these team leads were laid off. To fulfil the void left in their absence, corporate instructors expanded their roles to perform the extra duties. Expanding roles often means that corporate instructors may not have adequate training or time to fulfil all of the job roles required. As the roles expand, there is little or no developmental training for instructors to attend, this means that there is little support or training offered to allow instructors to grow. Many of the skills required in expansion are considered core competencies and may be expected of corporate instructors in other organizations (Gauld & Miller, 2004).

However, if an instructor has not acquired a degree or certification, then they are at a disadvantage, as they may not have developed the new job-related skills.

Definitions

The terms listed below are utilized throughout the study and should be paired with the following definition.

Corporate instructor: A corporate instructor is an employee of a company tasked with training new employees job related skills in a classroom setting (Gray, 2015).

Credential: A credential is defined as the highest level of education obtained after high school. Credentials may be considered to have many levels, including high school diploma, bachelor's degree, master's degree, and teaching certifications (Houle & Yssaad, 2010).

E-Learning: An E-learning is a standardized course that is delivered electronically, typically on a computer utilizing the internet (Little, 2016).

Emotional intelligence: Emotional intelligence may be defined as the ability to recognize and evaluate the emotions of others and to reflect and react in an appropriate manner (Duran, Keskin, & Türksoy, 2015).

Experience(s): Experience is defined as previous work related experience in the field. Experiences include previous seminars and classes attended, public speaking roles performed, work related experiences in education, and other catalytic moments in the instructor's life that may influence their teaching style (Houle & Yssaad, 2010).

Self-efficacy: Self-efficacy is defined as one's perceived ability to accomplish a task (Bandura, 1994).

Teaching styles: Teaching styles are instructional methods used to transfer information from instructor to student (Grasha, 2002; Grow, 1991).

Significance of the Study

The results of this study may have a positive impact on several key stakeholders. Results may affect new corporate educators, corporate healthcare companies, and eventually, healthcare patients. The key stakeholders for this research include corporate healthcare companies, corporate educators, and learners attending occupational training courses.

Corporate healthcare companies may discover positive traits to look for when choosing a new corporate educator to hire as well as understand the teaching philosophy and emotional intelligence behind their current education department employees (Duran et al., 2015; Gray, 2015; Huxtable & Whitehead, 2016; Stewart, 2012; Surijah, 2016). The results of this study may influence companies outside of healthcare on hiring decisions and identifying areas for professional development. Through this study, I identified positive and desirable traits in corporate educators and may be used as a tool when hiring new corporate educators. Selecting a new hire for a training team is important as different backgrounds may be linked to different teaching philosophies (Ratnapradipa & Abrams, 2012).

Corporate educators may benefit from this study by gaining understanding on how their teaching styles developed and which aspects of their background affect their self-efficacy. Instructors with higher credentials are more likely to provide better training for their students (Harris et al., 2014). The results of this study could become a useful resource for instructors currently in the field. Trainers and educators may seek professional development to expand their skills and provide better overall training.

For trainers who have different backgrounds and professional development programs may improve teaching techniques (Ratnapradipa & Abrams, 2012). Motivation and professional development has financial incentive. The U.S. Bureau of Labor and Statistics projects a 5% increase in salaries for corporate instructors by 2024 (Washington State Department of Labor and Industries, n.d.). Workplace training, at the core, is skill development and instructors must be capable of developing desirable skills for their students.

Learners and employees who attend courses with enhanced reliability will receive a better education and be more motivated to complete their tasks (Harris et al., 2014). Learners are likely to be affected by the new standards related to corporate trainers' experience and credentials offered by this study's results. Learners will benefit from the increased competence of trainers in both formal and informal methods (Hutchins et al., 2010). With more competent trainers, companies can expect better training outcomes and students will be better prepared for the job.

This study has significant potential for positive social change. Discoveries covered in this study are the first of their kind involving educator self-efficacy in the workplace resulting in the improvement of healthcare in the local community. With more equitable training, there would be less turnover and fewer workplace errors, equating to more affordable healthcare and positive social change. Employees trained by informed instructors will be better equipped to fulfil their roles and improve their local community.

Research Questions

I used four research questions (RQs) to guide this study. The research questions allowed me to collect evidence of the perceived effects of instructor's credentials and experiences on teaching styles and perceived self-efficacy. Because I collected data on instructors, I designed the research questions to focus only on instructors' perceptions.

RQ1: What is the perceived effect of Southeastern United States corporate healthcare instructors' credentials on their teaching style?

RQ2: What is the perceived effect of Southeastern United States corporate healthcare instructors' previous experiences on their teaching style?

RQ3: How do Southeastern United States corporate healthcare instructors perceive the effect of credentials on their self-efficacy?

RQ4: How do Southeastern United States corporate healthcare instructors perceive the effect of previous experiences on their self-efficacy?

Review of the Literature

My study's purpose was to understand how corporate healthcare instructor's credentials and experiences affect their perceived self-efficacy and teaching styles. A literature review demonstrated where the proposed project study fits into the existing literature and how it is affected by existing information such as policy and best practices.

The literature review consists of two sections. The first section is a review of the conceptual framework used in the study and the second is a review of the study problem within current literature. I conducted the review using recent peer-reviewed sources from the last 5 years. I discovered the sources using EBSCOhost, Thoreau Multi-database, Business Source Complete Database, and the Education Source Database to locate recent articles dealing with corporate education. I began the search using the following keywords: *adult education, credentials, degrees, and trainers, human capital, teaching styles, self-efficacy, corporate training, health, and human resources*. The search results yielded plenty of articles, but many were written more than 5 years ago. I began to search the references of the valid articles I found and was able to research sources utilizing each article's citations. After extending my search into the Business Source Complete Database, I had found dozens of articles covering a wide range of historical and recent events related to self-efficacy and corporate training, including six from the last year.

Conceptual Framework

I selected Bandura's (1994) theory of self-efficacy as the conceptual framework for this study. I included other theories as points of reference. These theories included

Kolb's (1984) experiential learning theory and Grasha's (2002) teaching style theory. I believe it was important to include several theories due to the importance of constructivism as a building learning theory. Kolb believed in the theory of constructivism and it directly influenced the development of his theories (Baumgartner, Caffarella, & Merriam, 2007; Kolb, 1984). I used each theory to inform the choices of research design and interview protocol.

Bandura's theory of self-efficacy. The major aspect of my study was the instructors' perceptions of their self-efficacy as trainers. Using Bandura's (1994) work on self-efficacy, I studied the perceived effects of credentials and experiences on an instructor's self-efficacy. The perception of self-efficacy is the belief a person has regarding their ability to complete their goals effectively (Bandura, 1994). Self-efficacy drives a person's success or failure based on their perceived limitations. If someone convinces themselves they cannot complete a task, they limit their ability to perform (Bandura, 1994).

Self-efficacy has a profound effect on self-esteem and personal accomplishments (Bandura, 1994). Someone with high regard for their abilities approaches challenges with greater confidence than those with more self-doubt (Bandura, 1994). Individuals with high self-efficacy are also better equipped to deal with failure, seeing it as a temporary setback and re-engaging in future challenges (Bandura, 1994).

Self-efficacy is developed through four different sources (Bandura, 1994). The first is through previous successes in their life (Bandura, 1994). If someone has been

successful or has mastered experiences in their life, they are more likely to bolster their self-esteem and confidence (Bandura, 1994). People who experienced failures are less likely to develop a positive sense of self-efficacy (Bandura, 1994). The second way to develop self-efficacy is through observing others with similar social standing. If people are successful at a task or in general, it may cause one to believe they too are capable of success (Bandura, 1994). Vicarious projection is only one aspect of this modelling aspect. While observing another succeed, one may adopt their techniques or patterns to increase their likelihood of successfully completing the task. The third way to create or bolster self-efficacy is through social interactions (Bandura, 1994). This method involves building another's confidence through encouragement or praise. When used in a constructive manner, this is an effective way to promote a positive self-image and self-efficacy (Bandura, 1994). The last way to build self-efficacy is through emotional and physical states (Bandura, 1994). If one believes that they are not physically able to complete a task due to a disability, they may defeat themselves before they try (Bandura, 1994). Mood also affects self-efficacy; if an individual is feeling happy or excited, they are more likely to attempt a difficult task than if they are feeling sad or depressed (Bandura, 1994).

Through these four methods, a sense of self-efficacy is established and guides individuals to set goals. Higher goals are associated with stronger self-efficacy. Conversely, weaker self-efficacy results in lower goals and standards for success; this is due to a fear of rejection and failure (Bandura, 1994). As previous experiences are

essential to establish a positive sense of self-efficacy, it is critical to analyze their influence among corporate instructors. It is beneficial to develop a higher sense of self-efficacy as a person recovers from doubts, failures, and setbacks quicker and display remarkable resilience to discouragements (Bandura, 1994). Failure to establish a strong sense of self-efficacy can harm a person's future, preventing them from setting high goals and striving for success (Bandura, 1994).

Bandura's (1994) theory of self-efficacy acted as a backdrop for the research questions. Bandura's definition provided the foundation of the interview questions related to the perceived effectiveness of each corporate instructor. Utilizing Bandura's framework allowed me to categorize and identify trends in the data set.

Kolb's theory of experiential learning. According to Kolb (1984), learning is a process rather than an outcome. Kolb's (1984) experiential learning theory has four distinct stages. These stages follow an adult learner's cycle of experience, reflection, abstract thought, and experimentation in a constructive spiral (Kolb, 1984). The effect tracks a learner's approaches to learning based on previous experiences and personal histories (Kolb, 1984). Essentially, Kolb explained that each action a person performs counts as a concrete experience, and then the learner will reflect on the experience, attempt to improve upon it and begin the cycle anew with the experimentation acting as a new concrete experience.

According to Kolb's theory, knowledge grows from previous experience and relation, therefor any previous experiences in healthcare or education may impact an

instructor's teaching style or self-efficacy. Kolb also developed three basic stages of learning. These stages are critical to the instructors as they acted as a basic categorization for their own development. These stages are: acquisition, specialization, and integration (Kolb, 1984). Acquisition refers to the basic abilities and cognitive structures of someone gathering new information (Kolb, 1984). Specialization refers to the personal experiences and schooling of a topic (Kolb, 1984). This would be any formal or informal training on a subject. Finally, integration is the stage of development where new knowledge can be developed and acquired. Integration is where the information becomes complex and the learner can develop symbolic or self-transacting with the subject and the larger world (Kolb, 1984). These stages were important to this study, as they provided a unique scale of content and pedagogical knowledge scale for the instructors.

Grasha's teaching styles. Grasha (2002) identified five styles to encompass all approaches to teaching. The first of these styles is the facilitator. The facilitator is a student-entered learning style where the trainer spends much of their time working closely with the student to help them solve a goal (Grasha, 2002). The student is ultimately responsible and there is a strong connection between learner and instructor (Grasha, 2002). The second style is the delegator. Delegation is another student-entered style with an emphasis on the student learning the information at the command of the instructor (Grasha, 2002). The instructor spends less time lecturing the student and helps to guide them with advice. The benefit to this style is that it requires less time training than the facilitator style. The third method is the formal authority style. Formal authority

is a style where the instructor acts as the head of the activity. Teachers using this style dictate information and do not personalize lessons, so the material may not be relevant for all learners (Grasha, 2002). The expert teaching style gives the instructor command of the classroom but instead of a full lecture, the instructor acts as a knowledge expert able to tailor information to the learners (Grasha, 2002). Finally, the personal teaching style allows the students to become ingrained in the teacher's acts. The teacher acts as a role model and is shadowed by the student (Grasha, 2002).

I used Grasha's (2002) teaching styles to categorize each instructor's teaching methods. During the interview process, interview questions allowed the participants to pick a teaching style that they best represent. By combining Kolb's (1984) experiential theory with Bandura's (1994) theory of self-efficacy, I was able to see how past experiences affect self-efficacy. Likewise, by combining Kolb's experiential theory with Grasha's teaching styles, I was able to identify trends that lend certain experiences to specific teaching styles.

The conceptual frameworks that I used in this study focused on corporate instructor's historical aspects. Bandura's (1994) theory was the main focus of the study and I used it to analyze the data by studying each participant's level of self-efficacy. Kolb's (1984) theory allowed me to categorize and review each participant's personal growth through their experiences and credentials. I used Grasha's (2002) teaching styles to categorize instructors' approaches to education while Kolb's theory will be used to interpret their pasts. Because I conducted a qualitative study, all qualitative information

about an instructor's past experiences and credentials was important and I overlooked no connections.

Review of the Current Literature Related to the Problem

During the literature review, several themes emerged. These themes included the history of corporate training, current trends in corporate training, educational requirements of corporate instructors, the core competencies of corporate instructors, and teaching styles utilized in adult education. The historical and trending aspects of corporate training represent large ongoing changes in the adult education environment, while the requirements of instructors, core competencies and teaching styles are more localized to corporate healthcare training in general. The themes aligned with the research questions as the trending aspects, history, core competencies, and requirements relate to the experiences and credentials observed and researched during the interview process.

History of corporate training. The history of workplace training began with the apprenticeship system. In the traditional apprenticeship system, an experienced worker would train an inexperienced worker over time and on the job (Washington State Department of Labor and Industries, n.d.). An excellent example would be a blacksmith teaching the trade to a younger apprentice. This was a different time and before the industrial revolution. Things were made more slowly, usually by artisans. The world was a different place too. America was a more agricultural nation with few industry specialists (Feinman, 2010; Justman & Beek, 2015). The effects of the industrial

revolution would eventually lead to the aspect of globalization and the need to train quickly and effectively.

After the World War II America experienced a growth explosion in the workforce (Banner, 2006; Doepke, Hazan, & Maoz, 2015). The G.I. Bill helped train a large group of workers to create a boom in industry (Banner, 2006). This boom had the natural effect of growing businesses quickly and spread across borders (Banner, 2006; Doepke et al., 2015). Apprenticeships still exist for some fields today but many companies need to train workers very quickly, leading to the introduction of corporate training.

As corporate training programs grow, professional educators are in demand to train these new employees in lieu of the apprenticeship system. Larger companies are required to spend more on education because their needs for qualified labor has outpaced the current availability of the job market (Olson, 1986). Today's markets are dramatically affected by globalization and the onset of rapid technological change has demanded faster and more efficient employee training (Ouellet, 2012). No longer can an apprentice shadow for months or years; companies need functional employees faster in order to stay competitive (Suriyah, 2016). The demand for competent staff requires educators to train complete roles that might have once taken decades to learn.

There was a paradigm shift away from classroom education and focuses now on a combination of strategies. These strategies include both formal and informal approaches to learning (Clauss, 2018). Learning now takes place on "the job" through informal

observation and training while an estimated 10% of a job role is learned in structured courses (Clauss, 2018). This indicates that much of the information learned by employees is self-directed. This is a hybrid of the apprenticeship and modern training methods.

The history of corporate training is important to the framework as it acts as an historical reference for modern day training. The themes collected from this research may be considered experiential and drove research questions in regards to how corporate trainers approach education today and in the past.

Competencies of a corporate trainer. As with any occupation, corporate instructors are expected to have a baseline of skills and abilities (Gray, 2015). Many companies expect corporate trainers to hold a degree from an academic institution, although this is not a benchmark accomplishment required of all trainers (Gray, 2015; Simsek, 2016). Every organization is free to set their own standards when developing criteria for their employees, thus the expectations of trainers vary from company to company (Gray, 2015; Stewart, 2012).

While individual expectations may change, there are some generally accepted competencies a trainer should possess (Clauss, 2018; Little, 2016). I provided dozens of different competencies in my literature review and each of these identified may be categorized and grouped into one of the following traits. Some examples of trainer competencies include: Customer recognition, planning, data collection, ability to build rapport, monitor change in the classroom, conduct a needs assessment, apply learning theory, collaborate with other educators, design instructional materials, integrate

technology, facilitate learning, convey objectives, establish credibility, accept feedback, manage a classroom, ensure legal, ethical, and regulatory requirements, recognize and evaluate the emotions of others and react in an appropriate manner, listen objectively, attend to individual training needs, provide positive reinforcement, demonstrate vision, provide fair assessment, employ change competence, utilize social competences, and hold knowledge in the content being trained (Bruny, 1970; Clauss, 2018; Duran et al., 2015; Gauld & Miller, 2004; Jeder, 2014)

These skills include may be summarized and sorted into five basic categories. These categories are: *emotional intelligence, leadership skills, acceptance of critique, planning, and presentation skills* (Duran et al., 2015; Gray, 2015; Jeder, 2014).

When teaching or training in a room full of students, instructors need to connect with their learners and gauge their transfer of learning. Without emotional intelligence and instructor would be unable to effectively connect with the audience (Duran et al., 2015). Because emotional intelligence allows the instructor to connect with students, it has a strong link and correlation with leadership skills (Duran et al., 2015). Leaders are expected to understand their followers and for the duration of the class an instructor may easily be considered a leader.

Corporate trainers work with adult students, adults are capable of critical thinking and critique, it is important for a good instructor to accept feedback in an appropriately. As critique has an effect on self-efficacy, it is important for the instructor to consider any feedback as constructive (Bandura, 1994; Haddad & Taleb, 2016). Feedback is often best

assessed and approached when planning the next training session. A good trainer is an effective and efficient planner, as very little good training is done “on the fly” (Gray, 2015). Finally, presentation skills are essential for a corporate instructor (Gray, 2015). Training requires instructors to hold an audience’s attention and transfer knowledge. If a trainer is unable to perform this function, they have failed at their basic task. In the following table I have added the required key competencies for a successful corporate trainer.

Table 1

Key Competencies

Key competencies of a corporate trainer	Description	Source
Emotional intelligence	The ability to recognize and evaluate the emotions of others and to reflect and react in an appropriate manner. Instructor is able to listen objectively build relationships, and attend to individual training needs.	Duran et al., 2015; Gauld & Miller, 2004; Jeder, 2014
Leadership skills	The ability to lead a group of learners toward a positive learning outcome and direct attention to the learning goal. Instructor is able to provide positive reinforcement, provide fair assessment, demonstrate vision, and holds knowledge about the content or subject.	Gauld & Miller, 2004; Stewart, 2012
Feedback and self-critique	Instructor is able to analyze feedback from classes effectively and make	Bandura, 1994; Gauld & Miller, 2004; Little, 2016

positive changes to teaching style or content delivered in throughout the course and keep the content up to date.

(continued)

Key competencies of a corporate trainer	Description	Source
Planning	Instructors should possess understanding of program development, different learning theories, ability to gather and interpret information about the learner's community in order to make material relevant. Instructor should be able to set goals, objectives, lesson plans, learning activities, and needs assessments as required for each course. The instructor should also be able to do their own research with in their local environment.	Bruny, 1970; Gauld & Miller, 2004
Presentation skills	Instructors should possess the ability to write and speak well, ability to communicate with others, skill in guidance and counselling of adult students.	Bruny, 1970; Gauld & Miller, 2004; Shen & Toth, 2013; Rangel et al., 2015

Note. Table 1 displays the key competencies of effective corporate trainers

Trends in corporate training. During the literature review, I identified several trends. These trends may be considered to be progressive and indicative of future movements in corporate education. There are basic trends and specialized trends. The basic trends focus on types of classes being offered to adult learners. This includes “big data” classes (analytical courses that focus on interpretation of data in a corporate world and leadership programs. The first of the specialized trends is the rise of efficiency of learning, the second is a credentialing policy in corporate education, and third is the teaching style categories currently utilized in corporate training.

Analytical courses. Corporate education is a broad field, even in the healthcare sphere. There are many types of healthcare education but they all rely on one thing: data. Many software systems provide substantial data and reporting tools for users to utilize. However, not every employee is required to study statistics. A lack of statistical knowledge may lead to misinterpretation of any aforementioned data.

It is important for trainers to understand how to read and act upon data. Misrepresented data can translate into high business costs and damage a company’s revenue (Clauss, 2018). Trainers must master this step before they can adequately train employees. Many healthcare companies now offer classes to help train learners on how data should be read and interpreted. According to the healthcare company’s training director, the company offers a class called “The reporting boot camp”, which trains basic reporting techniques. This is a necessary step because it is rare to have a company where every single employee has pursued a post-secondary education. “Big data” classes are

becoming more frequent in the age of digital reporting, they are considered a central part of any major corporation's curriculum.

Leadership programs. In the world of business, leaders are very important (Holt, Hall, & Gilley, 2018). Unfortunately, strong leaders are not always present in the corporate realm. Many companies have begun training employees to take on their leadership roles with training courses that focus on core leadership skills (Holt et al., 2018; Olson, 1986). Leadership programs often focus on a company's strategy and focus, desired behaviors, and self-assessment strategies with the hope of continual improvement (Holt et al., 2018). Leadership skills often overlap with training competencies as both require inspiration and attention from employees. Trainers must be self-directed and be comfortable leading a group of learners.

Efficiency of learning and elearning. Corporate education evolves with each generation. Today's corporate classroom is modernizing drastically. Learning is being directed to a more structured, focused, and rule following, behavioral basis, companies are beginning to realize that adults learn better in highly structured classrooms that do not deviate from the material. According to Little (2016), only 55% of corporate training is done in a "face to face" environment. Companies must also invest in rapid training programs in order to meet high demand, this also helps combat turnover (Olson, 1986). This research implies the growth of alternative training methods such as *e-learning*s. E-learning or electronic learning consist of standardized computer training programs that train through prebuilt lessons that are uploaded for the student to interact with or watch. E-

learnings are cheaper than “face to face” learning sessions, on average, only 19% of a company’s training budget is spent on learning technologies (Little, 2016). This trend proves that it is cheaper for companies to utilize e-learnings whenever applicable.

Within the local research area, several classes traditionally taught by human instructors have moved to an electronic format. This computer based training removes the possibility of inadequate training through several different instructors and provides a standard, reliable experience.

E-learnings are growing quickly but there is still a demand for face-to-face training. In order to stay competitive, learning and development professionals are required to grow and expand their roles to master additional skills, these skills include marketing, analytics, and content development (Little, 2016). As jobs merge and gain new aspects, so too must the trainer’s role expand to meet the needs of the learner.

The current trend of corporate training is one of efficiency and cost. Costs are dropping due to the growing technological advances of e-learnings (Little, 2016). Meanwhile, efficiency is rising in the traditional classroom with corporate educators adopting more roles to fill more needs (Little, 2016). Thus, it falls to corporate instructors to fulfil the needs of several positions in order to balance out cost and efficiency. This expansion of roles fits in Kolb’s (1984) experiential theory, and this information guided interview questions by providing me with an anecdotal understanding of their current job roles.

Credentialing policy within corporate education. As I have previously stated, there are no standardized education prerequisites for corporate trainers. Companies are free to hire instructors with their own metrics and criteria. Each company has a different hiring practice in regards to experience (Gray, 2015). The local research site does not require any credentialing to become a corporate instructor, meanwhile a competitive company does require at least a high school diploma (Carolinas HealthCare, 2017). However, it is recommended that trainers have some sort of higher education degree (Gray, 2015). It has been by some researchers recommended that all adult educators should adhere to some sort of standard requirement or qualification that would lead to a teaching certification but this is not standard policy. While a teaching certification such as a certified professional trainer certification or ATD master trainer certifications are not required, it is considered when hiring for many education positions (Simsek, 2016). It is also recommended that instructors have an understanding of the content they are teaching, for example, an instructor teaching about healthcare related issues, should be able to perform or expound on the content they are teaching (Arghode & Wang, 2016; Chukwu, 2016). Likewise, if a corporate instructor is unfamiliar with the material and they are challenged, it is possible to lose credibility with the learners. However, many companies do not require any experience in a field in order to teach the class.

Using Kolb's (1984) experiential learning theory, I gained an understanding of how instructor's credentials and experiences affect their perceived self-efficacy and teaching styles. The lack of credentialing policy in the industry is the purpose for

utilizing the aforementioned conceptual theories and researching a connection with Bandura's (1994) self-efficacy.

Personal growth. Due to the lack of uniform credentialing, there is a rising emphasis placed on personal growth with trainers (Clark & Sousa, 2018). There are two basic mind-sets in education today, these are fixed and growth mind-sets (Clark & Sousa, 2018). Fixed mind-sets focus on an individual's talent and abilities to influence their success. Due to the focus on a static ability, failure may force a fixed mind-set instructor to doubt themselves and they are sensitive to negative feedback (Clark & Sousa, 2018). Credentials are often seen by other educators as a successful outcome and can reinforce a fixed mind-set (Clark & Sousa, 2018). Many workplaces do not value improvement and effort over results (Clark & Sousa, 2018).

Conversely, the growth mind-set stems from an experiential learning background. The growth mind-set views each ability as being subtly improved in accordance to the effort applied to each event (Clark & Sousa, 2018). This means that feedback is generally taken in a positive light and views as a means of improvement. Personal growth oriented mind-sets are critical for instructors as it provides them with constant opportunities to improve their craft (Clark & Sousa, 2018).

Teaching styles of corporate trainers. It is important to distinguish the differences between teaching styles and teaching methods. A teaching style is a summary of methods used in a classroom that are grouped and categorized (Kothari & Pingle, 2015). Teaching methods include approaches and examples of learning techniques. For

example, Arghode and Wang's (2016) research included many different teaching methods while staying within one specific teaching style (facilitator).

There are many different teaching styles used in classrooms (Ratnapradipa & Abrams, 2012). However they may be summarized into Grasha's (2002) five categories. In corporate education time constraints often result in the formal authority and expert methods being the primary teaching styles used (Grasha, 2002). This limitation is due to the size of classrooms and the short time allotment for classes. However, other teaching styles may be used if the instructor is prepared and is aware of other teaching techniques.

The first of Grasha's (2002) teaching styles is the expert. The expert instructor possesses all knowledge required and acts as a resource to students. Learning is instructor driven and instructor focuses on students with the most need (Grasha, 2002; Grow, 1991; Kothari & Pingle, 2015). The second teaching style is the formal authority or authority coach model (Grasha, 2002). The formal authority instructor follows strict codes outlined in the organization. Learning is instructor driven and students are forced to learn methods and practices outlined as acceptable by the organization with no deviation (Grasha, 2002; Grow, 1991; Kothari & Pingle, 2015). The third teaching style is the personal model (Grasha, 2002). In the personal model style the instructor acts as a role model for learners. Learning is instructor driven but the instructor is hands on and helps the learner achieve tasks by completing doing similar work (Grasha, 2002; Grow, 1991; Kothari & Pingle, 2015). Fourth, is the facilitator (Grasha, 2002). The facilitator instructor acts as a personal guide for the learner. Learning is student driven and the instructor encourages

and offers different paths to the student (Grasha, 2002; Grow, 1991; Kothari & Pingle, 2015). Finally, there is the delegator teaching style (Grasha, 2002). The delegator instructor tasks students with assignments to develop their ability to perform job roles independently. Learning is student driven as students must find a way to complete the task assigned by instructor with little assistance. The instructor may act as a resource of information if needed (Grasha, 2002; Grow, 1991; Kothari & Pingle, 2015).

I used Grasha's teaching styles as categories for the research. Interview questions helped answer research question about teaching styles of corporate trainers.

The trends identified in the literature review contain information on learning theories, conceptual framework, competencies of corporate instructors, and a brief history of corporate training. Workplace education is moving away from the slow, apprentice model towards the fast-paced corporate training model. Changing the speed of employee on-boarding demands different qualities and competencies in trainers. These competencies are essential to provide quality, reliable training. Utilizing the theories identified in the conceptual framework and the learning styles, I proceeded to find links between prior experiences, perceived self-efficacy, and instructor teaching styles.

Table 2

Theories Behind the Research

Research Questions	Theory	Interview Questions
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RQ1: What is the perceived effect of Southeastern United States corporate healthcare instructors' credentials on their teaching style?	Kolb's experiential learning theory	<p>What professional credentials do you have for this position?</p> <p>Have you ever attended any professional development opportunities for education?</p> <p>How do you feel your credentials prepare you for teaching?</p> <p>How do you engage students in the course?</p> <p>What do you do if a student appears uninterested in the class?</p>
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(continued)

Research Questions	Theory	Interview Questions
RQ2: What is the perceived effect of Southeastern United States corporate healthcare instructor's previous experiences on their teaching style?	<p>Bandura's theory of self-efficacy</p> <p>Kolb's experiential learning theory</p>	<p>What inspired you to become an instructor?</p> <p>How did you get involved in teaching?</p> <p>Have you ever held a job, outside of your current position that is related to training?</p> <p>What past experiences help you teach?</p> <p>When did you decide to enter education?</p> <p>How do you engage with your students?</p> <p>How would you define your teaching style?</p> <p>What techniques do you currently use?</p> <p>How effective do you feel these techniques are in the classroom?</p> <p>Do you make your own classroom materials?</p> <p>How do you handle a situation when a student needs additional support?</p> <p>Can you give me an example of an intense or difficult moment in your classroom and your reaction?</p>
RQ3: How do Southeastern United States corporate healthcare instructors	<p>Bandura's theory of self-efficacy</p> <p>Grasha's Teaching</p>	<p>How have your credentials prepared you for your position?</p> <p>In your experience, how has your college education helped you train in the classroom?</p> <p>What is your training philosophy?</p> <p>How do you prepare for a class?</p>

perceive the effect of credentials on their self-efficacy?	Styles	
RQ4: How do instructors perceive the effect of previous experiences on their self-efficacy?	Bandura's theory of self-efficacy	Do you enjoy teaching? What experiences shaped you toward teaching as a career? Which aspects of the job are most difficult for you and why?
	Kolb's experiential learning theory	How would you define your confidence in the classroom? What training related goals do you have?

Note. This table helps clarify the relationship between research questions, theory, and interview questions.

I used table 2 to identify which theories guide each research question. The interview and focus group questions stem from one or more of each research question and the link can be found in table 2.

Implications

I intended to discover how credentials and previous experiences affect a corporate instructor's self-efficacy and teaching styles. Understanding this connection may lead to bolstering the confidence of existing trainers and assist education department heads make future hiring choices (Bruny, 1970; Gray, 2015). A possible result from this study could be the institution of a hiring policy for new corporate instructors requiring certain credentials in order to be considered for a training position. Another possible outcome of the study could be the development of a professional development program to teach pedagogical skills to existing corporate instructors with no formal education. The results of this study may identify needs for professional development.

The results of this study may help identify areas in need of ongoing education and professional development for corporate healthcare instructors. Research showed a positive correlation between highly qualified instructors and student success (Harris et al., 2014). If the results of this study should show a trend of highly successful or sought after traits or experiences, healthcare companies may invest in professional development courses to encourage growth in their education departments. Even a small amount of professional development may offer instructors more tools and teaching styles to use in the classroom (Ouellet, 2012). This professional development would increase the overall effectiveness of the program.

Another potential outcome of this study may include recommendations for healthcare industry hiring choices. As there is no current baseline expectation for corporate instructors, this study may offer suggestions on credentials that are best suited for corporate education positions (Gray, 2015; Ouellet, 2012). Because the data analysis of this study led to a greater understanding of how teaching styles are influenced by an instructor's credentials and past experiences, other companies may use this information to demand certain prerequisite experience or credentials from new employees.

Summary

In Section 1, I identified the problem of training inequalities in healthcare corporations. The local problem involved a healthcare company in the Southeastern United States. My rationale behind the study was represented in the local problem of poor training reliability. My study is significant for companies, corporate instructors, and

healthcare patients. This study may be used to guide future hiring choices for companies considering promoting employees from within a job role or hiring outside candidates with education degrees. I identified the research questions clarify the aims of the study and deal with corporate instructor credentials and experiences and their influence in the development of teaching styles and instructor self-efficacy. I performed a literature review that summarized a history of corporate training, the conceptual framework to be used in the study, and positive aspects of corporate trainers.

During the literature review, I decided to utilize Bandura's (1994) theory of self-efficacy as the conceptual framework. I also used Kolb's (1984) experiential learning theory and Grasha's (2002) teach styles as reference theories for this study. During the literature review, I reviewed the history of corporate training and the trends away from the apprenticeship system to a more production line focused training system found in our companies today. I also reviewed the important competencies required for successful adult training in a corporate setting and the popular trends affecting the field such as leadership programs. In the review, I noted the significance of additional training resources being placed on management and leadership in the form of analytical courses and the rise of e-learning as a major training medium. Finally, I reviewed the important training and teaching styles as a means of categorizing participants in the study utilizing Grasha's teaching styles.

This research offers insight into how instructor's credentials and experiences affect their perceived self-efficacy and teaching styles. It has the potential to benefit

hiring managers by ensuring that the corporate instructors are effective in their work, offer educators a window into how they began on their career path, and ensure that student receive a reliable education. A reliable healthcare education has also the potential to improve the healthcare of communities leading to equitable and affordable healthcare resulting in positive social change. I conducted a qualitative study through a series of interviews outlined in the following section.

In the next section, I begin with an overview of the research design and approach. Second, I will review the methods and criteria of selecting potential participants in the study. This section will also include information and plans to establish my relationship with participants. Next, I will describe the data collection procedures, instruments, and methods for establishing credibility. Then, I will describe the data analysis procedures intended to code and analyze the data collected. Finally, I will discuss the limitations with a study of size and scope.

Section 2: The Methodology

Introduction

I used a qualitative research design to study the corporate teaching culture in healthcare. I designed the guiding research questions focus on how perceived self-efficacy and teaching styles were influenced by an instructor's credentials and experiences.

Research Design and Approach

I believed a qualitative study was the appropriate choice for this study to investigate the culture of corporate instructors within a localized setting, focusing on the common beliefs, values, and shared attitudes. The qualitative approach allowed flexibility to perform research by using multiple resources and strategies such as interviews and training material review (Merriam & Tisdell, 2016; Stake, 1995). Originally, most scientific research was quantitative in nature, but researchers began to find it too limiting and constraining of their ability to collect and present data; thus, qualitative research became an effective and supported approach (Aczel, 2015).

There are several types of qualitative studies. I considered a case study for this research and there are several distinct varieties: explanatory, exploratory, descriptive, multiple-case studies, intrinsic, instrumental, collective, and illustrative (Baxter & Jack, 2008). Originally, I believed an illustrative case study was ideal for understanding the local situation and the ways for improving it as an illustrative case study allowed me to analyze the local problem as a unique situation. In 2008, researchers performed an

illustrative case study on acute ischemic strokes and their relationship to the rest of the brain (Heaton, Day, & Britten, 2016). The case study allowed them to study many different patients and accept information from multiple sources, including a computer program model (Heaton et al., 2016). Illustrative case studies are often done in a corporate setting as well. In 2001, researchers used an illustrative case study to investigate complex relationships between leadership and commitment (Guillén & González, 2001). In my own study, the interviews allowed me to catalogue previous experiences and credentials from the participants and discuss participants' perceived role of efficacy. However, case studies require information from many different sources and the limitations to my study require focus on interview information. Without multiple sources of information, I was forced to use a basic qualitative study. I satisfied the research questions using this approach due to the emphasis placed on interview information. I used interview data to collect historical information like credentials and life experiences as well as perceptions of self-efficacy.

I considered other qualitative methods but eventually discarded them as possible choices. I considered an ethnographic study, but it would have taken a considerable amount of time to invest in the setting and be difficult to remove bias from an education culture. A phenomenology approach was not appropriate for this study, as I focused on the essences of self-efficiency and perception, but their shared overall cultural effects. I dismissed the grounded theory as there was no need to create an original theory around the phenomenon. A narrative study would be an excellent choice if the focus were on just

one or two sample participants; however, the study included a maximum of 11 participants. I reviewed the collected data for trends and then coded the data.

Participants

Criteria for Selecting Participants

For this study I used purposive sampling methodology. Purposive sampling is defined as a sample selected by the researcher to target a specific group (Palinkas et al., 2015). Purposive sampling is often used to make the most out of limited resources (Palinkas et al., 2015). Purposive sampling differs from random sampling as it does not seek a general population, instead it focuses on highly informed individuals who are more likely to offer the researcher a better chance of observing the phenomena (Miguel, Sophia, & Jamie, 2018). I used a team of corporate educators that I do not work closely with but to whom I had access. The sample consisted of a group of corporate educators. I chose these corporate educators from the physician education team of the local healthcare company. In total, 11 corporate educators within the physician education team decided to participate. I invited all the educators on the physician education team to attend the interviews. If less than seven educators had agreed to participate, I intended include additional team members from other education teams within the local healthcare organization. I selected this number to include availability of corporate educators and balance of inquiry. Choosing more than 11 educators would have required investigating several different departments and teams, while including less than seven would not give

an accurate representation of the team's dynamics. I accepted all educational backgrounds in order to produce a range for the study.

Access to Participants

I had access to the participants as permitted by the senior director of the education department. In order to obtain access, I sent a letter of cooperation to the senior director of the education department. Participation in the study was optional and was not be forced upon any member of the department. Gaining Walden Institutional Review Board (IRB) approval allowed distribution of consent letters to all informed potential participants. Walden IRB analyzed all materials that I utilized in the interview process, including the interview questions. Walden IRB required information about any at risk populations and data storage. I received the IRB approval number 02-07-19-055624 with permission to continue my research. The IRB also required a "Human Research Protections training completion certificate," and an oral defense, which I have completed.

All potential participants completed a letter of consent to prove they were willing to engage in the study of their own volition. The letter of consent was signed physically on paper and uploaded to an electronic file.

Methods of Establishing Researcher-Participant Rapport

Gathering data for this study required interacting closely with each participant in the sample. Researcher and participant interactions can cause strife in a study, I felt it was important to make three assumptions about this relationship. First, qualitative studies focusing on dialog were ethically justified, as the participant had control over what was

shared (Maier & Monahan, 2010; Taylor, Bogdan, & DeVault, 2015). Participants reviewed all information collected in order to prevent misinformation. Second, flexible conversations and interactions give a holistic picture of the local problem and the sample participant (Maier & Monahan, 2010). I enhanced flexible conversations through interview prompts and open questions, examples may be seen in the interview protocol (Appendix B). Finally, the act of study and conversation enriches both the researcher and the participant as it gives both a chance to reflect and change in an effort to create positive change in the field of study (Maier & Monahan, 2010; Taylor et al., 2015). I informed each participant of the nature and detail of the study before being allowed to engage in any study activity and review any collected data with the participant to provide both myself and the participant with a positive experience.

Protection of Participant's Rights

No study is without risk to participants; my project study was no different. I needed to have measures in place that reduced researcher bias. Participants may have felt required to take part in the study as a result of my standing relationships with them. Participants may also have worried about their information be displayed publicly or suffered stress from the interview process (Miles & Huberman, 1994; Smith, 2003; Taylor et al., 2015). I had no supervisory role over the sample participants and had no intention of becoming a supervisor after the completion of my studies.

In order to address potential risks, all demographic data such as names and identifiable information remain private, and I reminded all potential participants that they

were not required to participate and could withdraw at any time. I did not use any names during the interview process, and I stored all physical paper data a locked drawer and I saved all electronic data on a password-protected hard drive. I will delete all data after 5 years; this will prevent any unintended disclosure of confidential information.

As the process was voluntary and participants could have left at any time, I ensured there was no chance of creating significant psychological stress for the participant, in addition, the focus was solely on the participant and did not focus on any students or the participant's family. Because I used no names, there was no chance of social or economic loss as there was no method for tracing information back to an individual participant. Physical dangers are a serious concern to any ethics board; thus, it is important to avoid them whenever possible (Smith, 2003). There was no chance of a physical injury during this interview process. I put these protections in place to ensure the participant's safety and comfort.

Data Collection

In this qualitative study, I focused on collecting data from the corporate educators. This information included their past experiences and any data related to their current teaching style. My goal began with gaining knowledge of each participant's past experiences and credentials related to their vocation, this information was best collected through oral discussion. In order to separate my role as a researcher and as an employee, I performed all interviews in the private office of the education floor and outside of normal work hours. I did not collect any data from active classroom lessons.

Data Collection Instruments

I carefully managed the data collected during the interviews. In order to prevent bias from damaging the study outcomes, I created and followed an interview protocol (Appendix B) and utilized this tool. I used Rabionet's (2011) method of designing the interview. Rabionet's method has several stages. First, I chose the type of interview (Rabionet, 2011). I decided to use the semistructured interview format. A semistructured interview is a formal interview with prompting questions and loose guidelines (Cohen & Crabtree, 2006). Semistructured interviews allow more flexibility and encourage a conversational tone (Cohen & Crabtree, 2006). Second, I established the ethical guidelines for my study. Third, I designed an interview protocol, the protocol may be found in Appendix B. Fourth, I conducted the interviews and recorded so the findings could be reported.

I prepared the interview prompt questions before the interview to prevent stagnant conversation during the interview process. I derived the interview questions from the research questions and the prompts may be seen in Appendix B. In order to stimulate conversation, I prepared several of the questions to have further prompts that, if necessary, could have been employed to enhance or deepen the conversation. The interviews lasted approximately half an hour and were performed in a well-lit room with comfortable seating. I recorded the sessions with an electronic audio recorder and transcribed at the completion of the interviews. I took interview notes during the sessions in order to capture facial and tonal details.

The data I collected through interviews satisfy each research question. The probes I developed on the interview protocol allowed collection of extra information in case of connections or relevancies not first noticed during the prompt questions.

I used Grasha's (2002) teaching styles as a historical resource when designing the interview questions. These styles prevented me from assuming a participant's knowledge or teaching style based on participant's past experiences with public speaking or education and conversations with the participant.

Data collection took place over the course of one week. Interviews ranged from 12 minutes to 40 minutes in length depending on the participant's answers. I used an open and free-flowing interview pattern that yielded excellent results. My interview protocol was an effective tool for prompting collection of the data; however, I also thought it necessary to also take interviewer notes in order to capture the full context of the audio transcript.

I collected and catalogued data in an Excel spreadsheet. I used this spreadsheet to identify each participant as a code name and organized each participant into teaching styles and historical background categories. I used a "top 10" coding list on the spreadsheet to organize the data.

My role as an instructor may have affected data collection as I interviewed colleagues from the same occupation. In order to prevent my personal bias from affecting the organization and categorization of data, I used Grasha's (2002) existing teaching style definitions. Per Walden University's IRB guidelines, I took great care not to influence

my participants while collecting data and ensured they risk the minimum amount of harm possible.

Credibility

In order to collect valid data, validity and credibility needed to be established for each participant. Validity is defined as the truthfulness of scientific findings (Golafshani, 2003; Whittemore, Chase, & Mandle, 2001). Credibility is defined by how congruent the findings are to reality (Shenton, 2004). I established validity and credibility and ensured trustworthiness through several methods. First, I developed friendly rapport, so a comfortable relationship allowed truthful answers from the sample. Second, I ensured all data collected from the participant interviews were member checked. I used member checking to ensure that no data had been fabricated as well as guaranteeing validity. Member checking involves continuously sharing findings with the participants so participants have a greater say and stake in the study (Krefting, 1991). Member checking allowed participants to approve their participation and message (Krefting, 1991).

Data Analysis

Data analysis techniques followed five basic steps. First, I familiarized myself with the data over a short period of time. This familiarization included studying any interview notes I had taken and reading interview transcripts. Second, I began the coding process by identifying the concepts and used the codes to identify themes. Third, I indexed this information and categorized the data into appropriate categories, these categories represented teaching styles, level of perceived self-efficacy, and background

information. I saved all collected codes in an excel spreadsheet in order to track their frequency and ensure proper organization of the information. Forth, I charted the information so that a visual record may be used to see the information in another form. These charts and figures offer a simplistic view of the data that I used to formulate themes and trends. I used Saldaña's (2015) "top down" perspective for recoding the data after reviewing the information. Finally, I mapped the information using the charts to identify associations and relationships between the values. Using these steps, I analyzed all data in this study.

I cross-referenced interview questions and recordings with one another in order to identify themes. The themes identified in the interview were uploaded into an Excel document and graphed in order to display the information in a visual sense. Graphing data in a visual form allows for easier comprehension (Miles & Huberman, 1994).

I used three types of coding for this data, these were pre-set, open, and axial coding. Coding is a process of interpreting data and forming themes (Taylor et al., 2015). I used pre-set codes as my first coding form. The first coding form used was pre-set codes. I used these pre-set codes to focus on learning styles and educational credentials. Second, open coding is a process of breaking down the information collected analytically, I used these to prevent researcher bias by viewing the data separately from my previously held ideas or biases. Third, axial or focused coding is the process of grouping and comparing data by core concept (Corbin & Strauss, 1990; Taylor et al., 2015). I organized qualitative interview data using open coding, then axial coding to identify

themes. I reviewed these themes at a larger scale so that I could identify trends. I then categorized and cross-referenced the categorical elements such as educator credential level and Grasha's (2002) teaching styles. I uploaded this cross-reference an Excel document and charted the information to show credential level and preferred teaching style and level of perceived self-efficacy. As I focused on previous experiences in my study, I analyzed the data through a narrative focus and used axial coding to identify deeper trends.

I used Saldaña's (2015) coding cycles for my coding. The first cycle focuses on identifying words or specific sentences (Saldaña, 2015). I used descriptive coding for this step. An example of this would be the code "years of experience" and "formerly a trainer for AT&T" (Participant A.). These codes referenced a specific experience from my sample participant that were important for their development as a trainer. I uploaded these codes onto a large matrix table and categorized them. An example would be grouping the years of experience and previous work experience as "related careers". Next, I grouped these categories into themes related to the research questions. After I outlined and populated the themes, I organized the data in-line with the research questions. Organizing the data allowed me to create a visual record of the information. Finally, I graphed the information in several figures displayed throughout this section to easily display the information in a manner that was understandable.

After completing data collection, transcription, coding, and theme identification, I used the information to provide a description of the phenomenon. I used the basic

qualitative study framework so my data were well-explained and organized into charts and a long narrative description on the local problem. After I collected and organized the data, I determined the relationship of the findings to the research questions and drew implications from the findings. I constructed charts to show credentials and experience relationships with self-efficacy and teaching styles as well as a longer descriptive narrative. An example chart may be found in Appendix E.

Limitations

I am the only researcher working on this study. As a result, all collection and work were done at a slower pace and subject to my schedule. The volume of data collected took extra time to collect and analyze without assistance from another researcher.

This study was limited by its size. The study only included one department in corporate education and did not include any participants outside of the local healthcare organization. The sample consisted of only 11 participants. The nature of the study indicated that the information could not be extrapolated into a larger population. The findings of this qualitative study should not be used to assume blanket information for healthcare education; the findings were unique to the local setting.

Data Analysis Results and Findings

I collected qualitative data during the interview processes and had the results member-checked by all participants. Eleven members of the sample agreed to take part in the study, providing an adequate sample size. I coded and themed all data according to

the plan laid out in the Data Analysis section. The data I collected from the interviews showed several major themes. These major themes included credentials, experiences, self-efficacy, and teaching style. After I identified the major themes, I applied them to the research questions to understand how the themes affected one another.

Credentials. All of the participants who attended college viewed their post-secondary education as a credential. Ten out of 11 participants were proud of their credentials even if they did not believe they were actively useful to their current job role. Participant C, who did not attend college, did not believe it was necessary for their job role. Participant C believed that professional development courses were credentials and were equivalent to a college education.

Some participants believed that their credentials enhanced their ability to perform their job role. Participant B said of their degree, “I am better prepared to research this number one... research and so gathering information, learning how to connect the dots... So that’s the way that I actually learn and reinforce my learning.” Participant B went on to say “My biology degree taught me to really connect the dots between what I was actually reading and what I was understanding.” Participant D had similar thoughts on credentials enhancing their ability to research stating, “Being okay with being in the classroom and a student asking you a question and you not knowing the answer. You have to look it up and get back to them.” Some participants believed they received special skills from their credentials such as developing their emotional intelligence and gaining insight to understanding their classroom. Participant D stated, “A B.A. in social sciences,

again, just understanding the human mind, understanding body language, understanding social moves. All those things I mentioned earlier definitely play a role in understanding how to do this job.” The majority of participants agreed that their college degrees were useful for their position.

Credentials were important to all of the participants however not every participant believed their credentials were critical for their current job role. Participant I stated “A college degree. No, I mean not help me with teaching. Yeah, like nothing.” Participant E mentioned that their degree was completely irrelevant to their current role saying “Well, being in finance you have to be. Back then it was me you know. Savvy. My gosh we don't even use it anymore”. Participant J believed their degree did not apply to their specific job role, “Homeland Security doesn't really translate and correlate to education.” Participants who believed their degree was not useful, believed experiences were more influential to teaching style and perceived self-efficacy.

Experiences. Every participant identified experiences as an event or series of events in which they engaged or participated. Every participant believed that their personal history was critical for their development as an educator and ultimately led to their involvement in adult education. Seven participants knew they wanted to be a trainer from a young age. Participant E had no official training background but wanted to get into education from sports experience, stating, “Playing sports, growing up and watching like coaches and baseball managers. I thought it was neat giving instruction.” Participant G knew education would be in their future in combination with their primary passion.

Participant G shared “So originally I wanted to go to nursing but I've always enjoyed from an early age tutoring kids and I like to see their growth and I like to see the master and I like to help them.” Participant B decided to become a trainer through interactions with family, they recounted,

When I taught my mom Algebra... So she never took algebra in high school and that's where I first took algebra my algebra instructor was amazing absolutely amazing... So every week we sat down to her assignments and you know she eventually got to the point where she started to understand it and then light bulb moment again for my mom for me to see that in it my mom was very rewarding.

Some participants decided to go into training later in life. Participant J decided to become a trainer when they were performing military service, they stated,

When I was in the Navy back in Italy I volunteered as a kindergarten teacher assistant for the Department of Defense. And I remember there was one day that these kids were just running around going crazy and I was like what am I gonna do? And I looked at the lieutenant and shoot was like at a loss. And I just said OK who wants to learn how to draw Garfield. And they all stopped. It was the funniest thing like I taught them how to draw Garfield by just doing some simple circles and go off from there and you know it was great from then on just any anytime they got a little crazy just kind of divert their energy to something different and get them back down to life. That was funny. I wish I had video of those days because those are crazy what past experiences help you teach.

Participant F did not decide to become a trainer until they had left a managerial position, stating, “Prior to this position I was a manager and so of course I'm having to do training classes for my staff.”

The majority of the sample had prior training experience. Participant E and Participant I were the only participants who never held or participated in training before their current position. For Participant E, their experiences in peer editing allowed them to become a trainer. For Participant I, they stated “I kind of fell into the role didn't really see that career path in the beginning.” However, all participants indicated they enjoy training in their current role.

Self-Efficacy. The self-efficacy levels of the participants were scattered across the sample. Seven of 11 participants of the sample believed they were doing well in the classroom while the other four participants had significantly less confidence in their abilities. The self-efficacy theme is highly dependent on the other themes as it was interconnected with a participant's previous experiences.

High levels of perceived self-efficacy were common among the sample. Participant A reported the highest level of self-efficacy, they said, “I'm very extremely confident and I've often said that the CEO, OK Come and sit in my classroom and then it won't make a difference to me.” Participant D also held extremely high levels of perceived self-efficacy and held others to their standard, stating, “I have a real high expectation of meeting deadlines for myself and for others. And sometimes I can be a

little inflexible when others are not meeting the deadline.” High levels of self-efficacy were most common among trainers with teaching experience from a previous job role.

Not every participant reported high self-efficacy. Participant B reported the lowest self-efficacy level. Participant B’s degree was not in education and worried about their background, they stated, “I’ve never been like a pedagogical teacher with kids and everything.” Participant B also admitted, “Every single time that I have to stand or speak or run a meeting or whatever. There’s always a level of anxiety there for me.” Participant I has a similar issue with their credentials not lending themselves to training, they said, “Sometimes I don’t feel like I’m that articulate with the wording so I’m just you know it’s one of those things I can take something I can write it down.” Low self-efficacy was most common among trainers with a bachelor’s degree.

Teaching Style. All of the participants’ teaching styles were dependent on their personal backgrounds. The teaching style theme was heavily influenced by both the participants’ credentials and experiences. The higher the educational credentials and the more time in the field of adult education indicated greater use of student-driven teaching styles, while instructors with lower credentials or less time actively teaching are more likely to use instructor-led teaching styles. Participant A had lower credentials and utilized a lecture based instructor-led teaching style. When asked about a governing teaching philosophy, Participant A said simply “Keep going until you get it right”. Participant E also had lower credentials and reported a teaching philosophy of “Well, you can lead a horse to water but you can’t make him drink”. However, Participant D (who

had higher credentials) answered the same question with “Definitely learning how to take complex language and translate it into everyday speak, that's sort of always been my motto in teaching and training.” Participant E had a background in finance and had no teaching experience prior to their current position, they used lecture as their main method of instruction. Lecture is an instructor-led teaching style. Participant G had a background in nursing and had trained nurses for several years before their current role, they believed in trusting the student to find their own way with minimal instruction. Participant G’s method was example of a student-drive teaching style.

Research Question 1: What is the perceived effect of Southeastern United States corporate healthcare instructors’ credentials on their teaching style?

The sample provided an excellent variety of employee educational backgrounds.

Table 3 displays collected data related to research question one.

Table 3

Research Question One Coding and Themes

Themes	Sub Themes	Code group	Code	Evidence	Participant
RQ1: What is the perceived effect of Southeastern United States corporate healthcare instructors’ credentials on their teaching style?					
Instructor has credentials that are lower bachelor’s degree.	Participant has not yet completed degree	Credentials	Credential / College degree	High school diploma	Participant C
Professional development opportunities pursued.	Participant has attended some kind of professional	Professional development	Out of state job training	I am certified in epic care ambulatory and I am	Participant C

development

certified in
organizational
development
and
performance
consulting

(continued)					
Themes	Sub Themes	Code group	Code	Evidence	Participant
How does the instructor's degree influence the teaching style?	Degree is helpful	Credentials	Researching	I am better prepared to research this number one... research and so gathering information learning how to connect the dots... So that's the way that I actually learn and reinforce my learning	Participant B
Is the degree helpful for their position?	Participant uses degree	Degree Helpful?	Degree influence / Critical thinking	my biology degree taught me to really connect the dots between what I was actually reading and what I was	Participant B

How does the instructor's degree influence the teaching style?	Participant uses degree	Credentials / Teaching style	Teaching style / Presentation style / Degree influence	being okay with being in the classroom and a student asking you a question you not knowing the answer. You have to look it up and get back to them.	Participant D
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					(continued)
Themes	Sub Themes	Code group	Code	Evidence	Participant
Instructors with degrees in education have higher self-efficacy. Instructors with mater level degrees have higher self-efficacy.	Uses of degree	Degree Helpful?	Degree is helpful	A B.A. in social sciences again just understanding the human mind understanding body language understanding social mores all those things I mentioned earlier definitely play a role in understanding how to do this job.	Participant D
Is the degree helpful for their position?	Participant does not use degree	Degree Helpful?	Degree influence / Degree does not help	A college degree. No I mean not help me with	Participant I

Instructors with bachelor degrees outside of education have lower self-efficacy.	Uses of degree	Degree Helpful?	Degree is not helpful	teaching. Yeah, Like nothing. Well, being in finance you have to be. Back then it was me you know. Savvy. My gosh we don't even use it anymore.	Participant E
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(continued)

Themes	Sub Themes	Code group	Code	Evidence	Participant
Instructors with bachelor degrees outside of education have lower self-efficacy.	Uses of degree	Degree Helpful?	Degree is not helpful	Homeland Security doesn't really translate and correlate to education	Participant J
Instructors have a core training belief.	Low formal training creates try and see attitude.	Teaching philosophy	Core training belief	Keep going until you get it right.	Participant A
Education and healthcare related degree holders utilize student-driven	Formal education or patient centered approach	Teaching style	Presentation style / Teaching style	My message is always trying to translate commerce complex language into everyday speak I think	Participant D

teaching styles.				and again that may be because of the trajectory of my life my career in being a corporate compliance trainer for so long.	
Instructors have a core training belief.	Low formal training creates try and see attitude.	Teaching philosophy	Core training belief	Well, you can lead a horse to water which can make him drink	Participant E

Note. Table 3 displays coding and themes related to research question one collected during the interview process.

The credential breakdown of the sample is as follows: 18% associates degree or no degree, 64% bachelor's degree, and 18% master's degree. This breakdown balanced those with lower credentials with those with graduate credentials. Within the sample of degree holding instructors, 30% hold education related degrees. The other participants' degrees were in a wide variety of fields. Figure 1 shows the summary of participant credentials by type.

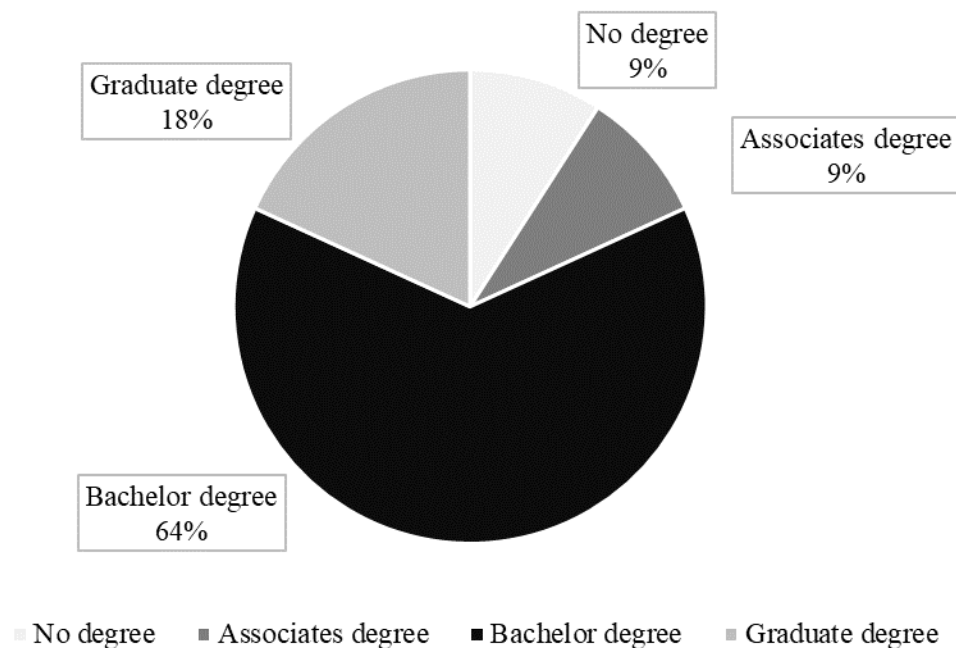


Figure 1. Participant credentials of sample population.

An interesting minor theme developed when participants were prompted on the importance of having a degree related to their occupation; the participants were split almost evenly. The majority of participants (54%) agreed that a degree was helpful for the job role while 46% did not believe a degree was useful. Of the subjects who have earned an education related degree, 100% believed their degree was useful and has enhanced their performance in the classroom. Figure 2 depicts perceived degree importance by participants. This was problematic as those with the most formal education experience and training recommend a degree however, the local organization does not require a degree for the position.

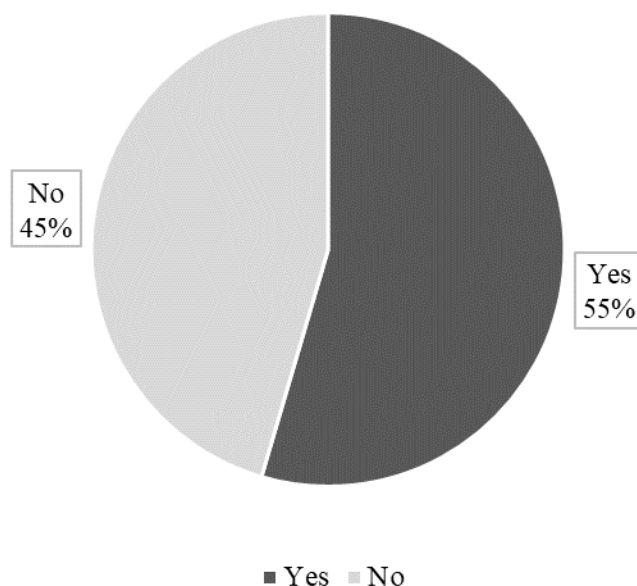


Figure 2. This figure shows the results of the question: Is a degree helpful for your position?

According to Participants A and B, credentials had a connection with teaching styles for corporate instructors. Participants with an associates degree or lower used the personal model teaching style. The personal model style involves the instructor demonstrating a skill the learner should perform and then asking the learner to repeat the ability (Grasha, 2002). This method was likely due to their lack of credentials and formal college training. They did not know available teaching styles or techniques and sought to deliver the information in the most direct way available (Participant A). Participant A was unable to recall any teaching methods other than lecture and did not make any new materials or activities that were not used by other trainers.

Subjects with bachelor's degrees varied between facilitator and formal authority teaching styles. Facilitator teaching styles are student driven and allow the instructor great flexibility to guide the learner toward their goal (Grasha, 2002). Formal authority instructors tend to be instructor led and rarely deviate from the class outline or plan, they have a set goal and drive learners through each step on a previously laid out schedule (Grasha, 2002).

Subjects with masters' degrees utilized the facilitator training style. This was due to their increased experience dealing in healthcare and education (Participant K.) They believed adult learning was student driven and should be encourages and guided but not directed without the learner's involvement (Participant D). Table 4 displays the data for credentials and teaching style.

Table 4

Credentials and Teaching Style

Credentials	Teaching Style
Bachelors- Biology	Formal Authority
High School	Personal Model
Associates- General Study	Personal Model
Masters- Education	Facilitator
Masters- Healthcare Administration	Facilitator
Bachelors-Education	Facilitator
Bachelors-Finance	Formal Authority
Bachelors-Marketing	Formal Authority
Bachelors-Homeland Security	Personal Model
Bachelors-Nursing	Facilitator
Bachelors- Business Education	Facilitator

Note. Table 4 displays each participant's credentials and their corresponding teaching style.

The relationship between credentials and teaching style was dependent on the type of credentials. Subjects without a degree or below bachelor level delivered information directly through modelling. Subjects with bachelor degrees split based on the major. If the major was non-education or healthcare related, participants tended to deliver information as “the expert” and reinforced an instructor led teaching style. Finally, those with education, healthcare, and master level degrees used student-oriented learning styles. Subjects with higher credentials or education related credentials tended to lean towards the student driven education models. Ultimately, a degree was helpful and

reflected teaching style, the higher the education credentials, the more likely subjects were to use a student-centered teaching style.

RQ2: What is the perceived effect of Southeastern United States corporate healthcare instructor’s previous experiences on their teaching style?

Previous life experiences played a critical role in each instructor’s development. Things like previous jobs, years of experiences, outside teaching experiences, and childhoods were coded and themed. This process led to commonalities among many of the participants. It is important to note that every participant related more information about experiences than credentials as they may overlap. Table 5 displays interview data related to research question two.

Table 5

Research Question Two Coding and Themes

Themes	Sub Themes	Code group	Code	Evidence	Participant
RQ2: What is the perceived effect of Southeastern United States corporate healthcare instructor’s previous experiences on their teaching style?					
Education and healthcare related degree holders utilize student-driven teaching styles.	Formal education or patient centered approach	Teaching style	Relaxed teaching style / Light bulb mentioned	So I would say I drive but I give them options on where they want me to take them because they have to make their own lightbulb come on.	Participant G

(continued)					
Themes	Sub Themes	Code group	Code	Evidence	Participant
Instructors with more teaching experiences have higher self-efficacy.	Training confidence	Self-efficacy	Light bulb mentioned / high confidence	I think they're good. I think I keep my students engaged. I think I help them get what they need to have to make the light bulb go on.	Participant C
Childhood influences guide trainer development.	Home and early life inspiration	Childhood	Family has church roots	My parents, both of them, were ministers of the gospel of Christ... mimicking them... play games or sometimes I would be the preacher to teach her (referencing a younger sibling) and pretending like I'm preaching	Participant A
Related careers.	Experience in related fields	Past experiences	Military experience	I was what you call a training Petty Officer	Participant J

(continued)

Themes	Sub Themes	Code group	Code	Evidence	Participant
Childhood influences guide trainer development.	Home and early life inspiration	Past experiences	Childhood observations	Playing sports, growing up and watching like coaches and baseball managers. I thought it was neat giving instruction.	Participant E
Why did the instructor decide to teach as a career?	Experience in related fields	Past experiences	Teaching origin	So originally I wanted to go to nursing but I've always enjoyed from an early age tutoring kids and I like to see their growth and I like to see the master and I like to help them	Participant G

(continued)					
Themes	Sub Themes	Code group	Code	Evidence	Participant
Childhood influences guide trainer development.	Home and early life inspiration	Childhood	Outside teaching experience / teaching at home	When I taught my mom Algebra... So she never took algebra in high school and that's where I first took algebra my algebra instructor was amazing absolutely amazing... So every week we sat down to her assignments and you know she eventually got to the point where she started to understand it and then light bulb moment again for my mom for me to see that in it my mom was very rewarding.	Participant B

(continued)					
Themes	Sub Themes	Code group	Code	Evidence	Participant
Low education experience leads to instructor-centered teaching style.	Experience in related fields	Past experiences	Development of teaching skills unrelated to a degree	And I remember there was one day that these kids were just running around going crazy and I was like What am I gonna do? And I looked at the lieutenant and shoot was like at a loss. And I just said OK who wants to learn how to draw Garfield. And they all stopped. It was the funniest thing like I taught them how to draw Garfield by just doing some simple circles and go off from there and you know it	Participant J

was great from then on just any anytime they got a little crazy just kind of divert their energy to something different and get them back down to life. That was a funny. I wish I had video of those days because those are crazy what past experiences help you teach.

(continued)

Themes	Sub Themes	Code group	Code	Evidence	Participant
Related careers.	Experience in related fields	Past experiences	Manager experience	Prior to this position I was a manager and so of course I'm having to do training classes for my staff.	Participant F
Why did the instructor decide to teach as a career?	Experience in related fields	Past experiences	Teaching origin	I kind of fell into the role didn't really see that career path in the	Participant I

beginning.

Note. Table 5 displays coding and themes related to research question two collected during the interview process.

The most interesting minor theme was the frequent mention of the “lightbulb moment” in the interview process, this was not scripted or prompted. Eight participants mentioned it at some point of their interview process. This phenomenon was likely the result of common cultural jargon. A “lightbulb” moment is when a learner suddenly “gets it” or understands the material they were being taught. The lightbulb moment was always mentioned in a positive tone and seemed to be the satisfying goal of training for each participant. In reference to the lightbulb, Participant G stated, “So I would say I drive but I give them options on where they want me to take them because they have to make their own lightbulb come on.” Similarly, Participant C said, “I think I keep my students engaged. I think I help them get what they need to have to make the light bulb go on”. The name and imagery likely stem from cartoons where a lightbulb appears over the head of characters when they have an idea (Suchow, 2017).

Seven participants knew they wanted to teach from a young age. Childhood experiences of being an older sibling, being a student, and childhood roleplaying helped the majority of the participants decide on a career in education. Participant A practiced teaching from a young age and relayed “My parents, both of them, were ministers of the gospel of Christ... mimicking them... play games or sometimes I would be the preacher to teach her (referencing a younger sibling) and pretending like I’m preaching.” Two participants of the sample mentioned parenting as a factor in deciding to teach, as they

taught the child, they got addicted to the “lightbulb moment”. As this led these participants toward teaching at an early age, it helped shape them in that path.

Not every participant decided to train in their first career, they moved toward it as they became used to proctoring and facilitating newer employees in their old job roles. For these subjects, it was years of experience, not credentials that led them towards training as a career (Participant J). Each participant believed that continuing development was necessary for an educator. Ten participants have participated in some variety of professional development but this was not standardized. Participants rarely take the same course and do not share information gained during classes or conferences (Participant A). Not sharing information from these conferences and classes was a tragedy as this information could have been used to improve the team if it was shared among the other participants.

Past experiences heavily guided a subject’s teaching style. Participants who have been teaching the longest, without formal educational experience (college) utilized the personal model teaching style (Participant C). Participants with less than 7 years of experience in teaching or healthcare relied heavily on the formal authority teaching style. Those who used the formal authority method have backgrounds in finance, marketing, and advertising. Marketing and financial backgrounds require scripts and strict standards for information delivery. Participants with healthcare or nursing experience tended to use the facilitator method. This was due to the nature of their previous careers. Participants with backgrounds in healthcare and business education were more student driven and

used the facilitator method (Participant K). Table 6 displays the relationships between teaching style and years of experience.

Table 6

Years of Experience and Teaching Style

Experience in years	Teaching Style
6.5	Formal Authority
24	Personal Model
15	Personal Model
22	Facilitator
4	Facilitator
6	Facilitator
3	Formal Authority
5	Formal Authority
10	Personal Model
14	Facilitator
5	Facilitator

Note. This table displays each participant's years of experience in relation to their teaching style.

The relationship between past experiences and teaching style illustrated a clear relationship. Those in nursing and education are used to patient care and were aware that a uniform approach was not always consistent with personal growth, thus they facilitated

learning rather than dictating it. Those without formal teaching or healthcare experience were more likely to use a direct, instructor-driven teaching style.

RQ3: How do Southeastern United States corporate healthcare instructors perceive the effect of credentials on their self-efficacy?

All participants exhibited medium to high levels of confidence in the classroom and reported gradually increasing levels of self-efficacy as the class proceeds. Table 7 displays data related to research question three that was collected during the interview process.

Table 7

Research Question Three Coding and Themes

Themes	Sub Themes	Code group	Code	Evidence	Participant
RQ3: How do Southeastern United States corporate healthcare instructors perceive the effect of credentials on their self-efficacy?					
Instructors with fewer teaching experiences have lower self-efficacy.	Training confidence	Self-efficacy	Room for improvement	No one I never assume that I know everything. For me that has been pivotal. It's been it's just been key.	Participant B
Instructors with degrees in education have higher self-efficacy. Instructors with mater level	Uses of degree	Degree Helpful?	Degree is helpful	Well yes I mean I have an undergrad in psychology so it's sort of a psychology degree and	Participant D

degrees have higher self-efficacy.

that I have a master's in education so I'd say both of those degrees definitely have guided and helps me in training

(continued)

Themes	Sub Themes	Code group	Code	Evidence	Participant
Instructors with fewer teaching experiences have lower self-efficacy.	Low training experience	Self-efficacy / Past experiences	Outside training experiences	I've never been like a pedagogical teacher with kids and everything	Participant B
Instructors with fewer teaching experiences have lower self-efficacy.	Training confidence	Self-efficacy	Performance anxiety	Every single That I have to stand or speak or run a meeting or whatever. There's always a level of anxiety there for me.	Participant B
Instructors with fewer teaching experiences have lower self-efficacy.	Training confidence	Self-efficacy	Difficult to present / self-efficacy	Sometimes I don't feel like I'm that articulate with the wording so I'm just you know it's one of those things I can	Participant I

take
something I
can write it
down

Note. Table 7 displays coding and themes related to research question three collected during the interview process.

The group with the highest self-efficacy was the group without a bachelor's degree. The group with bachelor's degrees dipped into medium to high self-efficacy and the group with master's degrees reported very high levels of self-efficacy. These findings represent a shallow Dunning-Kruger effect (Plohl & Musil, 2018). The Dunning-Kruger effect is a phenomenon that covers overconfidence which results in a reversed bell-curve which is displayed in figure 3 (Plohl & Musil, 2018).

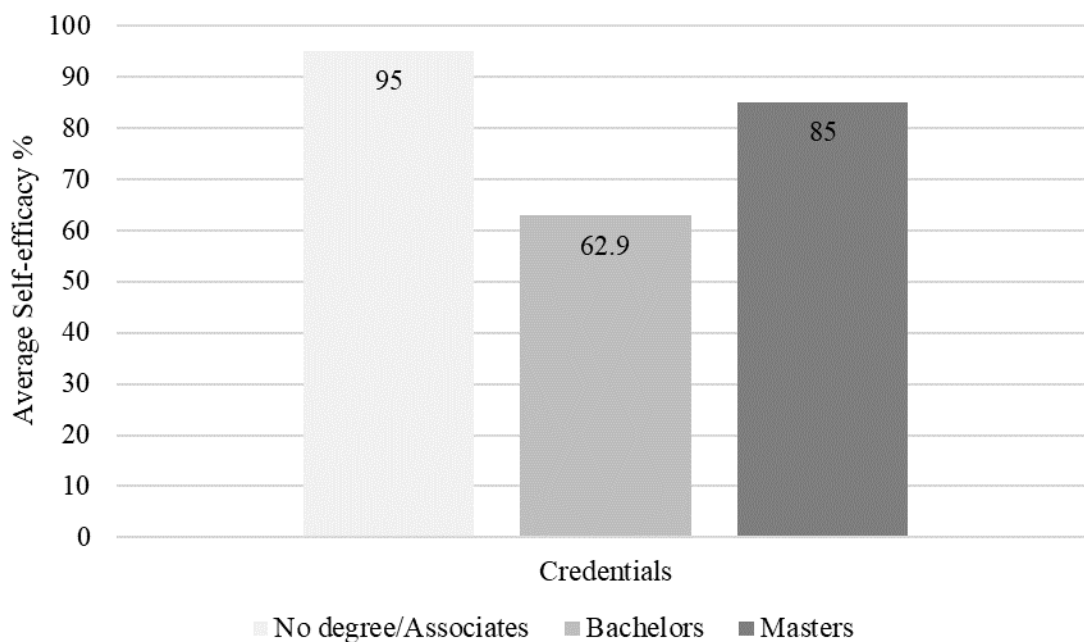


Figure 3. Self-efficacy and credentials of the sample population.

This bell-curve effect was a direct result of the participant-credential relationship. Participants with low or no degrees did not have official training in education. This disparity included teaching styles, educational theory, or even just experiences of being a student in bachelor level courses. This manifested with great confidence in the classroom because they did not know any other teaching methods besides their own. Those with bachelor degrees dipped because of their widened net of educational experiences and credentials. By spending more time in college, they have seen how teaching works and the many approaches available as Participant B stated, "I never assume that I know everything. For me that has been pivotal. It's been, it's just been key." Thus, with this extra knowledge, they were more apprehensive to declare higher self-efficacy. The final category, those who have completed graduate studies, showed increased self-efficacy because of their studies into education and the related theories as Participant D shares,

Well yes, I mean I have an undergrad in psychology so it's sort of a psychology degree and that I have a master's in education so I'd say both of those degrees definitely have guided and helps me in training.

In summary, participants felt less confident in their abilities if they were better educated on the prospects and science of education itself, however, with enough training their confidence rose to meet their level of mastery.

RQ4: How do Southeastern United States corporate healthcare instructors perceive the effect of previous experiences on their self-efficacy?

All participants reported they enjoyed training and their goal was improve their skills in the classroom and better fulfil their current role. Table 8 displays data related to research question four that collected during the interview process.

Table 8

Research Question Four Coding and Themes

Themes	Sub Themes	Code group	Code	Evidence	Participant
RQ4: How do Southeastern United States corporate healthcare instructors perceive the effect of previous experiences on their self-efficacy?					
Professional development opportunities pursued.	Participant has attended some kind of professional development	Professional development	Out of state job training / Conferences attended	I have not (professional development)	Participant F
(continued)					
Themes	Sub Themes	Code group	Code	Evidence	Participant
Instructors with more teaching experiences have higher self-efficacy.	Training confidence	Self-efficacy	Dislikes administrative aspects of the position	So all of the administrative work that you have to do outside of the classroom that and developing curricula and different projects does we as you know we're a very small team and we've been	Participant H

Why did the instructor decide to teach as a career?	Home and early life inspiration	Past experiences	Teaching origin	trying to get more people on so just the volume of work that we have basically Tutoring me from a young age I was tutoring Title 1 kids when I was in high school. Like I said tutoring has really helped and then also just relationship building. I think that's almost the foundation of some of education is just learning to talk to others speaking to them.	Participant G
Themes	Sub Themes	Code group	Code	Evidence	Participant
How many years of experience for this role does the instructor have?	Experience in related fields	Past experiences / Years of experience	Years of experience	five years now	Participant I
Instructors with more teaching experiences have higher	Training confidence	Self-efficacy	High confidence	I'm very extremely confident and I've often said that the CEO	Participant A

self-efficacy.

OK Come and sit in my classroom and then it won't make a difference to me.

Instructors with more teaching experiences have higher self-efficacy.

Dislikes administrative duties

Self-efficacy

Dislikes when peers fall behind on projects

I have a real high expectation of meeting deadlines for myself and for others. And sometimes I can be a little inflexible when others are not meeting the deadline.

Participant D

Note. Table 8 displays coding and themes related to research question four collected during the interview process.

Improving classroom skills involves professional development courses that are provided by various organizations. Unfortunately, not every participant attended the same course (Participant F). One of the 11 participants indicated they had never attended any professional development courses although they did plan to in the future (Participant F). Some participants exhibited poor job satisfaction related to non-training related objectives such as administration and emailing, however each participant was keen on the training aspect of their job. When asked which aspects of the job they disliked Participant H shared,

So, all of the administrative work that you have to do outside of the classroom that and developing curricula and different projects does we as you know we're a very small team and we've been trying to get more people on so just the volume of work that we have.

Childhood experiences seemed to have an effect on a participant's self-efficacy. Games, roleplaying, even family members in education inspire confidence in a participant's past guiding them toward a career in education (Participant A). Other participants such as Participant G, indicated they were thrust into teaching through an experience in high school or their late teens. Participant G described this experience,

Tutoring me from a young age I was tutoring Title 1 kids when I was in high school... Like I said tutoring has really helped and then also just relationship building. I think that's almost the foundation of some of education is just learning to talk to others speaking to them.

This experience provided a positive effect on them and they chose teaching as a career.

Ultimately, a participant's self-efficacy was dependent on their familiarity with classroom teaching. Those with fewer years teaching had a lower level of self-efficacy (Participant I). Those who had spent more time developing their skills through experience or professional development indicated a much higher level of self-efficacy. This was due to their comfort level teaching and disseminating information. Like any other skill, it was improved with practice and experience.

Summary

This section outlined the data collection, analysis, and findings of this study.

Qualitative interview data were collected from 11 corporate participants to investigate possible relationships between credentials, experiences, self-efficacy, and teaching styles.

The most important perceived theme guiding a participant was their previous life-experiences. These experiences influenced the approach of each participant's guide to education. Experiences included every aspect of a participant's life before accepting the job role and thus had the greatest influence on their teaching style. The more experienced and well-trained teachers used a student-driven teaching style while those without much teaching experience or educational history tended to use an instructor-driven teaching style. Participants with more experience in the classroom had higher levels of self-efficacy than those who did not. The majority of participants (54%) believed credentials in the form a college degree were important for the position although it was not officially required by the local organization. Credentials had a strong effect on perceived self-efficacy, producing a Dunning-Kruger effect as credentials increased. This Dunning-Kruger effect implies that self-efficacy was strong for those with no credentials, dropped for those with only a bachelor's degree and rose again for those with advanced degrees.

Section 3: The Project

Introduction

Through this study I have examined the relationships between self-efficacy, teaching styles, credentials, and experiences. After I collected and analyzed the data, I selected a professional development program as an effective way to increase self-efficacy of instructors and encourage student-driven teaching styles. Throughout this section, I will recommend a professional development workshop that focuses on training instructors to use student-driven teaching styles. The professional development workshop (Appendix A) includes the project's purpose, rationale, background literature, description, plan, and implications. The workshop's audience is restricted to corporate instructors and trainers who are employed at the study's local organization. The workshop consists of a 3-day professional development course describing the importance of a student-driven teaching style and its effect on an instructor's self-efficacy.

Rationale

During the course of this study, I identified three teaching styles used by the participant sample. The teaching styles were influenced by both years of experience in teaching and credentials. The higher the credential or time in healthcare education, the more likely an instructor is to utilize a student driven teaching style. I identified a need for a standardized teaching strategy. During the study, instructors were using three basic teaching styles with little cohesiveness. This practice was problematic in a corporation as large as the one used within the study. If an instructor taught day one of a two-day

course, they may have a different instructor on the second day who uses a totally different teaching style. This difference of instructor teaching styles has potential to lead to confusion on the student's behalf.

In order to enhance the skills and encourage development of the corporate instructors, I selected the facilitation teaching style to include in the professional development course. The instructors with the most experience teaching and highest credentials use the facilitation teaching style. The facilitation teaching style is student-focused, where the instructor guides the student through the learning (Grasha, 2002). This is a very effective teaching style as it requires the student to be responsible for their own learning (Grasha, 2002). This style gives each instructor an effective tool to use in the classroom. If the instructor has an effective toolkit to draw on for class, this will relieve some of the pressure of the teaching role. Utilizing the facilitation teaching style should increase an instructor's perceived self-efficacy by reducing the anxiety of selecting alternative teaching styles.

The underpinning theory behind this professional development course is Kolb's (1984) experiential learning theory. My goal for this course is to increase the skills and encourage development of the corporate instructors through experimentation and reflection. Experiential learning excels through active experimentation and reflection, and then may be repeated for perpetual improvement (Cabiati & Folgheraiter, 2019).

Review of the Literature

I performed a detailed search of Walden University's library to find and collect relevant literature for the professional development project. I searched EBSCOhost, SAGE, and ProQuest databases to compile a large list of articles. I used the following keywords to narrow my search: *Professional development, workplace development, workplace training, corporate training, vocational training, and teacher development*. All articles used for this review were peer reviewed and published in the last 5 years.

Action Theory

Professional development is very important in a business setting. Producing an effective professional development plan is key to the growth of educators. In order to provide a plan that can be customized to fit the needs of each learner, I used a Dorte, Kirsten, and Lotte's (2019) modified version of action learning theory. The action learning theory fits well with the overall theme of experiential learning and Kolb's (1984) experiential learning theory, making it ideal for this project. Action learning theory was originally developed by Revans, however Revans' theory does not fully encapsulate the needs of my professional development plan (Edmonstone, 2019; Revans, 1982). The action learning theory I used had several steps. First the sample will be introduced to a challenge or problem, in my project this will be the lack of cohesiveness between teaching styles as seen on slide thereof Appendix A (Dorte et al., 2019). Then the sample is subjected to both internal and external inputs of coaching (Dorte et al., 2019). The external feedback is represented as lecture and instruction by the class days laid out in the

project, the internal feedback will take the form of reflective journaling. The next step is a session of team feedback and finally individual reflection (Dorte et al., 2019). The feedback is a step during the professional development course where the entire sample comes together to review the information learned and can reflect on the information's usefulness.

Professional Development Courses

In the field of education continuing development is a critical aspect. Few teachers assume there is nothing left to learn and often seek methods to improve themselves. Without professional development, teachers can stagnate and lose the ability to perform effectively (Bonghanoy, Sagpang, Alejan, & Rellon, 2019). Studies have shown that increased teacher development can increase student engagement and outcomes (Margolis, Durbin, & Doring, 2017).

Professional development is an opportunity to foster an employee's growth in a professional setting or occupation (Choudhury, John, & Nanavaty, 2019; Parsons et al., 2019). All but one of the participants in the study indicated they had attended some form of professional development in the past and all of the sample indicated interest in pursuing professional development in the future. Professional development requires investment from both the participant and the organization they work for. Without support of leadership, it is difficult for an employee to thrive with their new skillset (Bussell, 2019; Martin, Kragler, & Frazier, 2017).

Occupational and corporate education is moving away from behaviourism and more towards a social-constructivism style (Margolis et al., 2017). The old apprenticeship system is inefficient and may not produce the desired results every time (Devarakonda, 2019). Employees are not expected to just mimic actions, they are expected to understand the objective of the work and become efficient (Boak & Crabbe, 2019). This efficiency is not lost on corporate trainers as well. If trainers better understand the pedagogical tools at their disposal, they will be able to relay information more effectively (Margolis et al., 2017).

I selected a professional development course as it ties in well to Kolb's (1984) experiential learning theory. Kolb's theory involves experimenting and development in a constructivist manner. This experimenting is perfect for the 3-day course design. After the completion of each class, instructors will have the chance to experiment with the facilitation teaching style and reflect on it through reflective journalism as experiential learning works best as a critical thinking exercise (Hwang et al., 2018; Mutmainah, Rukayah, & Indriayu, 2019).

Important factors for creating a professional development course. Successful professional development courses have several aspects that must be present in their development and delivery. Martin et al. (2017) recently published a paper on important aspects of professional development and educational policy. The scholars noted three distinct features of effective professional development opportunities.

First, there is the form in which the professional development is delivered. It must be delivered in a form that is appropriate for the learner (Martin et al., 2017; Rubens, Schoenfeld, Schaffer, & Leah, 2018). The most important aspect of this is relevancy (Powell & Bodur, 2019; Zoellner, Chant, & Lee, 2017). If information presented is not relevant to the learner, it is less likely to be remembered or utilized in the future. Another aspect of relevancy is personalization. If the material presented is personalized to the learner, it is more likely to be relevant and assimilated (Olofson, Downes, Smith, LeGeros, & Bishop, 2018; Powell & Bodur, 2019).

The second aspect is the duration of the professional development. A single course is far less likely to have an impact on the learner as they will likely forget the information presented (Martin et al., 2017). An intensive and drawn out professional development course is more likely to be successful (Martin et al., 2017). My course will take place over 3 weeks' worth of time with reflective journaling to fill in the void between classes. This helps to foster the notion that the information presented is not fleeting.

Finally, there is the collaborative aspect of the participation (Martin et al., 2017; Powell & Bodur, 2019). Collaboration helps learners interact and bounce ideas off of one another. Team exercises are an excellent way to encourage knowledge transfer and validation of knowledge attained during the professional development class. I will be utilizing team exercising and role-play activities to keep the learners engaged and allow them to think critically about the information presented.

Reflective Journaling

Reflective journaling is an activity that encourages a participant to recall events from a fresh experience and notate their observations, emotions, and thoughts about the experience (Burlles, 2017; Fuentes & Bloom, 2017; Taliaferro & Diesel, 2016). Reflective journaling has seen a rise in popularity in academia recently due to its low cost and high success rate in exploring in-depth qualitative information (Taliaferro & Diesel, 2016). The process of reflective journalism is simple, each participant simply keeps a record of events and thoughts related to a topic (Woronchak & Comeau, 2016). An example suitable to this project would be keeping notes on the classes taught during and after the professional development sessions.

The practice of reflective journaling has bolstered success not only in retention of ideas but also problem solving for future encounters (Dreyer, 2015; LaBelle & Belknap, 2016). Reflective journalism is perfect for this project as it offers each participant a chance to review the material covered in the professional development courses and notate anything they tried or observed in their classroom. This reflection reinforces Kolb's (1984) experiential learning theory as it provides a chance to review the active experimentation in the classroom. Learners can gauge the success of the experiment and utilize what they have learned for future classes and to share with the group during the next professional development session (Cabiati & Folgheraiter, 2019).

Student-Driven Learning

Adult learners differ from child and adolescent learners. Adults tend to direct their own learning (Baumgartner et al., 2007). As a result of this internal locus of control, adults tend to rely on the class's relevancy to determine what is important to them (Castillo-Chavez, Kribs, & Morin, 2017; Kallick & Zmuda, 2017). Research studies have shown that student-driven learning encourages responsibility for the learning on the learner and helps encourage critical thinking and problem-solving skills (Kallick & Zmuda, 2017; Osborne, Woods, Maxwell, McGee, & Bookstaver, 2018). If an instructor is able to engage the adult learner with relevancy, the student is more likely to receive the information. Student-driven learning is important and effective if the instructor and learner are able to communicate. The instructor is still a critical piece of the equation, they still need to provide the information and help set the expectations for the learner, but the learner is able to set personalized goals for themselves (Kallick & Zmuda, 2017; Rahimi, Van Den Berg, & Veen, 2015).

Project Description

The project is a 3-day course designed for corporate instructors and trainers. The course would be laid out over the period of 3 weeks and consists of classroom education and reflective journaling outside of the set classroom time. Each class will consist of a 4-hour period. I selected a short timeframe so that participants may take a lunch during their shift and begin notation on their reflective journals after each session. The first class will cover the basics of learning styles and assessing which ones the participants are

currently using. The second class will review progress made over the course of the first week, introduce tips to engaging an adult student in the classroom, and provide an opportunity to participants to practice these techniques. The third and final day reviews the reflective journals, encourages out of the box discussion on improving student-driven engagement and teaching styles, and then reviews all of the progress made during the three-week course.

The professional development plan should only be applied to those working within the local organization and should not extrapolated into a general population. The class will be delivered using a PowerPoint presentation, a projector, small group discussion, and role-play examples. Participants will be provided with a paper copy of the PowerPoint, a pen, a blank notebook, and a seat in a training room. A copy of the PowerPoint may be found in appendix A. I will be leading the professional development class to fulfil my duty as researcher, however, it is critical that upper management support the project's goals and development in order to produce meaningful results.

The project's purpose is focus on student driven teaching styles. The class will consist of reviewing the basic teaching styles utilized by participants with a focus on the student-driven styles. Examples will be provided of the facilitation teaching style and its advantages will be explained. The class participants will engage in role-play to practice the facilitation teaching style. Finally, the class will weigh the advantages of a student-driven teaching style against any previously used styles utilized by the team.

Project activities

Through the course of the 3-day professional development workshop, the participants will participate in many different activities and role-play scenarios. The activities may be seen in appendix A as part of the PowerPoint. The activities will begin in a simple exploratory manner and expand into role-play and experimental teaching throughout the course of the project.

Reflective Journaling

To ensure participation and gauge growth among participants, each participant will be asked to keep a reflective journal throughout the course of the project. This journal functions as a sounding board and brainstorming tool the participant can use to notate changes and observations made after the each class session. It also will be utilized by the participants to record their own progress experimenting with other teaching styles. The reflective journals will be reviewed at the start of the second and third days of the professional development course in order to gauge learning and development. Reflective journaling is the most important aspect of the project as it offers a reflective perspective for the learner to review changes and experimentation in the classroom (Kolb, 1984).

Project Evaluation Plan

Evaluation will be delivered in the form of a feedback form. The feedback form can be found in Appendix A. This form will be emailed to each participant of the class. The purpose of the feedback form is to allow each participant to voice concerns about the content and delivery of the professional development course. Participants will also be

encouraged to share ideas about how to utilize a student-driven teaching style within their own classrooms.

Project Implications

The study gave me an opportunity to investigate the connections and relationships between self-efficacy, credentials, experiences, and teaching styles. The project allows me to share the benefits of the information to the local site and the participants who made up the sample pool. Giving participants additional tools to utilize in the classroom will have a beneficial effect on the entire medical system. By encouraging use of an effective teaching style, reliability increases across the entire training team. Higher reliability increases an instructor's perceived self-efficacy and more effective training may impact social change through standardization of teaching style and eventually improving the health of the local community.

Section 4: Reflections and Conclusions

Introduction

In this section, I offer my thoughts on the project and my development over the course of the study. The purpose of the study was to understand how experience and instructor backgrounds affect corporate healthcare instructors' teaching style and perceived self-efficacy. In the study I identified strong relationships between credentials and experiences and how they relate to teaching styles and self-efficacy. In the project, I aimed to develop a professional development plan to encourage growth for corporate instructors and provide a shared learning experience the instructors can draw from to choose a more effective teaching style. This section will review the project's strengths, limitations, and my ideas for alternative approaches.

Project Strengths

This professional development program has several strengths. The first strength is the shared learning experience of all the participants. According to Kolb's (1984) constructivism theory of education, learning requires an experience. Previously, the participants in the study sample had not attended any shared professional development activities. Providing this experience allows instructors to develop their professional skills from common ground.

Second is the affordability and flexibility of the professional development schedule. The schedule offers half day courses which leaves time open for the participants to continue their jobs or duties after the completion of each training day. The

course is also spread across several weeks, which allows participants to try out new skills gained during the professional development course and review changes during the next session. Filling the gaps from class to class is the reflective journaling aspect; this helps participants review material and lets them apply changes during any time across the 3 week course length. The journaling aspect also helps participants stay motivated throughout the course by giving them a goal and keeping them engaged with the material.

By encouraging a student-driven teaching style the project acts as not only a means for professional development but also saves time and energy for the instructors. Student-driven teaching styles require less effort on the behalf of the instructor as the responsibility of learning is placed on the learner (Kallick & Zmuda, 2017). Informing learners that their job can be easier helps the information taught over the course of the training sessions stay relevant to their current occupation.

Project Limitations

There are several limitations of this project that hinder generalized application of the project in larger or different markets. My first limitation is the sample selected for the study was solely based in a healthcare corporate setting and did not include any other roles outside of corporate instructor. The sample size was also quite small, indicating that a larger, broader sample could have impacted the data collection resulting in different data. Second was the reliance of only interviews for data collection. Field observations could have revealed additional information on teaching styles if the study had included them. Third was the limited financial and time constraints of the local organization and

myself as the sole researcher. Managers of the training team are unlikely to allow instructors to attend more than half a day of professional development courses as it means cancelling scheduled classes and events on those dates. This rescheduling or cancellation would be further compounded by spacing out the classes across a 3-week timespan.

Recommendations for Alternative Approaches

The professional development project could have been developed as a more open class that does not encourage student-driven teaching styles but, instead, includes all teaching styles and allows instructors to choose their own. The danger in allowing instructors to select their own teaching style is the possible set back identified in the original problem of having no coherence between the various instructors' teaching styles. Another approach would be lengthening the classes to full days. Full day courses are likely to receive pushback from the local organization, however, due to the inflexibility of instructors' schedules.

Another possible approach to professional development would be the use of online learning or e-learning. With the instructor's inflexible and erratic schedule, a preloaded online course with discussion board would allow communication and cooperation between instructor teams to focus on the information. Reflective journaling could actually be enhanced here through discussion board posts and allow other instructors to comment on their peer's posts. I did not use this method as it would have required a large financial and time cost for the project lead.

Scholarship, Project Development and Evaluation, and Leadership and Change

This experience has not been quick, easy, or simple. I came to understand the difficulty inherent in doctoral-level research and respect the effort that goes into the process. Every aspect of the doctoral study and project proved to be a daunting task that I had not mentally or physically prepared myself for before beginning the study. I had never approached the level of research or depth required for the literature review in any previous course or assignment. The information covered in the literature review helped me teach in my own classroom outside of the project's intended purpose. I began adopting skills presented in the materials and adopting various practices that help my classroom flow smoothly and enhance transfer of learning. The research design looked simple enough when I selected a methodology, but I did not fully appreciate the effort involved until I actually completed the data collection. The research questions proved to be the most important aspect of my study, they constantly pulled me back when I began to waiver from my study's purpose.

Designing the project was more difficult than I originally anticipated, as I had not originally factored in the restraints of the corporate instructor job role. The inflexibility of the schedule severely limited the ability to plan and operate a 3-week professional development course. These limitations showed me that project design and leadership is immensely complicated and requires focus and a complete understanding of the job role being developed. I feel I have grown throughout the course of those study and project as

both an academic learner and as a teacher in corporate education. I feel better prepared to do more research in the future and I am more confident in my writing and research skills.

Reflection on Importance of the Work

I selected this topic of research as I have always been interested in how an instructor's background effects their teaching in the classroom. In the study I showed there are important factors in an instructor's past that can have an impact on their teaching style and perceived self-efficacy.

Perceived self-efficacy has a dramatic effect on an instructor's confidence in the classroom. The higher self-efficacy, the more likely an instructor is to enjoy their job and pursue development opportunities (Bandura, 1994). As self-efficacy improves an instructor is more likely to set loftier goals and may even pursue leadership opportunities (Bandura, 1994).

An instructor's teaching style can influence a large group of employees that attend their classes. If an employee does not understand the material presented, they are unlikely to retain the knowledge and could potentially put themselves or others at risk on the job. As the job is healthcare this can have disastrous consequences, not just for the employee, but for the patients as well. If an employee fails to maintain proper safety procedures it could result in injury or death for a patient. Thus, it is important to understand how instructors approach teaching and how it might be improved. By reinforcing the need for one basic teaching style like student-driven teaching style, we encourage more reliable

and effective teaching for our employees. Safer and better trained employees help take care of our patients and improve the health of our communities.

Implications, Applications, and Directions for Future Research

The study consisted of a small sample of corporate educators in a highly localized environment. Health educators have unique challenges around time constraints and scheduling that may be alleviated in other fields. I encourage future researchers to use this methodology in other fields of corporate education. This study could also be performed in an academic setting such as private or public education. Branching out the study into different fields would provide a better understanding of trainers in general.

Another future direction could be the addition of a follow up study after the project is performed. By resurveying sample after the professional development opportunity, the researcher could track the pedagogical growth of each educator and its impact on teaching style and perceived self-efficacy.

A quantitative or mixed methods study could help understand how teaching styles affect classroom performance. By grouping instructors by teaching style and collecting student scores, an analysis could produce results favoring one teaching style over another. This information would be valuable to any organization when performing professional development or hiring new employees.

Conclusion

In this qualitative study, I collected data from 11 corporate instructors from a local healthcare company in the Southeastern United States. The sample provided a

greater level of understanding of how experience and credentials affect teaching styles and perceived self-efficacy. The results of the study will assist stakeholders in encouraging better training outcomes for their communities. In this section, I have covered the strengths of the project, the possible limitations, reflected on the importance of the work, provided recommendations or alternative approaches, suggested other possible directions for future research, and covered my own growth throughout the course of the project.

More research is needed to better understand how teaching style affects classroom performance. Additional quantitative research is recommended to track student scores with instructor teaching style. The project methodology should also be expanded into other fields outside of healthcare.

Knowing how experience affects future activities is the basis of the constructivism learning theory. Understanding the impetus of instructor's motivations and actions provides a means to improve upon an already capable skillset. Healthcare is a serious business that requires focus and discipline. Ultimately, this study offered greater understanding of how to improve healthcare education. This study focused on better training for corporate instructors and leads to better care for patients and improving patient care is the goal of any healthcare organization.

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[Investigating-How-Phipps-Prieto/d673d86828303f6adaf5651365d345a51c78e250](https://www.semanticscholar.org/paper/Teaching-an-Old-Dog-New-Tricks%3A-Investigating-How-Phipps-Prieto/d673d86828303f6adaf5651365d345a51c78e250)

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Appendix A: The Project

Effective Teaching Styles of Healthcare Corporate Instructors

Purpose

This project was developed in response to my qualitative study of corporate healthcare instructor experiences and credentials and their effects on perceived self-efficacy and teaching styles. I designed this project using elements of action theory and student-driven teaching styles.

Setting

This project was developed to take place in a corporate healthcare organization. It will be conducted in a large conference or classroom with comfortable seating and a projector.

Goals

This project has three goals:

1. Inform corporate instructors of the teaching styles being used by themselves and their peers.
2. Encourage the use of student-driven teaching styles such as the facilitator teaching style.
3. Increase perceived self-efficacy by giving corporate instructors a tool to use in the classroom and the knowledge that their peers can use the same teaching style.

Learning Outcomes

At the completion of this professional development course, the learners will have been able to identify their current teaching style and be able to utilize the facilitator teaching style if they choose.

Roles and Responsibilities

I will lead the first training session. Future instances of this professional development course may be taught by any instructor who has previously attended the course. The instructor of the course will actively participate and facilitate all classroom discussion and instruction. The instructor should also encourage student-driven learning throughout this course as well to demonstrate its efficiency and effectiveness. Each activity was designed to utilize a student-driven teaching style that leaves the impetus of learning on the participant and allows participants to maintain their own locus of control. The instructor will provide materials for the students and share the completed PowerPoint with the students at the completion of the course.

Target Audience

The target audience of this professional development course will consist of corporate instructors employed by the local research organization. However, it can be extrapolated into similar healthcare organizations.

Materials required

- 1 projector or screen of sufficient size to present information
- 1 computer with PowerPoint installed
- 1 paper copy of the PowerPoint for each student for notation

- 1 composition notebook for each student for reflective journaling
- 1 pen for each student

Schedule

Each session should be scheduled on a Friday morning to encourage use of the reflective journaling throughout the week.

Day 1: Teaching styles and you

Day 2: How to engage learners with student-driven teaching styles

Day 3: Improving your skills

Session	Agenda
Day 1	9:00 A.M. Introduction, overview of objectives and goals 9:15 A.M. Icebreaker 9:45 A.M. Overview of the local problem and invite questions 10:20 A.M. Break 10:35 A.M. Grasha's teaching style overview 11:00 A.M. Activity 1: How do I teach? 11:30 A.M. Activity 2: Instructor-driven vs Student-driven 11:50 A.M. Reflective journaling introduction and invite questions 12:00 P.M Dismiss
Day 2	9:00 A.M. Introduction, overview of objectives and goals 9:15 A.M. Icebreaker 9:45 A.M. Review reflective journals

	<p>10:20 A.M. Break</p> <p>10:35 A.M. Tips to increase student engagement in the adult classroom</p> <p>11:00 A.M. Activity 3: Role-play</p> <p>11:50 A.M. Reflective journaling and invite questions</p> <p>12:00 P.M Dismiss</p>
Day 3	<p>9:00 A.M. Introduction, overview of objectives and goals</p> <p>9:15 A.M. Icebreaker</p> <p>9:45 A.M. Review reflective journals</p> <p>10:20 A.M. Break</p> <p>10:35 A.M. Activity 4: Ways to improve</p> <p>11:00 A.M. Activity 5: Role-play</p> <p>11:50 A.M. Activity 6: What did we learn?</p> <p>12:00 P.M Dismiss</p>

Activity summaries:

Activity 1: How do I teach?

Divide the participants into small groups at various tables around the room for 10 minutes. Have them identify their personal teaching style and which one is most popular in their group. Have the small groups discuss the information on the previous slide and what makes their teaching style unique. After 10 minutes, call on the groups to record

teaching styles and create a pie chart on the fly for the entire group, and notate what is unique about each teaching style.

This activity utilizes both an external and internal input offered in action theory. By working in groups, participants pull from their own knowledge base and are exposed to experiences shared by others. I selected a group activity as it will encourage participation and potentially produce more results than asking each instructor to come up with results individually.

Activity 2: Instructor-driven VS Student-driven

Divide the learners into small groups to discuss the slide in the materials. After 10 minutes have learners call out examples of student-driven or instructor-driven methods, techniques, or activities in the classroom and record them in this empty box. This small group activity recalls information delivered in the lecture and allows participants to brainstorm to think of relevant real life experiences.

Activity 3: Role-play - How can I utilize student-driven teaching in the classroom?

Break participants into small groups and have them design a small skit on how to utilize student driven learning in the classroom. This activity uses small groups to create a cohesive atmosphere and pulls from action theory's external inputs. Participants work together to create something visual and relatable for all participants to see and interact with.

Activity 4: Ways to improve

Break participants into small groups and collect ideas to improve student driven learning in our own classrooms. Challenge students to think of ways to improve how they are bringing student-driven instruction into their classrooms? Ask them to follow the prompts on the slide. This group activity uses external inputs to facilitate learning that is student-driven. The instructor only prompts the participants to develop their own ideas that enhance the class.

Activity 5: Role-play- Ways to improve in practice

Have participants write a short skit 2-5 minutes long on implementing what they discovered or prepared in activity 4. Give each group a chance to perform their skit without interruption. This is the last small group activity and it asks participants to pull from all of the material covered over the course of the classes. Participants are prompted to demonstrate what they have learned in front of the class and this acts as an external input for the rest of the participants.

Activity 6: What did we learn?

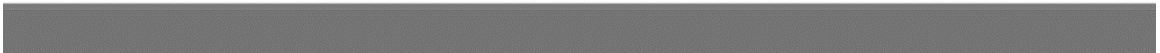
Have students return to their normal seats and ask each student to share something they have learned over the course of the last three sessions. Log each participant's discovery on the PowerPoint slide. This is the final activity and utilizes action theory's internal inputs as all of the participants reflect on their experience and offer new information with relevance.

Training: 3 day professional development course

Copy of the presentation

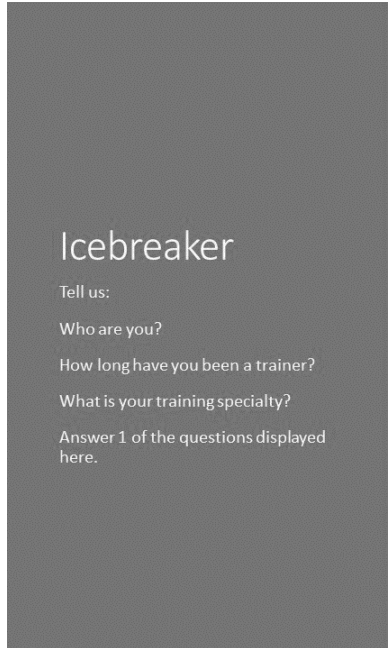
Effective Teaching Styles

A PROFESSIONAL DEVELOPMENT PLAN





The project begins by introducing the goals so that the learners may understand the objectives of the class and understand the courses' relevancy with their current occupation. Instructor should read aloud each goal and engage the audience with prompts if they have heard any of the terms mentioned.



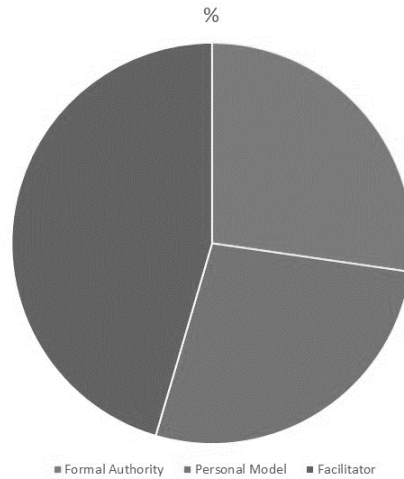
1. If you could have an endless supply of any food, what would you choose?
2. What are your favorite hobbies?
3. Tell us about a unique or quirky habit of yours.
4. Who is your hero? Why?

Instructor should have the group introduce themselves using the prompts.

The local problem

Teaching styles are across the board.

Instructors were using a three basic teaching styles with little cohesiveness. This was problematic in a corporation as large as the one used within the study, if an instructor taught day one of a two day course, they may have a different instructor on the second day who uses a totally different teaching style. This has potential to lead to confusion on the student's behalf.



Following the action theory theme, the learners are introduced to the local problem. Instructor should go over the local problem and mention the breakdown between the three types of learning styles shown.

Teaching Styles of Corporate Trainers	Brief descriptions of teaching styles
Expert	Instructor possesses all knowledge required and acts as a resource to students. Learning is instructor driven and instructor focuses on students with the most need.
Formal Authority/ Authority Coach	Instructor follows strict codes outlined in the organization. Learning is instructor driven and students are forced to learn methods and practices outlined as acceptable by the organization with no deviation.
Personal Model/Motivator	Instructor acts as a role model for learners. Learning is instructor driven but the instructor is hands on and helps the learner achieve tasks by completing doing similar work.
Facilitator	Instructor acts as a personal guide for the learner. Learning is student driven and the instructor encourages and offers different paths to the student.
Delegator/ Consultant	The instructor tasks students with assignments to develop their ability to perform job roles independently. Learning is student driven as students must find a way to complete the task assigned by instructor with little assistance. The instructor may act as a resource of information if needed.

Grasha's teaching styles

Grasha (2002) developed five separate teaching styles.

In accordance to action theory, the learners are given external inputs of information through lecture. Instructor should go over each teaching style and engage the audience for examples relevant to their current job role.

Activity 1
How do I teach?

Which kind of teaching style do I use?

What is the most popular teaching style at my table?

Do I use an instructor or student-driven teaching style?

(This box will be empty during the professional development)

Use this space to create a pie chart of the teaching styles used.

To encourage action theory's internal input and cooperative professional development course design, the learners will participate in a small group activity. Instructor will divide the participants into small groups at various tables around the room for 30 minutes. Have them identify their personal teaching style and which one is most popular in their group. Have the small groups discuss the information on the previous slide and what makes their teaching style unique. After 20 minutes, call on the groups to record teaching styles and create a pie chart on the fly for the entire group, and notate what is unique about each teaching style.

Instructor-driven VS Student-driven

Instructor-driven- Relies on the instructor to remain the focus of the class. The instructor must set the goals, expectations, and relay all information to learner. The learner is passive in this method.

Student-driven- The student becomes the focus. Using activities the instructor sets the expectations but works with the student to set their own goal. The student then is responsible for their own learning. The instructor becomes a facilitator of the learning, rather than a lecturer.

Activity information

Use this space to record examples from the activity.

This activity combines action theory's external and internal inputs by bringing together each learners' ideas together and creating a larger group activity. Have learners call out examples of student-driven or instructor-driven methods, techniques, or activities in the classroom and record them in this empty box.

What did we learn?

The training team is using many different teaching styles without consistency or reliability.

Student-driven teaching styles are more engaging for the learner and arguably easier for the instructor to teach.

Reflective Journaling

You have a composition notebook and pen at your seat. Please keep the notebook for our next class. This notebook is your journal. Please use the journal to note after your classes to reflect on how you teach, what you observe, and how teaching makes you feel.

If you would like to start utilizing some student-driven teaching styles, please notate in your journal how they impacted you and your class.

This week try to incorporate at least 2 aspects of student-driven learning exercises into your classes.

Reflective journaling is essential for student-driven learning as it reinforces an internal locus of control and relevancy. Instructor should point out the notebooks and pens.

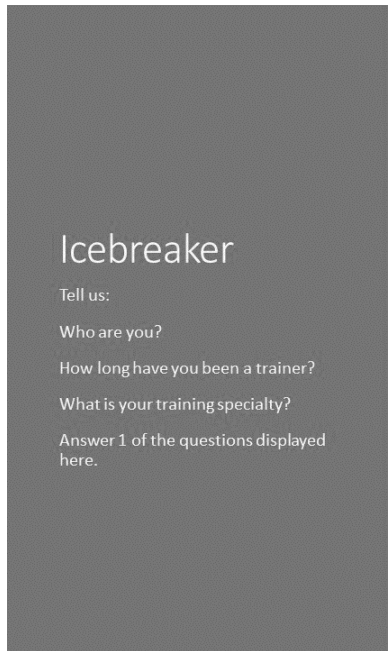
Day 2

HOW TO ENGAGE LEARNERS WITH STUDENT-DRIVEN TEACHING
STYLES



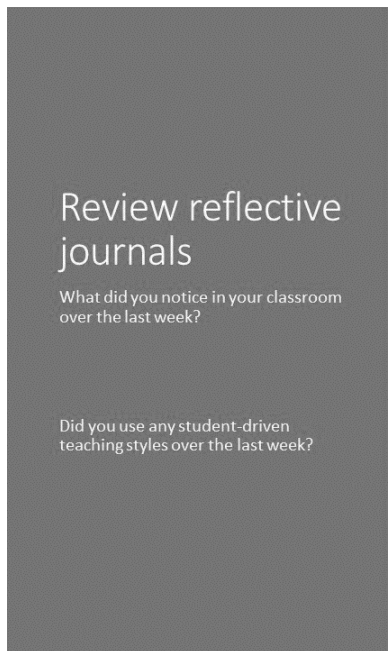


Instructor should read aloud each goal and engage the audience with prompts if they have heard any of the terms mentioned.



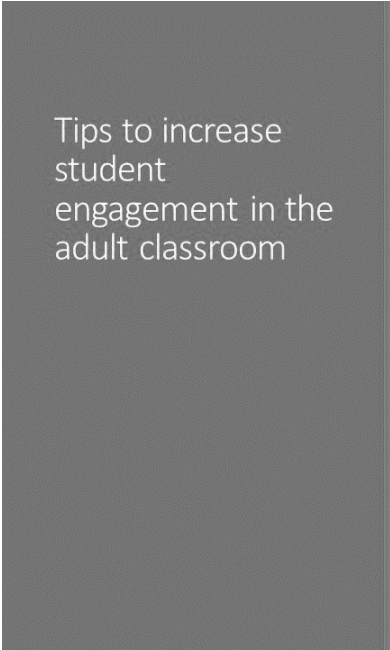
1. What is one goal you'd like to accomplish in your lifetime?
2. What are your pet peeves?
3. If you could have dinner with any historical figure who would it be? Why?
4. What is one item you would take on a vacation if you could take nothing else?

Instructor should have the group introduce themselves using the prompts.



Activity information
Create the pie chart in this field

Action theory is utilized to recall internal inputs collected in the reflective journaling and by asking learners to speak aloud their information becomes an external input for all other learners in the class. Collect interesting stories or snippets from the reflective journals and type them into this box on the PowerPoint. Do a small poll using a pie chart on whether the learners tried a student-driven teaching style over the last week.



Tips to increase
student
engagement in the
adult classroom

Tips on Fostering Student-Directed Teaching

Use real-life stories and encourage your students to tell them as well.

Use small group activities.


Introduce students to the resource materials so they can look up their own answers.

Use relevancy to keep students connected to the course content.

The expectation is that they pass your course, the goal should be much higher.

Understand where your students' passion and interest come from

Using external inputs, the instructor should ask the learners to break into small groups and list tips to increase student engagement. Learners may utilize and resources they can find to create their list.



Role-play

How can you utilize student-driven teaching in your classroom?

Break into a small group and comprise a few real-life examples and a skit of how they might be implemented in our classrooms.

Activity information

Use this information to log ideas from the skits.

Break participants into small groups and have them design a small skit on how to utilize student driven learning in the classroom.

What did we learn?

Student-driven teaching is easy and effective.

There are many tips that can help us utilize Student-driven teaching styles.

Reflective Journaling

You have a notebook and pen at your seat. Please keep the notebook for our next class. This notebook is your journal. Please use the journal to note after your classes to reflect on how you teach, what you observe, and how teaching makes you feel.

If you would like to start utilizing some student-driven teaching styles, please notate in your journal how they impacted you and your class.

This week try to incorporate at least 5 aspects of student-driven learning exercises into your classes.

Reflective journaling forces learners to reflect on their previous experiences, utilizing the experiential learning theory, so they may record their thoughts and feeling relevant to the new learning styles. Remind students how to use the reflective journaling materials.

Day 3

IMPROVING YOUR SKILLS





Instructor should read aloud each goal and engage the audience with prompts if they have heard any of the terms mentioned.

Icebreaker

Tell us:

Who are you?

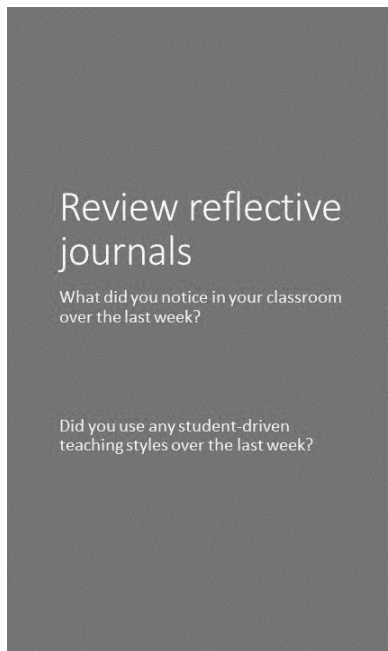
How long have you been a trainer?

What is your training specialty?

Answer 1 of the questions displayed here.

1. What is your favorite TV show or book? Why?
2. Where is the best place you have ever visited?
3. If you could have 1 superpower what would it be? Why?
4. What is your favorite holiday? Why?

Instructor should have the group introduce themselves using the prompts.



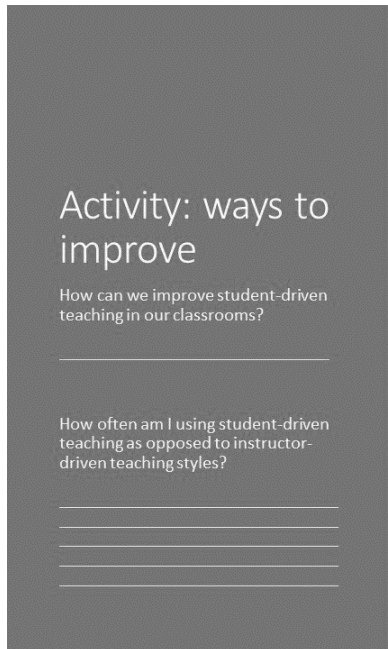
Activity information

(This box will be empty during the professional development class)

Collect interesting stories or snippets from the reflective journals and type them into this box on the PowerPoint.

Do a small poll using a pie chart on whether the learners tried a student-driven teaching style over the last week.

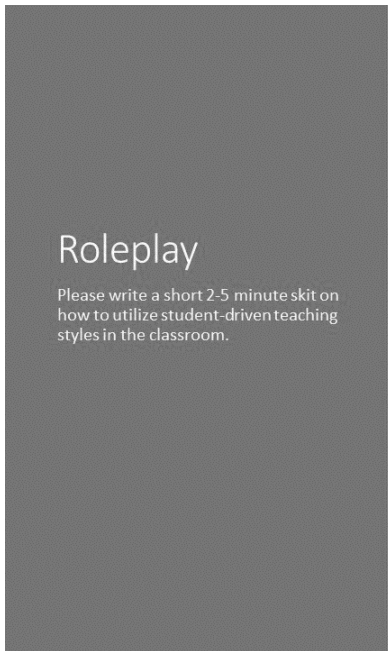
Action theory is utilized to recall internal inputs collected in the reflective journaling and by asking learners to speak aloud their information becomes an external input for all other learners in the class. Collect interesting stories or snippets from the reflective journals and type them into this box on the PowerPoint. Do a small poll using a pie chart on whether the learners tried a student-driven teaching style over the last week.



Activity information

Log important ideas by students here.

Using small groups satisfies the need for action theory's external input and reinforces the need for cooperative professional development. Break participants into small groups and collect ideas to improve student driven learning in our own classrooms.



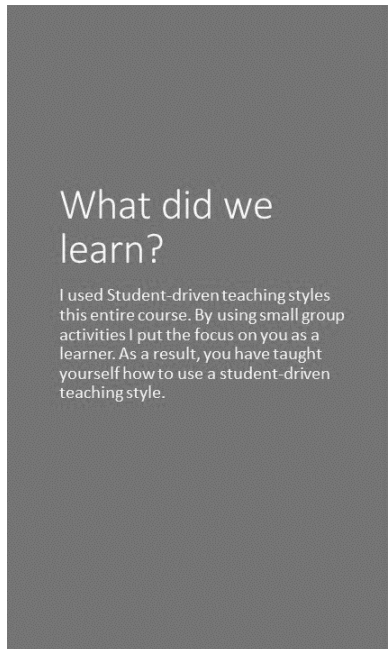
Roleplay

Please write a short 2-5 minute skit on how to utilize student-driven teaching styles in the classroom.

Activity information

Log the order of who is presenting here.

Have the students in the small groups present their ideas in the form of a skit or role-play scenario.



Activity information

Use this space to log what is mentioned by the students

This final activity offers a chance for reflective collection of all relevant information and is a combination of each aspect of the action theory. It also acts as a summation of student-driven learning as it is led by the learners themselves. Collect useful information offered by participants about the presentation and what they have learned.

Feedback form

You will receive a feedback form in your email. Please fill it out and return it to me at your convenience.

Thank You!

Effective Teaching Styles: Professional development feedback from
Presenter: _____

1. The presenter was knowledgeable and effective. (Please circle one)
Strongly agree, agree, disagree, strongly disagree, not applicable
2. This professional development opportunity was appropriate for my job role. (Please circle one)
Strongly agree, agree, disagree, strongly disagree, not applicable
3. I intend to continue learning about this topic after the completion of this course. (Please circle one)
Strongly agree, agree, disagree, strongly disagree, not applicable
4. My leadership will support me with any changes I decide to make to my classroom or teaching style as a result of this professional development opportunity. (Please circle one)
Strongly agree, agree, disagree, strongly disagree, not applicable
5. The Handout and materials were useful. (Please circle one)
Strongly agree, agree, disagree, strongly disagree, not applicable
6. The activities were useful and appropriate. (Please circle one)
Strongly agree, agree, disagree, strongly disagree, not applicable
7. I gained knowledge or skills relevant to my job. (Please circle one)
Strongly agree, agree, disagree, strongly disagree, not applicable
8. The difficulty of the content presented in this course was appropriate. (Please circle one)
Strongly agree, agree, disagree, strongly disagree, not applicable
9. What went well with this class?

10. What could be improved from this class?

Additional comments:

Appendix B: Interview Protocol

Interview Protocol

Interviewee: _____

Post Interview Comments: _____

Introductory Protocol

To ease future notation, I will be audio recording our conversation today. Thank you for agreeing to take part in this study. Your name and demographic information will be kept private and only I will have access to this information. It will be destroyed after 5 years.

Introduction

I have asked you here to speak on your experiences as a corporate instructor. You have fulfilled the role for some time and are accustomed to the demands on the position. Any information you share will be useful in identifying instructor self-efficacy and the relationship to teaching styles, and previous experiences. I hope that our conversation can be honest and fulfilling.

Background of sample participants

How long have you been...

_____ a corporate instructor?

_____ at this organization?

Categorical background information:

What is your highest degree? _____

What was your major or field of study?

RQ1: What is the perceived effect of Southeastern United States corporate healthcare instructors' credentials on their teaching style?

What professional credentials do you have for this position?

Have you ever attended any professional development opportunities for education?
 How do you feel your credentials prepare you for teaching?
 How do you engage students in the course?
 What do you do if a student appears uninterested in the class?

RQ2: What is the perceived effect of Southeastern United States corporate healthcare instructor's previous experiences on their teaching style?

What inspired you to become an instructor?
 How did you get involved in teaching?
 Have you ever held a job, outside of your current position that is related to training?
 What past experiences help you teach?
 When did you decide to enter education?
 How do you engage with your students?
 How would you define your teaching style?
 What techniques do you currently use?
 How effective do you feel these techniques are in the classroom?
 Do you make your own classroom materials?
 How do you handle a situation when a student needs additional support?
 Can you give me an example of an intense or difficult moment in your classroom and your reaction?

RQ3: How do Southeastern United States corporate healthcare instructors perceive the effect of credentials on their self-efficacy?

How have your credentials prepared you for your position?
 In your experience, how has your college education helped you train in the classroom?
 What is your training philosophy?
 How do you prepare for a class?

RQ4: How do Southeastern United States corporate healthcare instructors perceive the effect of previous experiences on their self-efficacy?

Do you enjoy teaching?
 What experiences shaped you toward teaching as a career?
 Which aspects of the job are most difficult for you and why?
 How would you define your confidence in the classroom?
 What training related goals do you have?

Each participant will be provided with a typed copy of their interview with initial findings. It will give participants a chance to validate or add to the meanings that were

interpreted by researcher and to ensure that the participant's experience is reflected accurately. The member checking process will take 1-2 hours.

Thank you for your time, do you have any questions for me?

Observations/Field Notes during interview:

Appendix D: Example Transcript and Coding

This transcript example has been edited to protect the identity of the participant.

Transcript Example

Me: I have asked you here to speak on your experiences as a corporate instructor. You have fulfilled the role for some time and are accustomed to the demands on the position. Any information you share will be useful in identifying instructor self-efficacy and the relationship to teaching styles, and previous experiences. I hope that our conversation can be honest and fulfilling. How long have you been a corporate instructor for this company or just in general in general?

Participant: About 15 years.

...

Me: And what is your highest held degree?

Participant: Right now it is an associates. And I'm going for, you know, I mean my BA.

Me: And what is your field of study?

Participant: Theology.

...

Me: How do you engage students in your course?

Participant: Well I think it's really part of my personality. It's personality driven because I love having fun and so I bring 100 percent of myself to the classroom. They walk in hearing music. So that's kind of an indication this is gonna be different. And then when I speak to them it's with a lot of energy so that they know this is not just lecturing to them.

Me: So what do you do for student appears interested in the course?

Participant: So I'll then try to engage them by asking the question a different way and then getting them to respond. That at least lets them know that I'm on I'm on set them. They're not in this class. I need you in here.

Me: So what inspired you to become instructor?

Participant: My parents both of them were ministers of the gospel of Christ and because they were all of my life I've always seen someone stand up teaching something preaching something. So for me I wasn't introduced to it since I was a baby. So then I started mimicking them. My sister and I would often play games or sometimes I would be the preacher and then she would be the organist or the pianist and would be mimicking services and then we'll switch roles and she'll be the preacher. And then I would find different things in our home to teach her and pretending like I'm preaching to her. So it's kind of it was a mix game. I also think my order of birth had a lot to do with it cause I'm the eldest. And being on a lot of times you just give him responsibility of your siblings and so a lot of times I'm always teaching something to her and my brother.

Me: Have you ever held a job outside of your current position? That was about training.

Participant: Yes that's where my years of experience comes in at I was formerly a trainer for AT&T. Their customer service division.

Me: What past experiences in your life help you teach?

Participant I think that being the oldest being put in that role to have to teach my sister and when my parents divorced I had to kind of be there at home with her. You know my mom was out working so I instantly became a mother which means I became a trainer so I'm always teaching something somewhere.

Me: When did you decide to enter education?

Participant: Officially, I think I decided in high school. I had an opportunity to go in and present to some elementary students when I was in high school and I loved it. I think from the classroom perspective that's where I got the bug. It was good.

Me: How would you define your teaching style?

Participant: Give me some examples of different styles.

Me: So like you might say an example... someone might say I like to be the expert in the classroom or I like to help them teach themselves or I like to give them a problem and watch them solve it. Or I like to do lots of games or something.

Participant: *interjects* I like to do all of that. I like to do the game piece. Very difficult when I know that they're going down the wrong road. So I think this is a combination of all those.

Me: So can you give me some examples of techniques you used in the classroom?

Participant: I definitely love visual... visual aid so you'll see when you come in my classroom there's always a PowerPoint of some sort.

Me: Do you feel these techniques are effective in the classroom?

Participant: I think they keep them attentive if in fact they've said it to me numerous times. I love being your class. It was fun. I learned a lot those kinds of things.

Me: Do you ever make your own classroom drills.

Participant: Yes my PowerPoints me some of the games I've created things like that.

Me: How do you handle the situation when a student needs additional support?

Participant: Usually I will offer to stay back. I'll do it in front of the entire class and then between myself a med student I will reiterate it and say I am here for you so if you rather take maybe part of your lunch and then spend the other half with me that's great. Or I can spend it after class whichever works for you.

Me: Can you give me an example of an intense or difficult moment in your classroom and your reaction?

Participant: Yes. I had a provider once tell me... challenged something I was presenting and when I told him where the information came from he literally said well wherever they got it from was incorrect. But you're in my class so... *laugh* So I said well that could possibly be true. I am not you know... I don't do the build part of it but I tell you what I can do, you know, to try to back him off because at this point it was him making it me making the statement. Him saying no to it and it almost felt like we were volleying back and forth and so to cut it. I said here's what I'm gonna do I'm gonna put it on my board and I'm gonna reach out to a build member and see why we did it the way we did it. And hopefully that will help answer your question as well.

Me: All right. How do you feel your credentials have preferred prepare you for this position?

Participant: Oh I think it's its done great preparation. The credentialing process was excellent from my perspective. I had several different seasoned trainers that worked with me and yeah. And they offered some of their expertise at how they got points across. I felt that it was an excellent experience.

Me: In your experience how does your college education help you train in the classroom?

Participant: The discipline part of it. I think it's important and you get that when you're in school.

Me: I'm going to give you a definition a "training philosophy" for the purposes of this. If, like, if you took your belief in education how knowledge works and you like boiled it down to like a sentence almost like a catchphrase. So an example someone might use might be "learning is trial and error. You have to try. You have to error." So knowing that if I asked you what is your training philosophy what would you throw back at me?

Participant: Keep going until you get it right.

Me: How do you prepare for class?

Participant: First, I look at the number of students that will be in the classroom. Second, prepare for with them in terms of materials and things like that that's already, pre-done. But then mentally I get prepared as well by either reviewing the subject matter in my head because I never get comfortable with saying this is something we teach on a regular basis because it does change so frequently. So each time either way I'm revealing it in my head I'm actually doing the processes on the computer to make sure that I know what I said.

Me: Do you enjoy teaching?

Participant: I love it.

...

Me: How would you define your confidence in the classroom?

Participant: I'm very extremely confident and I've often said that the CEO OK Come and sit in my classroom and then it won't make a difference to me.

Me: All right so I'm going to give you ask for a to do a percentage thing so zero would be like no confidence. One 100 percent is totally confident. OK so let's say overall. Where would you be in an average class?

Participant: One hundred percent.

Me: OK so let's break that down.

Participant: OK.

Me: So before class begins, where is it?

Participant: One hundred percent.

Me: And after about an hour in class where are you?

Participant: Still at hundred.

...

Each participant will be provided with a typed copy of their interview with initial findings. It will give participants a chance to validate or add to the meanings that were interpreted by researcher and to ensure that the participant's experience is reflected accurately. The member checking process will take 1-2 hours.

Appendix E

Coding Appendix

Table 9

Coding Examples Collected From Interviews

Themes	Sub Themes	Code group	Code	Evidence	Participant
RQ1: What is the perceived effect of Southeastern United States corporate healthcare instructors' credentials on their teaching style?					
Instructor has credentials that are lower bachelor's degree.	Participant has not yet completed degree	Credentials	Credential / College degree	High school diploma	Participant C
Professional development opportunities pursued.	Participant has attended some kind of professional development	Professional development	Out of state job training	I am certified in epic care ambulatory and I am certified in organizational development and performance consulting	Participant C
How does the instructor's degree influence the teaching style?	Degree is helpful	Credentials	Researching	I am better prepared to research this number one... research and so gathering information learning how to connect the dots... So that's the way that I actually learn and reinforce my	Participant B (continued)

Themes	Sub Themes	Code group	Code	learning Evidence	Participant
Is the degree helpful for their position?	Participant uses degree	Degree Helpful?	Degree influence / Critical thinking	My biology degree taught me to really connect the dots between what I was actually reading and what I was understanding.	Participant B
How does the instructor's degree influence the teaching style?	Participant uses degree	Credentials / Teaching style	Teaching style / Presentation style / Degree influence	being okay with being in the classroom and a student asking you a question you not knowing the answer. You have to look it up and get back to them.	Participant D
Instructors with degrees in education have higher self-efficacy. Instructors with mater level degrees have higher self-efficacy.	Uses of degree	Degree Helpful?	Degree is helpful	A B.A. in social sciences again just understanding the human mind understanding body language understanding social mores all those things I mentioned earlier definitely play a role in understanding	Participant D

Themes	Sub Themes	Code group	Code	Evidence	Participant
Is the degree helpful for their position?	Participant does not use degree	Degree Helpful?	Degree influence / Degree does not help	how to do this job. A college degree. No I mean not help me with teaching. Yeah, Like nothing.	(continued) Participant I
Instructors with bachelor degrees outside of education have lower self-efficacy.	Uses of degree	Degree Helpful?	Degree is not helpful	Well, being in finance you have to be. Back then it was me you know. Savvy. My gosh we don't even use it anymore.	Participant E
Instructors with bachelor degrees outside of education have lower self-efficacy.	Uses of degree	Degree Helpful?	Degree is not helpful	Homeland Security doesn't really translate and correlate to education	Participant J
Instructors have a core training belief.	Low formal training creates try and see attitude.	Teaching philosophy	Core training belief	Keep going until you get it right.	Participant A
Education and healthcare related degree holders utilize student-driven teaching	Formal education or patient centered approach	Teaching style	Presentation style / Teaching style	My message is always trying to translate commerce complex language into everyday speak I think and again that may be	Participant D

styles.

because of the trajectory of my life my career in being a corporate compliance trainer for so long.

(continued)

Themes	Sub Themes	Code group	Code	Evidence	Participant
Instructors have a core training belief.	Low formal training creates try and see attitude.	Teaching philosophy	Core training belief	Well, you can lead a horse to water which can make him drink	Participant E
RQ2: What is the perceived effect of Southeastern United States corporate healthcare instructor's previous experiences on their teaching style?					
Education and healthcare related degree holders utilize student-driven teaching styles.	Formal education or patient centered approach	Teaching style	Relaxed teaching style / Light bulb mentioned	So I would say I drive but I give them options on where they want me to take them because they have to make their own lightbulb come on.	Participant G
Instructors with more teaching experiences have higher self-efficacy.	Training confidence	Self-efficacy	Light bulb mentioned / high confidence	I think they're good. I think I keep my students engaged. I think I help them get what they need to have to make the light bulb go on.	Participant C
Childhood influences	Home and early life	Childhood	Family has church roots	My parents, both of them,	Participant A

guide trainer
development. inspiration

were
ministers of
the gospel of
Christ...
mimicking
them... play
games or
sometimes I
would be the
preacher to
teach her
(referencing a
younger
sibling) and
pretending
like I'm
preaching

(continued)

Themes	Sub Themes	Code group	Code	Evidence	Participant
Related careers.	Experience in related fields	Past experiences	Military experience	I was what you call a training Petty Officer	Participant J
Childhood influences guide trainer development.	Home and early life inspiration	Past experiences	Childhood observations	Playing sports, growing up and watching like coaches and baseball managers. I thought it was neat giving instruction.	Participant E
Why did the instructor decide to teach as a career?	Experience in related fields	Past experiences	Teaching origin	So originally I wanted to go to nursing but I've always enjoyed from an early age tutoring kids and I like to	Participant G

see their
growth and I
like to see the
master and I
like to help
them

(continued)

Themes	Sub Themes	Code group	Code	Evidence	Participant
Childhood influences guide trainer development.	Home and early life inspiration	Childhood	Outside teaching experience / teaching at home	When I taught my mom Algebra... So she never took algebra in high school and that's where I first took algebra my algebra instructor was amazing absolutely amazing... So every week we sat down to her assignments and you know she eventually got to the point where she started to understand it and then light bulb moment again for my mom for me to see that in it my mom was very rewarding.	Participant B

(continued)					
Themes	Sub Themes	Code group	Code	Evidence	Participant
Low education experience leads to instructor-centered teaching style.	Experience in related fields	Past experiences	Development of teaching skills unrelated to a degree	And I remember there was one day that these kids were just running around going crazy and I was like What am I gonna do? And I looked at the lieutenant and shoot was like at a loss. And I just said OK who wants to learn how to draw Garfield. And they all stopped. It was the funniest thing like I taught them how to draw Garfield by just doing some simple circles and go off from there and you know it was great from	J

then on just any anytime they got a little crazy just kind of divert their energy to something different and get them back down to life. That was a funny. I wish I had video of those days because those are crazy what past experiences help you teach.

(continued)

Themes	Sub Themes	Code group	Code	Evidence	Participant
Related careers.	Experience in related fields	Past experiences	Manager experience	Prior to this position I was a manager and so of course I'm having to do training classes for my staff.	Participant F
Why did the instructor decide to teach as a career?	Experience in related fields	Past experiences	Teaching origin	I kind of fell into the role didn't really see that career path in the beginning.	Participant I
RQ3: How do Southeastern United States corporate healthcare instructors perceive the effect of credentials on their self-efficacy?					
Instructors with fewer	Training confidence	Self-efficacy	Room for improvement	No one I never assume	Participant B

teaching experiences have lower self-efficacy.

that I know everything. For me that has been pivotal. It's been it's just been key.

(continued)

Themes	Sub Themes	Code group	Code	Evidence	Participant
Instructors with degrees in education have higher self-efficacy. Instructors with master level degrees have higher self-efficacy.	Uses of degree	Degree Helpful?	Degree is helpful	Well yes I mean I have an undergrad in psychology so it's sort of a psychology degree and that I have a master's in education so I'd say both of those degrees definitely have guided and helps me in training	Participant D
Instructors with fewer teaching experiences have lower self-efficacy.	Low training experience	Self-efficacy / Past experiences	Outside training experiences	I've never been like a pedagogical teacher with kids and everything	Participant B
Instructors with fewer teaching experiences have lower self-efficacy.	Training confidence	Self-efficacy	Performance anxiety	Every single That I have to stand or speak or run a meeting or whatever. There's always a level of	Participant B

Instructors with fewer teaching experiences have lower self-efficacy.	Training confidence	Self-efficacy	Difficult to present / self-efficacy	anxiety there for me. Sometimes I don't feel like I'm that articulate with the wording so I'm just you know it's one of those things I can take something I can write it down	Participant I (continued)
Themes	Sub Themes	Code group	Code	Evidence	Participant
RQ4: How do Southeastern United States corporate healthcare instructors perceive the effect of previous experiences on their self-efficacy?					
Professional development opportunities pursued.	Participant has attended some kind of professional development	Professional development	Out of state job training / Conferences attended	I have not (professional development)	Participant F
Instructors with more teaching experiences have higher self-efficacy.	Training confidence	Self-efficacy	Dislikes administrative aspects of the position	So all of the administrative work that you have to do outside of the classroom that and developing curricula and different projects does we as you know we're a very small team and we've been trying to get more people	Participant H

Why did the instructor decide to teach as a career?	Home and early life inspiration	Past experiences	Teaching origin	on so just the volume of work that we have basically Tutoring me from a young age I was tutoring Title 1 kids when I was in high school. Like I said tutoring has really helped and then also just relationship building. I think that's almost the foundation of some of education is just learning to talk to others speaking to them.	Participant G (continued)
Themes	Sub Themes	Code group	Code	Evidence	Participant
How many years of experience for this role does the instructor have?	Experience in related fields	Past experiences / Years of experience	Years of experience	five years now	Participant I
Instructors with more teaching experiences have higher self-efficacy.	Training confidence	Self-efficacy	High confidence	I'm very extremely confident and I've often said that the CEO OK Come and sit in my	Participant A

				classroom and then it won't make a difference to me.	
Instructors with more teaching experiences have higher self-efficacy.	Dislikes administrative duties	Self-efficacy	Dislikes when peers fall behind on projects	I have a real high expectation of meeting deadlines for myself and for others. And sometimes I can be a little inflexible when others are not meeting the deadline.	Participant D (continued)

Note. Table 9 displays a sample of coding and themes collected during the interview process.