

T-2 Prof
Training and Retaining Staff
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The Cost of Replacing an Employee

- **Take the annual sales of your company or division and divide it by the number of employees**
- **Divide that number by 260 to get the daily revenue per employee**
- **Multiply the daily revenue per employee by the number of days it takes to hire and train an employee**

Motivating Employees

Why do employees leave?

- Lack of recognition
- Poor communication
- No opportunities for advancement
- Insufficient **compensation**
 - Wages
 - Benefits

Motivating Employees

- **Meet three powerful needs**
 - **Connectedness – Make them a “part of a part” as well as a “part of a whole.”- Team Building**
 - **Uniqueness – Recognize unique attributes and abilities they bring to company**
 - **Meaningfulness - They need to believe they are doing something that matters for an organization that is doing something that matters.**
 - **The Mission Statement**

Employee Orientation

- **To The Company**
 - **The Mission Statement**
 - **Company History**
- **To The System**
 - **The Employee Manual**
- **To The Job**
 - **Job Description**
- **To Coworkers**

Mission and Vision Statement

- Says Who Your Company Is, What You Do, What You Stand For And Why You Do It**
- No More Than 3-4 Sentences Long**
- Provides Strategic Vision And Direction For The Organization**

EnTherm Mission Statement

EnTherm Inc. Is committed to making buildings safe, healthy, energy efficient, comfortable and durable. We apply building performance technology and use a comprehensive approach to attain optimum results for our customers.

EnTherm Vision Statement

We believe our first responsibility is to our customers, the homeowners and building owners who use our services. The work that we do must always be of high quality. In all of our interactions and communications with our customers, employees, vendors and business associates, we will act with integrity. Our services will deliver value for our customers while ensuring profitability for the company, so that we can continue to expand the services we provide and share the benefits of our growth with our employees.

Keeping Employees

Creating a Professional Image

- Uniforms
- Consistency of Image
- Employee-Customer Relations

Opportunities for Advancement

- Define Technical Positions
 - **Job descriptions are critical!**
- Put down in writing what it takes to advance in the company
- Provide training in advanced skills

Job Descriptions

Serve As A Basis For Job-specific Performance Standards.

If Employees Know What Is Expected And What Constitutes Good Performance, They Are More Likely To Perform Satisfactorily.

Step one: Define the Purpose of the Training

- **To increase productivity and profitability**
 - Are there problems in our company's operations that can be fixed by training?
- **To improve quality and reduce call-backs**
 - Can we do what we do better?
- **To retain employees**
 - Can we build loyalty in our workforce by offering paths to advancement through training?

- **To stay ahead of the competition**
 - Apply new technologies to old problems
- **Because we have to**
 - **Programs we participate in require it**
 - E.g. Home Performance with Energy Star
 - **Laws and/or regulations mandate it**
 - E.g. Lead-safe practice

There may be resistance

Recognize that there may be resistance to incorporating training into business practice

- Belief that there is no need for more or better skills**
- Belief that skills training is unnecessary, and that only experience matters**
- Skepticism about the value of training**
- Fear that employees will take enhanced skills and go elsewhere**

Steps to Develop a Results-Oriented Training Program

- **Analyze the problem**
 - **Conduct needs assessment**
 - **Make a list of all tasks that must be done to do job**
 - **Determine performance measures for the tasks to be trained**

- **Design the Training Program**
 - **Write instructional objectives for each task**
 - **Identify and list the learning steps necessary to complete each task**
 - **Develop the performance criteria to show that tasks have been mastered**

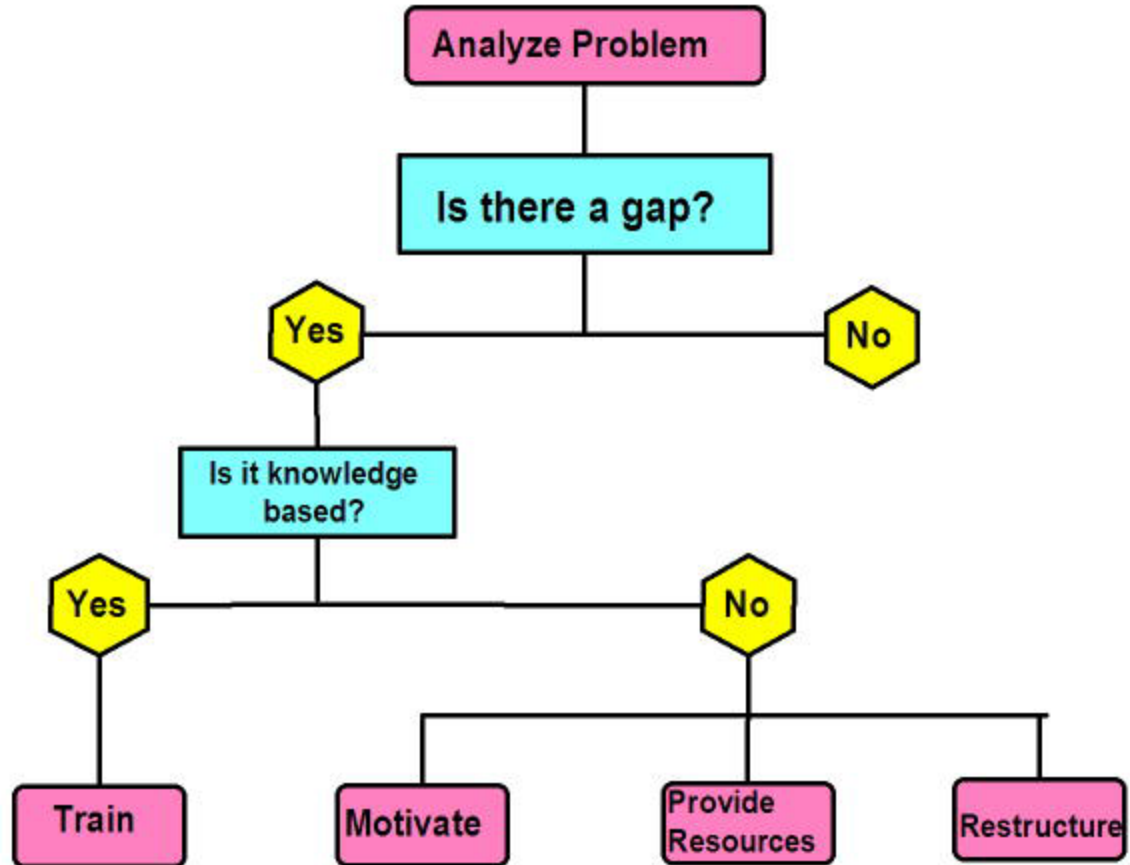
- **Develop the plan**
 - **List the learning activities necessary to deliver the training**
- **Deliver the training**
- **Evaluate learning**

The Needs Assessment

- **“Systematic exploration of the way things are and the way they should be.”**

It is an investigation of the gap between what is current and what is necessary now and in the future.

Needs Analysis



- **Identify knowledge-based performance problems.**
 - **Ask the following questions:**
 - Are our people doing their jobs effectively?
 - Do they know how to do their jobs?
 - **If the answer to the first question is “No.”, we need to ask why.**
 - **If the answer to the second question is “Yes”, then the problem may be in organization structure, management performance, or employee motivation**

- If the answer to the second question is “No”, then training may be the solution**

- Methods for gathering data**
 - Direct observation**
 - Questionnaires**
 - Consultation with key management and supervisory employees**
 - Interviews with employees**

Design the Training Program

- **Goals are general outcomes spelling out who will be affected and what will change as a result of the training**
 - **Example: To create a building performance technician department in the company**

- **Objectives are specific and must always state what someone would have to do to demonstrate mastery of the subject matter.**
 - **It must be possible to measure mastery of the objectives.**
 - **Examples**
 - **“Student must be able to conduct a worst case depressurization test.”**
 - **“Student must be able to calculate the building airflow standard for ranch houses, cape cods, split level houses and two-story colonial houses.”**

If objectives do not contain performances, they are not objectives.

– Examples of false objective statements

- **As a result of the training,**
 - **“The student will understand something.”**
 - **“The student will be able to think critically about something.”**
 - **“The student will know how to do something.”**

- Error of writing objectives to describe some teaching point or classroom activity.**
 - **For example:**
 - “Be able to choose a photo that illustrates the problem of back drafting and explain how it illustrates this problem.”**
 - “Be able to discuss in class the building performance case histories given out by the instructor.”**

- Error of writing phrases with little or no meaning.**
 - For example:**
 - “The student will demonstrate a thorough comprehension of building science.”**
 - “The student will have a deep awareness of the principles of combustion.”**

- **Use a goal analysis process to arrive at objectives.**
 - **Write down the performances that would demonstrate that the content of the training has been achieved.**
 - **For each performance, write a complete sentence that describes it.**
 - **Put a check mark next to each performance that your target audience already knows how to do.**
 - **It might be useful to refer to the job description for the position.**
 - **For each performance that is unchecked, write an objective.**

Components of Behavioral Objectives

- **Behavior** - Should be specific and observable
- **Condition** – State conditions under which behavior is to be completed
- **Standard** – State level of performance that is desired

Example

The building performance technician will be able to perform a health and safety test on a house with a single atmospheric furnace and water heater in 30 minutes.

Behavior: Perform health and safety test

Condition: house with single atmospheric furnace and water heater

Standard: in 30 minutes

Design the Plan

- **Outline the activities that will enable the students to achieve the course goals**
 - **For each element of content decide the best way to get the information to the trainee.**

What training activities are available?

Activity	Pros	Cons
Demonstration	Opportunity to provide feedback	Does not involve everyone
Role Play	Good practice for participants and involvement	May be dominated by a few participants
Lecture	Good for high content if presenter is good	Passive and not stimulating
Case Study	Good focus and high involvement	May be dominated by a few participants
Panel Discussion	High content and variety of perspectives	Low learner involvement

Available Training Activities (continued)

Activities	Pros	Cons
Readings	Provide high content	Not very stimulating
Field Activities	Allow for sensory perception if well structured	Mechanisms must be in place to ensure learning happens
Small Group Tasks	Highly participatory and task oriented	May be dominated by a few participants
Video or Film	Good focus and pre-designed	Little participant interaction
Large Group Discussion	Highly energizing and high participation	May be dominated by a few participants`

Deliver the Training

- **Studies have shown that students only retain 20% of what they hear and forget 80% of what they learn a month after they hear it. That means that after a month, in the absence of reinforcement, students only know 4% of what they originally learned.**

Reinforcement is Essential

- Alternate field and classroom training.
- Test frequently
- Schedule regular follow-up training sessions to review field experiences
- Encourage questions when problem situations occur.

Employee Review

- How Often
- Evaluates
 - Attitude
 - Attendance
 - Overall Performance
 - Work Habits
- Minimize subjectivity

Employee Review

- Use self-appraisals
- Give employees right to read and comment on appraisals
- Be honest with appraisal
- Request employee input: what does employee want from career
- Have annual review of supervisors from employee's perspective

Benefits

- Medical insurance
- Dental insurance
- Life insurance
- Disability insurance
- Pension plan
- Profit sharing
- Paid vacation
- Paid holidays
- Paid sick leave
- Car/truck allowance/usage
- Tool/equipment allowance/usage
- Continuing Education/training