

The Relationship Between Orientation and Job Training on Employee
Turnover and Performance in the Restaurant Industry

by

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Abstract

A survey was administered, collecting information from Central Wisconsin Restaurants. The survey was sent to restaurants that were listed in the Wisconsin Restaurant Association's (WRA) restaurant directory within 50 miles of Wisconsin Rapids, Wisconsin (a central Wisconsin city). The purpose of this survey was to identify if orientation and OJT training practices affect the turnover rates of central Wisconsin restaurant employers. The University of Wisconsin Stout graduate student reported positive responses from the participants of the survey regarding training practices and turnover. For Example, many restaurants are using training manuals, and Twenty three or 68% of the participants indicated that they experienced 0-25% turnover in their establishment in 2010.

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Table of Contents

	Page
Chapter I: Introduction	9
Background	9
Statement of the Problem	10
Research Questions	11
Significance of the Survey	11
Limitations of the Survey	12
Assumptions of the Survey	13
Definition of Terms	14
Chapter II: Literature Review	16
Restaurant Industry	17
Types of Restaurants in Wisconsin	18
Objectives of Orientation Training Programs	19
Components of Orientation Programs	20
Components of On the Job Training	22
Characteristics of a Successful Trainer	23
Benefits to Orientation and Job Training	25
Barriers to Orientation and Job Training	25
Summary	26
Chapter III: Methodology	28
Introduction	28
Subject Selection and Description	29

Instrumentation	29
Data Collection Procedures	30
Data Analysis	30
Limitations	31
Chapter IV: Results	32
Introduction	32
Respondents	32
Findings	33
Item Analysis	34
Chapter V: Discussion	58
Introduction	58
Objectives	58
Limitations	59
Training Structure and Facilitator	59
Summary	59
Evaluation of Training	60
Employer Satisfaction with Training	60
Materials	60
Trainers	60
Turnover	61
Conclusions	61
Recommendations	62
References	64

Appendix A: Sample Orientation Checklist66

Appendix B: Mail Survey68

List of Tables

Table 1: Characteristics of a Successful Trainer	22
Table 2: Format of Choices	31
Table 3: Format of Turnover Percentage Choices	31
Table 4: Persons Trained That Were Terminated	32
Table 5: Methods Facilitated in Orientation Training	33
Table 6: Who Facilitates Orientation Training in the Restaurant	33
Table 7: Are Training Objectives Clear	34
Table 8: The Training Process Following a Logical Sequence	35
Table 9: How Many Hours on Average Are Provided to New Employees to Learn All the Needed Skills	36
Table 10: Orientation Training is Valued in the Restaurant	37
Table 11: On-the-job Training is Valued in the Restaurant	38
Table 12: Training Manuals are Utilized	39
Table 13: Training Manuals are Easy to Understand	40
Table 14: Trainers are Willing to Repeat Demonstrations and Explanations	41
Table 15: Trainers are Flexible for New Employees to Become Proficient in Learning Necessary Tasks	42
Table 16: Trainers Listened to New Employee's Thoughts and Opinions During the Training Process	42
Table 17: Trainers Explained Clear and Correct Process for the Skills They Are Training	43
Table 18: Trainers Demonstrated the Necessary Skills They Are Training	44
Table 19: New Employee's Competencies are Evaluated During the Training Process	44

Table 20: New Employees Consistently Meet the Expectations of Their Positions.....	45
Table 21: More Training is Needed for New Employees to Meet the Expectations of Their Positions	46
Table 22: The Employees Fully Understand the Company Goals.....	47
Table 23: The Employees Fully Understand Their Expectations	48
Table 24: The Company Provides Continuous Instruction After the Training Process is Finished.....	49
Table 25: Turnover Percentage For Your Establishment in 2008	50
Table 26: Turnover Percentage For Your Establishment in 2009	51
Table 27: Turnover Percentage For Your Establishment in 2010	52
Table 28: Those No Longer With the Company in 2008 Who Received Orientation and On-the-job Training	53
Table 29: Those No Longer With the Company in 2009 Who Received Orientation and On-the-job Training	54
Table 30: Those No Longer With the Company in 2010 Who Received Orientation and On-the-job Training	55

Chapter I: Introduction

Background

According to the National Restaurant Association, the restaurant industry is the nation's largest employer, providing jobs for 11.6 million individuals (Arduser & Brown, 2004, p. 1). Knowing this, most households have had a member of their family work in the restaurant industry at some point in their working life. The restaurant industry has the highest employee turnover rate in all business segments, exceeding 100 percent in one year in many units (Arduser & Brown, 2004, p. 1). There are many reasons why the turnover rate is so high, including the typically low wages, lack of benefits, and night and weekend hours. No matter the reason for turnover, the cost is always significant. According to Voorhaar (2005), replacing an employee can cost anywhere between 90 and 200 percent of their annual salary. This includes advertising costs, lost time spent on interviews and administration, training costs and time spent on extra supervision while the staff member learns how to do the job they were hired for, termination pay and the loss of specialist knowledge or skills (Voorhaar, 2005). Since this cost is significant most employers look for ways to avoid this and retain employees. As a result, there is an abundance of literature available that discusses how to reduce turnover in a multitude of ways. However, there has been little research done to identify if orientation and on-the-job training (OJT) programs affect the turnover within the restaurant industry.

An orientation program is a systematic process that enables companies to welcome new employees, explain the working policies, expectations, specific skills and knowledge the employee will need to begin their job (Sims, 2001, p. 34). These programs differ in content, length, and delivery methods for each company. This paper will identify orientation and OJT best-practices.

On-the-job training (OJT) is a training method “which combines learning and productivity for a cost-effective training solution” (*Eight steps*, n.d., p. 11). To state it more fundamentally,

OJT at its most fundamental level can be defined as two people working closely together so one person can learn from the other. Whether the person teaching is called a trainer, mentor, or guide, the function is the same- to teach the student so that he or she can correctly and safely perform a task. (Levine, 1997, p. 1)

There is an abundance of literature available on the positive impact orientation and OJT programs have on employee morale, effectiveness, and turnover. For example, Rebecca Ganzel (1998) states “How you orient new employees will have a big impact on how quickly they get up to speed and how long they’ll stay with your company” (p. 56). And Bohlander and Snell (2009) stated “The more time and effort spent in helping new employees feel welcome, the more likely they are to identify with the organization and become valuable members of it” (p. 338).

Despite the abundance of research and literature on the positive impacts of orientation and OJT training, there has been little research on the affect orientation and OJT programs have on employee turnover and performance within restaurants.

This research paper will focus on the impact that orientation and OJT programs have on employee turnover and performance by conducting a survey of multiple restaurants in central Wisconsin. The survey will evaluate orientation and OJT practices and employee performance and turnover in 34 central Wisconsin restaurants.

Statement of the Problem

The study of orientation and OJT programs in the workplace is not new. There are numerous studies that have proven the positive effects of implementing an orientation and OJT program in a workplace. However, there have not been many studies that study how orientation

and OJT programs affect employee turnover within the restaurant industry. There is a need to identify if the implementation of an orientation and OJT program will reduce turnover and increase productivity in the restaurant industry. The purpose of this survey will be to identify if the implementation of an orientation and OJT program for new employees will reduce employee turnover and increase productivity within the restaurant industry.

Research Questions

1. How are orientation and on-the-job training structured and facilitated in Central Wisconsin restaurants?
2. To what degree do central Wisconsin restaurants utilize easy to understand training manuals?
3. To what degree are trainers in central Wisconsin restaurants qualified to provide training to employees?
4. To what degree do central Wisconsin restaurants evaluate their orientation and on-the-job training programs?
5. To what degree are the owner/managers of central Wisconsin restaurants satisfied with their orientation and on-the-job training?
6. Are orientation and on-the-job training programs reducing turnover concerns in central Wisconsin restaurants?

Significance of the Survey

1. Independently owned restaurants will find this information useful when determining the need for developing an employee orientation and OJT program for new employees.

2. Independently owned restaurants will find this information useful when identifying trainers to facilitate training.
3. Independently owned restaurants will find this information useful when determining what components are necessary when developing an employee orientation and OJT program for new employees.

Limitations of the Survey

This survey will be based on the following limitations.

1. The population analyzed for the purpose of the survey will be limited to the participants within each surveyed restaurant; this means that the results will not be generalized to populations other than the surveyed populations.
2. Participation in interviews might only depend on the preferred communication styles, but other variables such as motivation, individual experiences, personal biases, personality, and environment (time, place, etc).
3. Participants previous working environments will influence the way they perceive, implement, and evaluate training.
4. The survey will also be limited in regard to the number of participants. It may not be possible to select a sample size, which is large enough to allow for representative results.
5. How the orientation programs were implemented within a company will affect turnover and performance. In other words, how the company marketed the availability of training to their employees.
6. Due to the time constraint, only restaurants within central Wisconsin will be contacted to participate.

Assumptions of the Survey

This survey will be based on the following assumptions:

1. Participants in the survey have been exposed to other training options and as a result have a training preference. Because of the participants training preferences; participants have already chosen and implemented their individual methods for training.
2. Organizations participating in the survey will implement other procedural changes in an effort to increase efficiency and productivity. These changes will have occurred between the time studied and as a result will influence the turnover measured within this survey.
3. Organizations participating in the survey will have to compensate employees differently in an effort to retain employees. These changes will have an impact on the employee turnover measured within the survey.
4. Employees working within the surveyed establishments may also be high school, college and/or have full-time jobs in other professions. Therefore this will have an impact on the employee turnover measured within the survey.
5. The owner/manager of the restaurant has knowledge of the restaurants training needs, how the training is valued, implemented, and evaluated. In addition, the owner/manager of the restaurants surveyed has knowledge of the restaurants turnover. Therefore the owner/manager of the restaurant is knowledgeable to answer the questions within the survey.
6. The organizational contacts will answer all survey questions honestly and objectively. They will not knowingly withhold information applicable to the survey.

Definition of Terms

Employee Acquisitions. This is “The employees that *replaces* the separated employees” (Cascio & Boudrea, 2008, p. 80). Stated another way, a hired employee that will be fulfilling a current position and not filling a new position.

Employee Separation. Is when an “employee permanently leaves and organization” (Cascio & Boudrea, 2008, p. 79) this includes terminations, resignations, retirements, and layoffs. This can also be classified as voluntary, meaning the employee has left the company on their own accord. Stated another way, this is when an employee has been removed from the company by the company or is terminated.

Employee Turnover. “This is when an employee permanently leaves an organization, including the replacement of the departed employee (Cascio & Boudrea, 2008, p. 79). This survey will focus on the number of persons replaced within multiple years in restaurants located in central Wisconsin.”

External Movements. Meaning the employee is “moving across the organizations external boundary” (Cascio & Boudrea, 2008, p. 80) and has left the company rather than changed positions within a company.

Instructor Guide. “A step-by-step “recipe” for instructors to follow when conducting training” (Sisson, 2001, p. 71).

OJT Instructor. “An OJT instructor usually is a highly skilled employee with years of job experience who is assigned to pass on this experience and skill to a trainee” (Sisson, 2001, p. 3).

OJT Training. Is a training method “which combines learning and productivity for a cost-effective training solution” (*Eight steps*, n.d., p. 11).

Orientation Program. An orientation program is “an employee’s first exposure to the organization” (Lawson, 2002, p. 1), “ it is a systematic process that enables companies to welcome new employees, explain the working policies, expectations, specific skills and knowledge the employee will need to begin their job” (Sims, 2001, p. 34).

Turnover Costs. This is “The cost incurred to produce the movement (that is, the cost of acquisitions and separations)” (Cascio & Boudrea, 2008, p. 81).

Chapter II: Literature Review

It is not uncommon to hear a young hourly employee say “I’ll keep this job until I can get a real job,” for what they often mean is that they plan to switch from an hourly employee to a salaried position (Walker & Miller, 2009, p. 3). But what many don’t realize is that their job in the hospitality industry may lead to the career they are looking for elsewhere. The purpose of this survey is to identify if orientation and OJT programs affect employee turnover and performance within independently owned restaurants in central Wisconsin.

An employee’s relationship with a restaurant is built on their first days with the company. When the employee begins this relationship with “guidance” to learning their new job, they know the company values them. What better way to establish this sense of value than an orientation and OJT program for new employees that starts immediately the first day. An orientation followed by OJT program can give every new employee a clear understanding of what is expected of them while they are employed with the company, while also establishing a base for a long lasting relationship, which may lead to lasting loyalty from the new employee.

“New employees who go through a structured orientation programs are 69 percent more likely to be with the company after those who did not” (Ganzel, 1998, p. 54). Since restaurants have high turnover rates this number would be a dream come true. However, there are more reasons to implement an orientation and OJT program. Ganzel (1998) also identified that “orientation programs also have positive effects on employee retention rates, productivity, and socialization into the company” (p. 54).

In addition HR Focus identified that OJT is a training method that “which combines learning and productivity for a cost-effective training solution” (*Eight Steps*, n.d., p. 11).

However, when people think of the term orientation and OJT program they think of a large corporation. Nevertheless, are they are not the only group that can benefit from orientation and OJT programs. Restaurants also will benefit from orientation and OJT programs.

Restaurant Industry

The basic restaurant concept today is identical to its predecessors and can be defined as an establishment where refreshments or meals can be obtained, usually for money, by the public. (Brotherton, 2003, p. 31). Consider the following statistics. The hospitality industry is composed of 70 percent part-time, short-term people (Walker & Miller, 2009, p. 3).

From the National Restaurant Association:

- More than seven of ten restaurants had a fewer than 20 paid employees in 1997.
- Nearly three of four quick service operators have recently hired an employee who was a former welfare recipient.
- Average unit sales in 1996 were \$550, 000 at full-service restaurants and \$517,000.
- Forty-five percent of all restaurants are either a sole proprietorship or partnerships.
- Three of four restaurants are single-unit operations.
- One-third of all adults have worked in the food service industry at some point in their lives. (Rainsford & Bangs, 2000, p. xii)

American's love affair with restaurants has never been greater with annual sales of approximately a half a trillion dollars and its growth showing no signs of leveling off; estimates show that within the next ten years over 50 percent of Americans budgeted food dollars will be spent in restaurants (Alonzo, 2007, p. viii).

Types of Restaurants in Wisconsin

Dining out is a regular activity for the residents of Wisconsin, and there are many restaurants to choose from. According to the *Wisconsin Travel Guide*, the restaurants of Wisconsin serve an array of foods including:

- African
- American
- Asian
- Deli
- Barbeque
- Chinese
- Fish Fry
- French
- German
- Italian
- Japanese
- Mediterranean
- Pizza
- Sandwiches and Subs
- Seafood
- Soul
- Steak
- Thai
- Vegetarian

Objectives of Orientation Program

Within three to six weeks, the employee should attend an organization-level orientation that addresses the company's history, philosophy, culture, goals and direction" (Lawson, 2002, p. 26).

Lawson (2002) also identified that orientation programs need the following:

- To provide employees with information that helps integrate them smoothly and quickly into the organization.
- To introduce employees to the organization as a whole-its structure, philosophy, purpose, values and so forth.
- To help new employees identify the importance of their roles within the organization and how what they do affects others.
- To introduce employees to their departments goals and their rules in helping meet those goals.
- To promote communication between the employee and management.
- To communicate expectations regarding policies, procedures and performance
- To make new employees feel welcome and to assure them that they made the right decision in the joining the team.
- To get employees excited about being a part of the organization and motivated to do the best job possible. (p. 17)

Knowing the objectives of an orientation program assists in further identifying the necessary components.

Components of an Orientation Program

Orientation is not the same as training. Whereas training focuses on task performance, the focus of orientation is learning the content of the job (Larson, A., Heweitt, A., 2005, p.106).

Before the arrival of a new employee, the supervisor should inform the work group that a new worker is joining the unit. It is also common practice for supervisors or other managerial personnel to recruit coworkers to serve as volunteer “sponsors,” or mentors, for incoming employees (Bohlander & Snell, 2009, p. 339).

Then review the performance standard for the position. “Performance standards provide a ready-made structure for a training program for a given job. Each unit of the job with its performance standards provides the framework for the training plan” (Walker & Miller, 2009, p. 247).

Another common practice in any field is to collect needed information from Subject Matter Experts. Pharmacies in Winnipeg, Manitoba, Canada gathered a team comprising of one pharmacist from each of their nine hospitals where they sought and obtained a pharmacy orientation checklist from major hospitals in Canada. The team held face-to-face meetings (three paid hour’s total) and assembled a comprehensive master orientation checklist to guide training in all pharmacies (Woloschuk & Raymond, 2010, p. 118).

In many cases, organizations devise checklists for use by those responsible for conducting the orientation so that no item of importance to employees is overlooked. The checklist would include such things as:

1. An introduction to other employees,
2. An outline of training,
3. Expectations for attendance, conduct and appearance,

4. The conditions of employment, such as hours and pay periods,
5. An explanation of job duties and standards, appraisal criteria,
6. Safety regulations,
7. A list of the chain of command, and
8. An explanation of the organizations purpose and strategic goals (Bohlander, 2009, p. 339) (See Appendix A).

Like most orientation programs, it should start with familiarizing the employee with the organization. Which is why Lawson suggests: “Within three to six weeks, the employee should attend an organization-level orientation that addresses the company’s history, philosophy, culture, goals and direction” (Lawson, 2002, p. 26).

The CEO of the Ritz Carlton, Horst Schulze, stated the following about the first phase of The Ritz Carlton’s training program “employees are introduced to the heart and soul of our organization. Where they understand our mission, our beliefs, our sole and philosophy” (Schulze, 1993).

Doing this gives the new employee the clear picture of where this company was historically and its intended direction for the future. This also gives the employees their expectations through the discussion of policies and procedures. In addition, employees understand the level of support provided to them through a thorough review of their benefits, programs and services. Many times this is also when employees will fill out any paperwork associated with their payroll or their benefits.

After they have finished familiarizing themselves with the company they will then need to look closer to their coworkers. It is good practice, to begin this with “Introducing the new employee to their coworkers and their fully equipped office space” (Ganzel, 1998, p. 56). For

those working in a restaurant this means introducing them to their managers, coworkers and possibly regular customers. Then providing them with their uniforms and necessary supplies (like guest books to write customer orders on, aprons, and knives). Then providing “training on the equipment they will be using (Ganzel, 1998, p. 56). For a restaurant this would include the ordering system, stoves, dishwashers, mixers and any other equipment that would be used. This may need to be more job specific or can be made universal for every employee. In many restaurants, each employee is expected to be versatile and may need to know how to use a large variety of equipment and tools.

Before branching off into job specific training, take a moment to assist the employee in realizing their importance. You can do this by “showing each employee how important his or her job is. For example, demonstrate to your dishwasher how dirty silverware affects customers overall opinion of your establishment” (Arduser & Brown, 2004, p. 6). This way they have a full understanding that they do have an important role but also that they are critiqued regularly by every customer that sees their work.

Lastly, a restaurant owner will need to identify who will conduct the training and where.

Components of On the Job Training

“The first step to creating effective training is job analysis is identifying what people need to know to do their jobs and understand when they need to develop these skills and abilities” (Larson, & Heweitt, 2005, p. 133). From the job analysis you can then create a job list. “A job list is a list of all the duties a person in a particular position must perform. These lists can help managers in hiring, training and evaluating employees” (Arduser & Brown, 2004, p. 94).

The Ritz Carlton also had to decide what should go in there OJT, and the CEO shared the following about how they created their job list when accepting the Malcolm Baldrige award. “We

then created 120 team that are from employees that wrote what it takes to do their job. They wrote it, they established it. The HR department put it into training form and new employs were trained (Schulze, 1993).

Put another way “A good job-training program should be organized as a series of written training plans, each representing a learnable, teachable segment of the job” (Walker & Miller, 2009, p. 247). All of this can then be the starting point for an Instructor Guide. “An instructor guide is a step-by-step “recipe” for instructors to follow when conducting training. Some instructors use different names, such as lesson plan, training plan, facilitators guide, and so on, but they all refer to the same thing: a document that describes how to do the training” (Sisson, 2001, p. 71).

The Ritz Carlton then closes with a certification process Holtz Schulze stated “They had to get certified 100% or go back through the entire training process” (Schulze, 1993).

Characteristics of a Successful Trainer

Another crucial piece of OJT is the trainer also known as the facilitator. “Effective on the Job Training (OJT) is structured so that the people doing the training are qualified and competent” (Lawson, 2005, p. 84). “An OJT instructor usually is a highly skilled employee with years of job experience who is assigned to pass on this experience and skill to a trainee” (Sisson, 2001, p. 3).

Although Walker and Miller stated in 2009 “The logical person to train your people is you, the supervisor” (p. 227). That is not always practical for restaurant owners/managers. Therefore he also provides a list of characteristics for choosing the best person for training (See Table 1.)

Table 1

Characteristics of a Successful Trainer

Characteristic	
1.	Is knowledgeable
2.	Displays enthusiasm
3.	Has a sense of humor
4.	Communicates clearly, concisely, and in a straightforward manner
5.	Is sincere, caring, respecting, and responsive toward employees
6.	Encourages employee performance
7.	Is patient
8.	Sets an appropriate role model
9.	Is organized
10.	Maintains control and eye contact with employees
11.	Listens well
12.	Is friendly and outgoing
13.	Keeps calm
14.	Tries to involve all employees
15.	Positively reinforces employees

(Walker, Miller, & Drummond, 2002, p. 231)

Benefits to Orientation and Job Training

“OJTs strength are in its flexibility and portability, all while remaining an informal and human form of training” (Levine, 1997, p. 1).

Walker and Miller (2009) point out an abundance of benefits to training in their book *Supervision in the Hospitality Industry*:

- It would give you more time to lead.
- You would have less absenteeism and less turnover.
- It would reduce tension between you and your associates.
- It would be much easier to maintain consistency of product and services.
- You would have lower costs.
- Trained personnel would give you happier guests and more of them. (p. 240-241)

Barriers to Orientation and Job Training

Just like in any good idea, there are many times just as many disadvantages as there are advantages. “OJT takes time, money, people and energy. When finished OJT may be as expensive as classroom training” (Levine, 1997, p. 3).

“To fully socialize an employee to a new job can take 6-12 months. This amount of time can seem daunting to an industry that considers tenure of 4-6 months to be long term (Larson & Heweitt, 2005, p. 106).

Although, it is understandable that organizations may feel pressure to fill direct support professionals (DSP) to positions that have been vacant for a long time and may rely on overtime and use of temporary staff, the result is an ongoing circular problem (Larson & Heweitt, 2005, p. 106).

Walker explains the common thought when restaurants find themselves shorthanded “We are nearly always shorthanded; we don’t take time to train; we need a warm body on the job that is what we hire and put to work” (Walker & Miller, 2009, p. 238).

Another barrier is the perception that “Training time is production time. Production personnel who participate in OJT cannot produce at full capacity and trainers cannot perform in both positions at the same time” (Levine, 1997, p. 3).

“Another barrier to training is the general perception. Many employers assume that experience in a previous job takes the place of training – a busboy is a busboy; a salad person can make any salad. They depend on these people to know how to do the job to their standard and according to their methods” (Walker & Miller, 2009, p. 239).

Summary

“The only way a company can grow, stay true to its soul, and remain consistently successful is to attract, hire and keep great people” (Meyer, 2006, p. 139). All employees will at some point be a representation of the establishment that they work for. How as an employee carries out their duties and tasks influences the quality of the establishment. This is more direct in the restaurant industry and the effect is more immediate in how much a server is tipped and if the customer decides to return. And “first impressions are critical; whether you have five or 50 new employees at a time “orient” them when they first start the job, and not months later” (Ganzel, 1998, p. 56). When considering orientation and OJT consider; “They are about training, helping, and ensuring that every employee has an equal opportunity to complete the tasks in his or her checklist and become a productive employee” (Levine, 1997, p. 4). If a restaurant has employees that are a positive representation those same employees are worth

keeping. This paper will prove how training can assist in retaining the employees as well as develop employees to be the positive representation that the restaurant needs.

Chapter III: Methodology

Introduction

This study focused on the relationship between orientation and OJT programs and employee performance and turnover in central Wisconsin's restaurant industry. The purpose of this survey was to identify if orientation and OJT training practices affect the turnover rates of central Wisconsin restaurant employers. Specifically, the research questions were:

1. How are orientation and on-the-job training structured and facilitated in central Wisconsin restaurants?
2. To what degree do central Wisconsin restaurants utilize easy to understand training manuals?
3. To what degree are trainers in central Wisconsin restaurants qualified to provide training to employees?
4. To what degree do central Wisconsin restaurants evaluate their orientation and on-the-job training programs?
5. To what degree are the owner/managers of central Wisconsin restaurants satisfied with their orientation and on-the-job training?
6. Are orientation and on-the-job training programs reducing turnover concerns in central Wisconsin restaurants?

Any "best practices" will be identified within the data analysis. Sections addressed in this chapter include: subject selection and description, instrumentation, data collection procedures, data analysis, and limitations.

Subject Selection and Description

The subjects selected to participate in this survey include central Wisconsin restaurant owners/authorized persons. A total of 103 restaurants were asked to participate in this survey. Subjects represent a variety of types of restaurants including American, Asian, deli, barbeque, Chinese, fish fry, French, German, Italian, pizza, sandwiches and subs, seafood, steak, supper clubs, banquet facilities, caterers, concessions, pubs, family diners, breakfast, Mexican, and Hawaiian.

The participant contact information was obtained from the Wisconsin Restaurant Association's (WRA) restaurant directory. The participants were chosen by the researcher to include those restaurants in proximity of 50 miles around Wisconsin Rapids, Wisconsin (a central Wisconsin city). This was done to only select non-franchised restaurants all common fast food chain restaurants were removed from the participant list. The researcher was responsible for the creation, questioning, and documenting the responses of each participant, using the survey (Appendix B).

Instrumentation

An initial survey was developed for the purposes of this research and was created after reviewing literature on orientation and OJT programs and employee performance and turnover. The questions on this initial instrument included demographics, orientation components, and training practices.

A pilot test was conducted by requesting a response by phone from five central Wisconsin restaurant owners/managers. Feedback was provided from the participants as to how to clarify questions and remove redundant questions. The suggested changes were taken into consideration when creating the survey.

A second pilot was conducted by the researcher requesting a response in person from the executive chef of a restaurant in Marshfield, Wisconsin. Feedback was provided from the participant as to how to further clarify the questions, the suggested changes were taken into consideration when creating the final survey.

The survey was designed by the researcher and utilized a combination of multiple choice questions, fill in the blank questions, and Likert scale questions. The survey responses were anonymous to the researcher to reduce liability to the participants. The survey results were recorded by data entry using an online survey tool, called Qualtrics.

Data Collection Procedures

A survey was administered by the researcher through a mail-in survey. The survey requested the participants to be an owner or authorized administrator so the proper approval was implied. The survey provided participants with the purpose of the study. The participants were also given the contact information of the researcher within the statement included with each survey. The responses from the completed surveys were documented by the researcher within a Qualtrics.

A follow up communication was conducted to increase response rates. After the initial mail-in survey was sent out survey an online survey was create in Survey Monkey and the link to the electronic survey was sent to the participants in a follow up communication. The responses from mail-in surveys and the surveys completed in Survey Monkey were transferred by the researcher into the online survey tool called Qualtrics to better organize the data.

Data Analysis

Various statistical analyses were used in the survey. The data was collected by the researcher and documented in Qualtrics.

The data from the follow up communication and online survey was stored within the online survey tool, and then entered into Qualtrics with the original data. Simple descriptive statistics were used to analyze the data.

Limitations

The limitations to this methodology are as follows:

1. The survey was administered to 103 restaurants in the central Wisconsin area.
Therefore the survey results may not be applicable to other regions not involved in the survey.
2. The survey was administered to restaurants that are affiliated with the WRA.
Therefore the survey results may not be applicable to other non-WRA affiliated restaurants.
3. The survey was administered to restaurants affiliated with the WRA, and in the central Wisconsin area. Therefore it is probable that not all types of restaurants were chosen.

Chapter IV: Results

Introduction

The purpose of this survey was to identify if orientation and OJT training practices affect the performance and turnover of independently owned Central Wisconsin restaurant employers. The responses collected from participants were analyzed to identify any “best practices” that positively affect employee turnover and performance. Specific research questions to be answered included:

1. How are orientation and on-the-job training structured and facilitated in central Wisconsin restaurants?
2. To what degree do central Wisconsin restaurants utilize easy to understand training manuals?
3. To what degree are trainers in central Wisconsin restaurants qualified to provide training to employees?
4. To what degree do central Wisconsin restaurants evaluate their orientation and on-the-job training programs?
5. To what degree are the owner/managers of central Wisconsin restaurants satisfied with their orientation and on-the-job training?
6. Are orientation and on-the-job training programs reducing turnover concerns in central Wisconsin restaurants?

Respondents

In the initial survey 13 responses were received from 13 different restaurants. As a result of the follow up effort an additional 21 surveys were received. As a result, a total of 34 responses were collected. This resulted in a 33 percent response rate.

Findings

The survey was based on a combination of multiple choices questions, fill in the blank numerical, which was converted to Hours Choices (Table 2) and Format of Turnover Percentage Choices (Table 3) and percentages, hours, persons trained that were terminated (Table 4) a Likert Scale was used for respondents to rate their level of agreement. Table 2 presents the format of the categorized hour's responses.

Table 2

Format of Hours Choices

1	2	3	4	5	6	7	8
0-5 Hours	6-10 Hours	11-15 Hours	16-20 Hours	21-25 Hours	26-30 Hours	31-40 Hours	41+ Hours

Table 3 presents the format of the categorized turnover percentage responses for 2008, 2009, and 2010.

Table 3

Format of Turnover Percentage Choices

1	2	3	4
0-25% turnover	26-50% turnover	51-75% turnover	76-100% turnover

Table 4 represents the categorized response of the persons trained that were terminated in 2008, 2009, and 2010.

Table 4

Persons Trained That Were Terminated

0	1	2	3	4
N/A%	None	75-51%	75-51%	100-74%

Item Analysis

The results of each question were grouped into seven categories: Training Structure, Value of Training, Materials, Trainers, Evaluation of Training, Employer Satisfaction and Turnover.

Training Structure. Identifies who is the facilitator of Orientation, what training method is used, how clear training objectives are, if a logical sequence is followed, and how many hours are dedicated to employee's orientation and OJT.

To better understand the structure of training the researcher asked participants "which method is used for orientation training? Twenty-two or 65% respondents stated that orientation training is facilitated through OJT. Twelve or 35% of the respondents use both OJT and Structured Classes. No respondents stated they use classroom instruction. Table 5 presents the data in a table format.

Table 5

Methods Facilitated in Orientation Training

	Response Percentage	Response Count
In a structured class	0%	0
Through on-the-job training	65%	22
Both	35%	12
Total	100%	34

To understand who facilitated training the researcher asked, who facilitates orientation training? Fourteen or 41% indicated that a manager or owner facilitates training. One or 3% of the respondents utilize a trainer. Nineteen or 56% respondents indicated that both a trainer and manager/owner deliver training. The data is presented in Table 6.

Table 6

Who Facilitates Orientation Training in the Restaurant?

	Response Percentage	Response Count
Manager/owner	41%	14%
Trainer(s)	3%	1%
Both	56%	19%
Total	100%	34%

When asked about the clarity of their training objectives, eleven or 33% responded that they strongly agreed with this statement. Twenty two or 65% agreed with this statement and one or 3% was neutral. There were no respondents that disagreed with the statement. The data is presented in Table 7.

Table 7

Are Training Objectives Clear

	Response Percentage	Response Count
Strongly Agree	33%	11
Agree	65%	22
Neither Agree nor Disagree	3%	1
Disagree	0%	0
Strongly Disagree	0%	0
Total	100%	34

Following a logical sequence in training is also necessary for success.

In response to the statement in question seven; twelve respondents or 35% strongly agreed, 18 or 53% agreed, four or 12% were neutral, and no respondent disagreed or strongly disagreed with this statement. The data is presented in Table 8.

Table 8

The Training Process Following a Logical Sequence

	Response Percentage	Response Count
Strongly Agree	35%	12
Agree	53%	18
Neither Agree nor Disagree	12%	4
Disagree	0%	0
Strongly Disagree	0%	0
Total	100%	34

The amount of time dedicated to training is also a direct contributor to the success of a training program. Because the responses are broad the answers were then narrowed to one single number per answer by identifying the median of each response. The median was then broken down into categories. The categories are identified below.

Three or 9% respondents stated that they provide 0-5 hours are provided to new employees to learn all the needed skills, four or 12% stated they provide 6-10 hours, three or 9% stated they provided 11-15 hours, eight or 24% stated they provided 16-20 hours, five or 15% stated they provided 21-25 hours, no respondents stated they provided 26-30 hours, five or 15% stated they provided 31-40 hours, five or 15% stated they provided more than 41 hours, and one respondent choose not to provide a response to this question. The data is presented in Table 9.

Table 9

How Many Hours on Average Are Provided to New Employees to Learn all the Needed Skills?

Answer	Percentage	Response
0-5 hours	9%	3
6-10 hours	12%	4
11-15 hours	9%	3
16-20 hours	24%	8
21-25 hours	15%	5
26-30 hours	0%	0
31-40 hours	15%	5
More than 41 hours	15%	5
Total	99%	33

Value of Training. Identifies to what level orientation and OJT is valued the restaurant.

In response to question three; 21 or 62% stated they strongly agreed, and ten or 29% stated they agreed, two were neutral in their response, one or 3% stated that they disagreed, and no respondent strongly disagreed with the statement. The data is presented in Table 10.

Table 10

Orientation Training is Valued in the Restaurant

	Response Percentage	Response Count
Strongly Agree	62%	21
Agree	29%	10
Neither Agree nor Disagree	6%	2
Disagree	3%	1
Strongly Disagree	0%	0
Total	100%	34

In response to question four, 28 or 82% stated they strongly agreed, and six or 18% stated they agreed, and no respondent was neutral, disagreed or strongly disagreed with the statement.

The data is presented in Table 11.

Table 11

On-the-job Training is Valued in the Restaurant

	Response Percentage	Response Count
Strongly Agree	82%	28
Agree	18%	6
Neither Agree nor Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
Total	100%	34

Material. Identifies to what extent training manuals are used and easy to understand. Training manuals are strongly suggested for a successful training program.

In response to question eight, seven or 21% stated they strongly agreed, and 16 or 47% stated they agreed, nine or 26% stated they were neutral, one or 3% stated they disagreed and one or 3% stated they strongly disagreed. The data is presented in Table 12.

Table 12

Training Manuals are Utilized

	Response Percentage	Response Count
Strongly Agree	21%	7
Agree	47%	16
Neither Agree nor Disagree	26%	9
Disagree	3%	1
Strongly Disagree	3%	1
Total	100%	34

In response to question nine, 11 or 32% stated they strongly agreed, and 14 or 41% stated they agreed, seven or 21% stated they were neutral, one or 3% stated they disagreed and one or 3% stated they strongly disagreed. The data is presented in Table 13.

Table 13

Training Manuals are Easy to Understand

	Response Percentage	Response Count
Strongly Agree	32%	11
Agree	41%	14
Neither Agree nor Disagree	21%	7
Disagree	3%	1
Strongly Disagree	3%	1
Total	100%	34

Trainers. Identifies to what extent trainers are willing to repeat demonstrations and Explanations, are flexible for new employees to become proficient in learning necessary tasks, and listen to a new employee's thoughts and opinions during the training process.

Since most of the respondents stated that a trainer is involved in facilitating training. It is important to understand the trainer's willingness to repeat demonstrations to their learners to ensure the information is understood.

In response to question ten, 23 or 68% stated they strongly agreed, and seven or 20% stated they agreed, four or 12% stated they were neutral, and no respondent stated they disagreed or strongly disagreed with the statement. The data is presented in Table 14.

Table 14

Trainers are Willing to Repeat Demonstrations and Explanations

	Response Percentage	Response Count
Strongly Agree	68%	23
Agree	20%	7
Neither Agree nor Disagree	12%	4
Disagree	0%	0
Strongly Disagree	0%	0
Total	100%	34

Trainer's flexibility during the training process is also an important factor. In response to question eleven, 22 or 64% stated they strongly agreed, and nine or 26% stated they agreed, two or 6% stated they were neutral, one or 3% stated they disagreed and no respondent stated they strongly disagreed with the statement. The data is presented in Table 15.

Table 15

Trainers are Flexible for New Employees to Become Proficient in Learning Necessary Tasks

	Response Percentage	Response Count
Strongly Agree	64%	22
Agree	26%	9
Neither Agree nor Disagree	6%	2
Disagree	3%	1
Strongly Disagree	0%	0
Total	100%	34

In response to question twelve, 12 or 35% stated they strongly agreed, and 16 or 47% stated they agreed, four or 12% stated they were neutral, two or 6% stated they disagreed and no respondent stated they strongly disagreed with the statement. The data is presented in Table 16.

Table 16

Trainers Listened to New Employee's Thoughts and Opinions During the Training Process

	Response Percentage	Response Count
Strongly Agree	35%	12
Agree	47%	16
Neither Agree nor Disagree	12%	4
Disagree	6%	2
Strongly Disagree	0%	0
Total	100%	34

Evaluation of Training. Identifies to what extent trainers demonstrate the skills they are training, explain clear and correct process they are training, and new employee's competencies are evaluated during the training process.

In response to question thirteen, 18 or 55% stated they strongly agreed, and 14 or 42% stated they agreed, one or 3% stated they were neutral, and no respondent stated they disagreed, strongly disagreed with the statement. One respondent chose not to provide a response to the question. The data is presented in Table 17.

Table 17

Trainers Explained Clear and Correct Process for the Skills They Are Training

	Response Percentage	Response Count
Strongly Agree	55%	18
Agree	42%	14
Neither Agree nor Disagree	3%	1
Disagree	0%	0
Strongly Disagree	0%	0
Total	97%	33

In response to question fourteen, 15 or 45% stated they strongly agreed, and 16 or 48% stated they agreed, two or 6% stated they were neutral, and no respondent stated they disagreed, strongly disagreed with the statement. One respondent chose not to provide a response to the question. The data is presented in Table 18.

Table 18

Trainers Demonstrated the Necessary Skills They Are Training

	Response Percentage	Response Count
Strongly Agree	45%	15
Agree	48%	16
Neither Agree nor Disagree	6%	2
Disagree	0%	0
Strongly Disagree	0%	0
Total	99%	33

In response to question fifteen, 13 or 38% stated they strongly agreed, and 18 or 53% stated they agreed, two or 6% stated they were neutral, one or 3% stated they disagreed and no respondent stated they strongly disagreed with the statement. The data is presented in Table 19.

Table 19

New Employee's Competencies are Evaluated During the Training Process

	Response Percentage	Response Count
Strongly Agree	38%	13
Agree	53%	18
Neither Agree nor Disagree	6%	2
Disagree	3%	1
Strongly Disagree	0%	0
Total	100%	34

Employer Satisfaction with Training. Identifies to what extent new employees meet the expectations of their position; is more training needed for new employees to meet expectations; do employees fully understand their company goals and expectations; and does the company provide continuous instruction after the training process is finished.

To measure performance of the new employees the researcher asked respondents to rate their new employee's ability to meet the expectations of their position.

In response to question sixteen, no respondent stated that they strongly agreed, and 20 or 55% stated they agreed, 12 or 35% stated they were neutral, two or 6% stated they disagreed and no respondent stated they strongly disagreed with the statement. The data is presented in Table 20.

Table 20

New Employees Consistently Meet the Expectations of Their Positions

	Response Percentage	Response Count
Strongly Agree	0%	0
Agree	55%	20
Neither Agree nor Disagree	35%	12
Disagree	6%	2
Strongly Disagree	0%	0
Total	100%	34

In response to question seventeen, seven or 20% stated that they strongly agreed, and nineteen or 56% stated they agreed, five or 15% stated they were neutral, three or 9% stated they

disagreed and no respondent stated they strongly disagreed with the statement. The data is presented in Table 21.

Table 21

More Training is Needed for New Employees to Meet the Expectations of Their Positions

	Response Percentage	Response Count
Strongly Agree	20%	7
Agree	56%	19
Neither Agree nor Disagree	15%	5
Disagree	9%	3
Strongly Disagree	0%	0
Total	100%	34

In response to question eighteen, five or 15% stated that they strongly agreed, and nineteen or 56% stated they agreed, nine or 26% stated they were neutral, one or 3% stated they disagreed, and no respondent stated they strongly disagreed with the statement. The data is presented in Table 22.

Table 22

The Employees Fully Understand the Company Goals

	Response Percentage	Response Count
Strongly Agree	15%	5
Agree	56%	19
Neither Agree nor Disagree	26%	9
Disagree	3%	1
Strongly Disagree	0%	0
Total	100%	34

In response to question nineteen, six or 18% stated that they strongly agreed, and 25 or 73% stated they agreed, three or 9% stated they were neutral, and no respondent stated they disagreed, or strongly disagreed with the statement. The data is presented in Table 23.

Table 23

The Employees Fully Understand Their Expectations

	Response Percentage	Response Count
Strongly Agree	18%	6
Agree	73%	25
Neither Agree nor Disagree	9%	3
Disagree	0%	0
Strongly Disagree	0%	0
Total	100%	34

In many organizations continuous instruction is provided after the initial orientation and on the job training. In response to question twenty, 11 or 33% stated that they strongly agreed, and 13 or 39% stated they agreed, seven or 21% stated they were neutral, one or 3% stated they disagreed, and one or 3% stated they strongly disagreed. One respondent chose not to respond to the question. The data is presented in Table 24.

Table 24

The Company Provides Continuous Instruction After the Training Process is Finished

	Response Percentage	Response Count
Strongly Agree	33%	11
Agree	39%	13
Neither Agree nor Disagree	21%	7
Disagree	3%	1
Strongly Disagree	3%	1
Total	99%	33

Turnover. Identifies each restaurants turnover percentage for 2008, 2009, and 2010, and of those turnovers how many received orientation and OJT.

Because the responses are broad the answers were then narrowed to one single number per answer by identifying the median of each response. The median was then broken down into categories. The categories are identified below.

Twenty three or 79% indicated that they experienced 0-25% turnover in their establishment in 2008. Two or 7% indicated that they experienced 26-50% turnover in their establishment in 2008. Two or 7% indicated that they experienced 51-75% turnover in their establishment in 2008. Two or 7% indicated that they experienced 76-100% turnover in their establishment in 2008. Five respondents had chosen not to provide a response to this question. The data is presented in Table 25.

Table 25

Turnover Percentage For Your Establishment in 2008

Answer	Response	%
0-25%	23	79%
26-50%	2	7%
51-75%	2	7%
76-100%	2	7%
Total	29	100%

Because the responses are broad the answers were then narrowed to one single number per answer by identifying the median of each response. The median was then broken down into categories. The categories are identified below.

Twenty two or 76% indicated that they experienced 0-25% turnover in their establishment in 2009. Three or 10% indicated that they experienced 26-50% turnover in their establishment in 2009. Four or 14% indicated that they experienced 51-75% turnover in their establishment in 2009, and no respondent indicated that they experienced 76-100% turnover in their establishment in 2009. Five respondents had chosen not to provide a response to this question. The data is presented in Table 26.

Table 26

Turnover Percentage for Your Establishment in 2009

Answer	Response	%
0-25%	22	76%
26-50%	3	10%
51-75%	4	14%
76-100%	0	0
Total	29	100%

Because the responses are broad the answers were then narrowed to one single number per answer by identifying the median of each response. The median was then broken down into categories. The categories are identified below.

Twenty three or 68% indicated that they experienced 0-25% turnover in their establishment in 2010. Seven or 20% indicated that they experienced 26-50% turnover in their establishment in 2010. Two or 7% indicated that they experienced 51-75% turnover in their establishment in 2010. Two or 7% indicated that they experienced 76-100% turnover in their establishment in 2010. Two respondents had chosen not to provide a response to this question. The data is presented in Table 27.

Table 27

Turnover Percentage for Your Establishment in 2010

Answer	Response	%
0-25%	23	68%
26-50%	7	20%
51-75%	2	6%
76-100%	2	6%
Total	32	100%

To better analyze the data from this question the responses have been categorized below.

Twenty nine or 85% indicated that 74-100% of the persons no longer with the company in 2008 received orientation and OJT training. One or 3% stated that 51-75% of the persons no longer with the company in 2008 received orientation and OJT training. No respondent stated that 1-50% of the persons no longer with the company in 2008 received orientation and OJT training. One or 3% stated that none of the persons no longer with the company in 2008 received orientation and OJT training. Three respondents had chosen not to provide a response to this question. The data is presented in Table 28.

Table 28

Those No Longer With the Company in 2008 Who Received Orientation and On-the-job Training

Answer	Response	%
100-74%	29	85%
75-51%	1	3%
50-1%	0	0%
None	1	3%
N/A%	3	9%
Total	34	100%

To better analyze the data from this question the responses have been categorized below.

Thirty one or 91% indicated that 74-100% of the persons no longer with the company in 2009 received orientation and OJT training. One or 3% stated that 51-75% of the persons no longer with the company in 2009 received orientation and OJT training. One or 3% stated that 1-50% of the persons no longer with the company in 2009 received orientation and OJT training. No respondent stated that none of the persons no longer with the company in 2009 received orientation and OJT training. One respondent had chosen not to provide a response to this question. The data is presented in Table 29.

Table 29

Those No Longer With the Company in 2009 Who Received Orientation and On-the-job Training

Answer	Response	%
100-74%	31	91%
75-51%	1	3%
50-1%	1	3%
None	0	0%
N/A%	1	3%
Total	34	100%

To better analyze the data from this question the responses have been categorized below.

All 34 respondents or 100% indicated that 74-100% of the persons no longer with the company in 2010 received orientation and OJT training. No respondent stated that 51-74%, 1-50% or none of the persons no longer with the company in 2010 received orientation and OJT training. The data is presented in Table 30.

Table 30

Those No Longer With the Company in 2010 Who Received Orientation and On-the-job Training

Answer	Response	%
100-74%	34	100%
75-51%	0	0%
50-1%	0	0%
None	0	0%
N/A%	0	0%
Total	34	100%

Chapter V: Discussion

Introduction

Orientation and on-the-job training is an effective method for training. By employing these training methods you ensure your employees fully understand the company's goals and their potential impact in meeting or missing the goals. But if this training is employed the company will gain not only piece of mind but also will experience lower turnover and a higher likelihood the new employee will be a productive member of the team.

The purpose of this survey was to identify if orientation OJT training practices affect and the turnover rates and productivity of independently owned central Wisconsin restaurant employers.

Objectives

The objective of this survey was to identify if orientation and on-the-job training practices affected employee performance and turnover in independently owned restaurants in the central Wisconsin area. The research questions included:

1. How are orientation and on-the-job training structured and facilitated in central Wisconsin restaurants?
2. To what degree do central Wisconsin restaurants utilize easy to understand training manuals?
3. To what degree are trainers in central Wisconsin restaurants qualified to provide training to employees?
4. To what degree do central Wisconsin restaurants evaluate their orientation and on-the-job training programs?

5. To what degree are the owner/managers of central Wisconsin restaurants satisfied with their orientation and on-the-job training?
6. Are orientation and on-the-job training programs reducing turnover concerns in central Wisconsin restaurants?

Limitations

This survey focused on independently owned central Wisconsin restaurant employers using only 103 restaurants that were listed within a 50 mile radius of Wisconsin Rapids on the *Wisconsin Restaurant Associations' Restaurant Guide*. Because of this the results may not be representative to any other restaurants.

Summary

This survey was an investigation to identify if independently owned restaurants are facilitating orientation and OJT, and if employee turnover and performance is affected as a result. Many types of information were requested through this survey including information regarding; the training structure the value of training, the training material, the trainers, evaluation of training, employer satisfaction, and turnover.

Training Structure and Facilitator

Most establishments value the orientation and OJT. Orientation and OJT are primarily structured through OJT, but there is a percentage of establishments using both the Structured Class and OJT to facilitate training. Many establishments rely on the manager/owner to facilitate orientation and OJT. However, more establishments use a combination of manager/owners and trainers to facilitate orientation and OJT. Many of these establishments feel they are providing training that provides clear objectives and training that follows a logical sequence.

A considerable amount of establishments dedicate 16-25 hours of training to provide them the tools they need to learn the needed skills of their positions.

Materials

Many restaurants are using training manuals and feel that their training manuals are easy to understand. But there was a portion of the respondents who were neutral on the subject of clarity of training manuals.

Trainers

The trainers that are providing training are predominantly able to demonstrate the skills they are training and explain the processes that they are training clearly. Most establishments stated that their trainers are flexible for new employees to become proficient in learning the necessary tasks, and that their trainers listen to their new employee's thoughts and opinions during the training process.

1. To what degree are trainers in Central Wisconsin Restaurants qualified to provide training to employees?

Evaluation of Training

2. To what degree do Central Wisconsin Restaurants evaluate their orientation and on-the-job training programs?

Employer Satisfaction with Training

Many employers are confident that their new employees understand the company goals and their expectations. And there is more who are evaluating the competencies of their new employee during the training process. However despite the training efforts only half of the responding employers agreed that their employees are consistently meeting the expectations of their position, where 35% were neutral and 6% disagreed.

There were many establishments that felt that more training is needed for new employees to meet the expectations of their position. Which is probably why most employers are providing continuous instruction to their employees after the training process is finished.

Turnover

Despite the publicized information that the restaurant industry experiences high turnover, many of the establishments that responded to the survey are experiencing turnover within the 0-25% range for 2008, 2009, and 2010. Of the persons who had left the establishments most were provided orientation and OJT.

The researcher hypothesized that the survey responses would reveal that minimal training was provided to employees and that the turnover would be high as a result in little to no training being provided. This hypothesis was developed through years of experience with the restaurant industry.

Many restaurants are participating and value orientation and on the job training that they facilitate with their new employees. Which is very contradictory to my hypothesis and Walkers statement “We are nearly always shorthanded; we don’t take time to train; we need a warm body on the job that is what we hire and put to work” (Walker, J. R., Miller J. E., 2009, p. 238).

And as a result the independently owned restaurants of central Wisconsin are experiencing lower turnover then my research has provided as the average.

Conclusions

Many businesses employ and value the use of Orientation and OJT to train new employees. This training is primarily facilitated through OJT and by both a manager/owner and

a trainer. Although the restaurants differed in the amount of time provided to training most of the training was provided within a 16-20 hour period. The training programs objectives are primarily clear and follow a logical sequence and most used easy to understand manuals to facilitate training. Most of the trainers who provided the training were capable of demonstrating the skills they were teaching, and were flexible for new employees to learn tasks, and repeat demonstrations and explanations, and trainer listened to their new employee's thoughts. And most facilities evaluated their new employee's competencies during the training process. As a result many employers felt that the new employees understand the company's goals and experienced significantly lower turnover in 2008, 2009, and 2010. Most of the employees who are no longer with the company did receive orientation and OJT. However, despite most restaurants provided orientation and OJT, 27% didn't provide continuous instruction after the initial training process was finished.

Despite the information above, a significant percentage (46%) did not agree that their employees consistently meet the expectations of their position, and 80% felt additional training was needed for the new employees to meet the expectations of their positions.

Recommendations

This survey has led the researcher to the following recommendations:

1. Facilitate more detailed orientation training to new employees.
 - a. Orientation training provides new employees with the foundation for them to become familiar with the companies goals and their individual role in assisting in reaching the goals. And creates a sturdy foundation that then job training can be built upon.
2. Provide additional time for orientation and OJT.

- a. All restaurants feel the pressure to quickly onboard a new employee in order to meet the needs of a customer more quickly. What some fail to recognize is that rushed training will not help the restaurant any more than training that is given adequate time. Employees that have not been allowed enough time to learn new skills will now become the representation of the business. And since they have not fully learned their new positions they are more likely to be a poor representation.
3. Utilize detailed and easy to understand training manuals for all training.
 - a. Training manuals assist in ensuring that the full training process is followed consistently to every new employee.
 4. Provide continuous instruction after the initial training process is finished.
 - a. Any skill needs to be skilled and honed regularly. Continuous instruction will provide employees with the support needed to continue to do their jobs well, along with increase their productivity and efficiency.
 5. This study needs to be repeated:
 - a. When repeating the study change the methodology, to increase participation.
 - i. Alternatively, Perform case studies, or focus groups.
 - b. When repeating the study expand the subject selection to include more types of restaurants in different regions of the state.
 - c. When collecting data from subjects request information in a multiple choice or rating scale type format only, removing any open ended questions. This will make data measurable and clearer for analysis.

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Appendix A

Sample Orientation Checklist

INTRODUCTION TO THE COMPANY	
_____	Welcome.
_____	Describe company briefly, including history, operation (type of menu, service, hours of operation, etc.) and goals (be sure to mention the importance of quality service).
_____	Show how company is structured or organized.
POLICIES AND PROCEDURES	
_____	Explain dress code and who furnishes uniforms.
_____	Describe where to park.
_____	How to sign in and out and when.
_____	Assign locker and explain its use.
_____	Review amount of sick time, holiday time, personal time, and vacation time as applicable.
_____	Review benefits.
_____	Explain how to call in if unable to come to work.
_____	Explain procedure to request time off.
_____	Review salary and when and where to pick up check, as well as who can pick up the employee's paycheck. If applicable, explain policy on overtime and reporting of tips.
_____	Discuss rules on personal telephone use.
_____	Explain smoking policy.
_____	Explain meal policy, including when and where food can be eaten.
_____	Review disciplinary guidelines.
_____	Explain guest relations policy.
_____	Review teamwork policy.
_____	Explain property removal policy.
_____	Explain responsible service of alcohol, if applicable.
_____	Explain Equal Employment Opportunity policy.
_____	Discuss promotional and transfer opportunities.
_____	Explain professional conduct policy.
_____	Explain guidelines for safe food handling, safety in the kitchen, and what to do in case of a fire.
_____	Explain notice requirement if leaving your job.
THE NEW JOB	
_____	Review job description and standards of performance.
_____	Review daily work schedule including break times.
_____	Review hours of work and days off. Show where schedule is posted.
_____	Explain how and when employee will be evaluated.
_____	Explain probationary period.
_____	Explain training program, including its length.
_____	Describe growth opportunities.
_____	Give tour of operation and introduce to other managers and co-workers.

Source: Supervision in the Hospitality Industry, Leading Human Resources (2009)

Appendix B

Mail Survey

This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.

Dear Restaurant Owner/Authorized Person

The purpose of this survey is to collect information from Central Wisconsin restaurants regarding the relationship between orientation, and on-the-job training and its effectiveness at reducing turnover and increasing employee performance.

In an effort to ensure the information is a representation of your establishment and proper approval is implied, the researcher respectfully requests that the participant be an owner or an authorized person such as a manager.

This survey will take about 10 minutes to complete. To answer all the questions fully the owner/authorized person responding to the survey will need to know the restaurant's training needs, how the training is designed, implemented, and evaluated. In addition, the owner/authorized person will need to have knowledge of the restaurant's turnover.

All the information gathered for this survey will be kept strictly anonymous, to reduce the risk to participants. Your participation in this survey is voluntary. By responding to this survey you are agreeing to participate in the research gathered through this survey. It is your choice to not participate in this research by not completing this survey.

Thank you for your participation.

If you have any questions regarding survey, please contact me (the researcher).

Sincerely,

Linnea Dolan
Graduate Student, Career and Technical Education
University of Wisconsin-Stout
715-207-6132
johanssonl@my.uwstout.edu

Dr. Carol Mooney
Project Advisor

Please circle the most appropriate response to each question

Orientation training is facilitated using the following method.

- A. In a Structured Class
- B. Through On-the-Job-Training
- C. Both A and B

Who facilitates orientation training in the restaurant?

- A. The Manager/Owner
- B. Trainer(s)
- C. Both A and B
- D. Other (Please specify)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Orientation training is valued in the restaurant.	1	2	3	4	5
On-the-job training is valued in the restaurant.	1	2	3	4	5
Training Structure					
Training objectives are clear.	1	2	3	4	5
How many hours on average are provided to new employees to learn all the needed skills?					
The training process followed a logical sequence.	1	2	3	4	5
Material					
Training manuals are utilized.	1	2	3	4	5
Training manuals are easy to understand.	1	2	3	4	5
Trainers					
Trainers are willing to repeat demonstrations and explanations.	1	2	3	4	5
Trainers are flexible for new employee's to become proficient in learning necessary tasks.	1	2	3	4	5
Trainers listened to new employee's thoughts and opinions during the training process.	1	2	3	4	5
Evaluation of Training					
Trainers explained clear and correct process for the skills they are training.	1	2	3	4	5
Trainers demonstrated the necessary skills they are training.	1	2	3	4	5
New employee's competencies are evaluated during the training process.	1	2	3	4	5
Employer satisfaction with training					
New employees consistently meet the expectations of their positions.	1	2	3	4	5
More training is needed for new employees to meet the expectations of their positions.	1	2	3	4	5
The employees fully understand the company goals.	1	2	3	4	5
The employees fully understand their expectations.	1	2	3	4	5

The company provides continuous instruction after the training process is finished.	1	2	3	4	5
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Turnover

What was the turnover percentage for your establishment in 2008? _____

What was the turnover percentage for your establishment in 2009? _____

What was the turnover percentage for your establishment in 2010? _____

Of those who are no longer with the company in 2008 how many received orientation and on-the-job training. _____

Of those who are no longer with the company in 2009 how many received orientation and on-the-job training. _____

Of those who are no longer with the company in 2010 how many received orientation and on-the-job training. _____

B: Post Card Follow Up Communication

Dear Restaurant Owner/Operator/Authorized Person:

A few weeks ago I requested information regarding Orientation and On-the-Job Training provided to employees in your establishment in the form of a survey. If you have already responded to the survey and mailed your responses, thank you!

The holidays are a busy time of the year. I am still interested in the feedback of those of you that have not yet responded. If you have not responded, please do so by February 11th, 2010.

If you no longer have the original mailing with the survey you may access the survey online at:
<https://www.surveymonkey.com/s/VRMX977>

Sincerely

Linnea Dolan
 UW-Stout Graduate Student

715-207-6132

C: Email Communication

From: Johansson, Linnea
Sent: Thursday, January 20, 2011 6:41 PM
To: target@mwt.net
Subject: Linnea Dolan's Masters Theses Survey of Training Practices

A month ago I requested information regarding Orientation and On-the-Job Training provided to employees in your establishment in the form of a survey. If you have already responded to the survey and mailed your responses, thank you!

The holidays are a busy time of the year. I am still interested in the feedback of those of you that have not yet responded. If you have not responded, please do so by February 11th, 2010.

If you no longer have the original mailing with the survey you may access the survey online at:
<https://www.surveymonkey.com/s/VRMX977> (*this survey will take approximately 6 minutes to complete*)

Sincerely,

Linnea Dolan
UW-Stout Graduate Student

715-897-4262

D: follow up email

From: Johansson, Linnea
Sent: Friday, January 28, 2011 3:12 PM
Subject: Request For Assistance

I am so very close to the minimum research requirements needed to complete my theses and publish my findings. But I can't do this alone, and I need your help. Please help me by completing the survey below. This information will be used to identify if there truly is a relationship between orientation and job training practices and turnover in all types of restaurants in Wisconsin. As mentioned in the survey the information is strictly anonymous.

Linnea