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Mann, Christina L. *Improving New Employee Transitions Through the Development of a Training Program*

Abstract

Company XYZ- Madison's press department's performance was declining and the pressure from corporate to address this performance had increased. The department's quality, safety, and productivity performance rates were not meeting expectations and had not since 2015. The root cause of the decline was determined to be the influx of improperly trained new employees working in the press department. This study used training needs analysis methods and tools including: a gap analysis, SWOT analysis, an interview, and multiple surveys, to help identify the shortcoming in the press department's past and current training programs. These tools were used to; identify the effectiveness of the existing training program, provide necessary data and information, and offer recommendations to assist in the development and implementation of a new training program for the new employees of the press department.

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Chapter I: Introduction

Company XYZ originated in Australia in the 1860's and is a global leader in packaging solutions that provide innovative and high-quality packaging products for the medical, pharmaceutical, healthcare, personal care, and food and beverage industries. Around the world, millions of times a day, people touch and use products from Company XYZ. When a consumer opens a soda bottle, unwraps a frozen food package, or tears open a rice pouch, the chances are high it was manufactured at one of Company XYZ's facilities.

With more than $9 billion in sales, four divisions, 194 manufacturing sites and 35,000 employees, spanning across 43 countries, Company XYZ is one of the largest packaging companies in the world. It is broken up into three regions: Europe, Middle East, and Africa; Americas; and Asia Pacific. Europe consists of 72 manufacturing sites and 12,000 employees, while Asia Pacific consists of 28 manufacturing sites and 4,000 employees. With 94 manufacturing sites and 19,000 employees, the Americas is the largest region in terms of sites and employee population. Within the Americas, the United States has 77 manufacturing sites and 15,000 employees.

Company XYZ-Madison is the most productive site in the Americas in terms of profit, and sales. With high profit and sales, comes growth opportunities, higher expectations, and higher visibility. Company XYZ-Madison employs, 175 people and of which 125 are production floor employees. The production floor employees were spread across six departments and three shifts.

Within Company XYZ-Madison, there were four manufacturing departments; the extrusion department, the press department, the lamination department, and the slitting department. For this study, the focus was on the press department. The press department had

five machines that printed customer approved images onto different substrates. The press

department also included the ball mill operation, and plate mounting. The department was

staffed on a 24/5 schedule and employed 25 people; operators and assistants. Each machine had

one operator and one assistant per shift.

All departments within Company XYZ-Madison had a manager; whose function was to

oversee the safety, quality, productivity, and employee development in their respective

departments. The expectation for each department manager was to focus on employee

development, and the organization's leadership assumes that safety, quality, and productivity

will all align themselves.

The goals and expectations that all departments must meet included: zero lost time

injuries, two or fewer quality complaints per month, and at least 18 hours of run time per 24

hours. If these goals were not met, a root cause and corrective action investigation was required.

Until recently, all departments met the expectations on a regular basis. However, the one

department that had consistently failed to meet the expectations over the prior 12 months, was

the press department.

In 2016, the average tenure for employees working in extrusion, lamination, and slitting

was around eight years; which meant most employees in those three departments had established

skills and knowledge to be successful in their job roles. In 2016, the average tenure for

employees working in the press department was approximately 18 years. Of the 25 employees

that made up the press department, seven senior employees had retired since 2016 and another

four employees were expected to retire in the next couple of years. With a high majority of

senior press employees retiring or nearing retirement, the leadership was concerned about the

skill level in the department. Company XYZ-Madison was transitioning from experienced

senior employees to new employees with zero experience; and the experience, knowledge and skill were not easily transferable.

The existing process for training new employees in the press department was inconsistent and undefined. When new employees started in the department, they were assigned a trainer, and the trainer was assigned based on the shift. A trainer in this situation was defined as the most senior person in the department that worked on the same shift and machine as the new employee. The expectation for the trainer was to provide on-the-job training to the new employee with safety being the focus. There were no timelines, guidelines, checklists, or formal training methods utilized during this process.

As it existed, anyone that had completed their 90-day probationary period was used as a trainer for a new employee. There was no formal training, vetting, or sign-up sheets for the assigned trainers. That created an unpredictable, and sometimes hostile training environment. With the variety of trainers and lack of guidelines to follow, there had been a sense of chaos and inconsistency with the training. The inconsistency has resulted in quality errors, productivity issues, and safety incidents in the press department.

Of the four departments, the press department was the only one that did not have an established training program. Over the years, the other departments slowly developed and implemented training programs for their new employees, however the press department chose not to develop a training program. This delay led to lower productivity rates, costly quality issues, and increased safety violations, and injuries in the press department. With additional retirements anticipated; resulting in new employees, coupled with the pressure of growth and continued high expectations; there is no room for low productivity or costly quality issues.

There was an immediate need for a formal training program within the press department at Company XYZ-Madison.

Statement of the Problem

While some manufacturing departments within Company XYZ-Madison had an established training program for new employees, the press department lacked such a program. At Company XYZ-Madison, the failure to have standardized training for new employees in the press department, has resulted in productivity inefficiencies, quality issues, and injuries. By having an established training program, productivity issues, quality concerns, and safety violations will be addressed.

Purpose of the Study

The purpose of this study was to identify the training needs of the press department and provide recommendations for the development and implementation of a new training program, that supported the successful transition of new employees into their job roles. This improvement project was focused towards engaging current senior employees, as well as recently hired employees to identify gaps in the existing training process. The gap analysis, along with the needs assessment was performed to offer feedback on the specific training needs within the department. This study provided the department with a standardized and consistent tool to assist in the training and transition of newly-hired employees.

There are multiple benefits related to having an established training program. Quality issues and complaints should decrease, productivity rates should rise, and injuries and safety violations should decline. New employees will be given the proper training needed to produce quality work, in an efficient manner, while operating safely.

Assumptions of the Study

This study made multiple assumptions related to the potential success of this project and are described in this section. It was assumed Company XYZ-Madison and its management team would have the capacity and resources needed to gather the necessary information on the press department and its performance since 2016. Secondly it was assumed that all employees in the press department would participate in various aspects of this study. Thirdly, it was assumed that the researcher would have access to the necessary information, regarding the press department and its past and current quality, safety, and productivity performance. Lastly, it was assumed the data provided by other individuals for this study was correct and appropriate.

Definition of Terms

The following terms are crucial to understanding this study and will help provide critical knowledge related to flexible packaging manufacturing.

Employee performance. Employee performance is described as, the job-related activities of a worker and how well those activities are executed. Most employers assess employee performance at a minimum of once a year (Employee performance, n.d.).

Organizational performance. Organizational performance is an analysis of a company's performance as it is compared to goals and objectives (Organizational performance, n.d.).

Press assistant. A press assistant is job within a printing department. This person's job is to supports the set-up and operation of the printing equipment to meet quality and productivity requirements per customer specifications.

Productivity. Productivity is defined as the quantity or volume of product the organization manufactures. It can be measured individually, in a group or as a total organization (Williams, 2005).

Standard operating procedure (SOP). A standard operating procedure is an established method that is to be followed routinely in performing specific tasks, situations, procedures or jobs.

Strength, weakness, opportunities, threats analysis (SWOT). SWOT analysis is defined as internal strengths and weaknesses of an organization, and external opportunities and threats faced by an organization (SWOT analysis, n.d.).

Training. Training is the process that fuses together the development of skill, knowledge, and behavior, needed for an individual to satisfactorily perform their job.

Limitations of the Study

This study was limited to only data collected and analyzed from the Madison facility of Company XYZ and excluded all other Company XYZ facilities. The study also focused on improving the training of the press department and excluded all other departments within the Madison facility. With the understanding that there are other factors that impact quality, safety, and productivity, this study was focused on improving those performance indicators solely through the development and implementation of a training program.

Methodology

This study was focused on improving safety, quality, and productivity through the development and implementation of a training program for new employees. Multiple instruments and data collection methods were used to help identify opportunities within the existing training program to build a new and more effective training program for the press

department. Prior to the start of this study, a root cause investigation into the performance deterioration of the press department was completed; performance metrics were collected, analyzed and compared to the other departments.

The goal of this study was to develop and implement a more effective training program for new hires in the press department. To reach that goal, data was collected and analyzed regarding both the past and present training programs within the press department. To better understand how to develop a future training program, diving into the past programs was necessary. Along with two surveys, an interview, a gap analysis, a modified SWOT analysis, and prior training evaluations were utilized in the completion of this study. The intent of the surveys was to gather intelligence from the current press department employees on the past and present training programs. The intent of the interview was to collect organizational and manufacturing department information that was related to performance and align the training goals as such.

Summary

Company XYZ-Madison was recently granted a large sum of money to expand and because of this was under mounting pressure to perform at high levels from corporate. With rising expectations and a reduced margin of error, each department manager was being pressed to find improvements within their respective departments. With decreased productivity rates, increased quality errors, and a rise in safety incidents since 2016, the press department had a microscope pointed at it. With the glaring hole in their training program, the press department had an opportunity to address the concerns with a new and improved training program for new employees.

The following chapter is a literature review that reviews topics relevant to this study. It addresses training; the benefits of, the relationship with performance, and the methods and techniques of.

Chapter II: Literature Review

At Company XYZ-Madison, the transition process for newly hired employees within the press department was inconsistent and largely ineffective. The inconsistency and declining quality of training had caused job performance issues related to productivity, safety, and quality of work. These performance issues had a domino effect, as they impact the individual, the team, the department, and the organization. There was an opportunity to generate an established training program for the press department that would successfully support the transition of new employees into their job roles.

The literature review addresses training; starting with an overview and a look at several sources, and how they define the word, training. The second section will provide information on the benefits of training for both the employee and the organization. The third section will cover the relationship between training and performance and review multiple case studies related to training and performance. In the fourth section, training methods and techniques are discussed. The final section covers when training is needed and provides multiple scenarios in which training could be implemented within an organization.

Overview and Definitions of Training

Training is the foundation for any successful organization; success for the employees generally means success for the organizations (Elnaga & Imran, 2013). Successful employees do not just happen. To help employees become successful, there needs to be consistent and effective training throughout their careers. Success in this context refers to job performance; productivity, efficiency, quality of work, and safety. Training allows employees to develop, learn, and master the skills and abilities required to perform their job function at a satisfactory level (Elnaga & Imran, 2013).

Training also allows employees to become familiar with their jobs and integrated with their co-workers and the company culture. This familiarization, along with the skill training will increase the employee's knowledge of the company as well as their job function, leading to fully functional employees in the least amount of time.

There is not a universal definition of training and, has been described in various ways throughout decades. Definitions of training include:

- "Imparting job knowledge to employees so that they can carry out orders smoothly, efficiently, and cooperatively" (Black, 1961, p. 42).

- "Training is teaching a skill or task or increasing a job proficiency which involves a means of developing and enlarging traits which will be increasingly pertinent to satisfactory job performance" (Bienvenu, as cited in Somasundaram & Egan, 2004, p. 852).

- "An experience, as discipline, or a regime that causes people to acquire new, predetermined behaviors" (Laird, Holton, & Naquin, 2003, p. 13).

- "The systematic improvement and development of knowledge, skills and attitudes required by an individual to perform adequately a given task or job" (Armstrong, 2006, p. 505).

- "A learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rule, or changing of attitudes and behaviors to enhance the performance of employees" (Giri, 2008, p. 64).

- "A process of developing work-related knowledge and expertise in people for the purpose of improving performance" (Swanson & Holton, 2009, p. 357).

The above definitions are all similar in nature but are also different when dissected. They

seek the same outcome; improving current or future employee performance. As many of the definitions are the same, each of the definitions differs in their area of focus; either seeking improvement in knowledge, skill development, behavior or a combination of the three (Somasundaram & Egan, 2004). There is no right or wrong definition of training, but for the purposes of this study, training will be defined as a process that fuses together the development of skill, knowledge, and behavior, needed for an individual to successfully and satisfactorily perform their job.

Benefits of Training

With the increase in competition in most industries and the ever-evolving market demands, it is now more important than ever to have a competitive organization (Elnaga & Imran, 2013). Today's organizations are searching for ways to remain viable in a market that is generally unforgiving to those organizations who cannot compete. Researchers have argued that the significance of training has been impacted by increasing competition and the achievement of organizations who participate and highlight employee training and development (Beardwell, Holden, & Claydon, 2004). Training is used as a tool to provide a positive impact on employee and organizational performance. The relationship between training and performance is strong, since training effects the employee's sill, ability, knowledge, and behavior, usually resulting in increased job performance for both the employee and the organization (Elnaga & Imran, 2013).

An employee's knowledge, skill, ability, and behavior directly impact their overall individual performance; which puts an emphasis on the importance of training and the benefits offered. According to (Cole, 2002; McNamara, n.d.), Table 1 outlines the benefits of training to the employee and to the organization.

Table 1

Benefits of Training

Employee Benefits	Organization Benefits
Improves required skills and abilities	Higher output (productivity)
Increase in motivation	Lower absenteeism
Higher morale	Lower turnover
Increased job satisfaction	Increase in organizational stability
Higher productivity	Profitability
Increase in competency	Reduction in waste and errors
Increase in safety awareness	Reduction in accidents and lost time injuries
Increase in autonomy	Reduction in supervision
Increase in quality performance	Improved customer satisfaction and retention
Increase in knowledge	Lower risks
Growth opportunities	Become more competitive

Training and Employee Performance

Employee performance can be defined in terms of how successful employees complete assigned job tasks based on the organization's expectations and standards. The deficit that exists between current performance and expected performance can be closed with effective training programs (Cardy, 2008). When defining performance, two major approaches should be considered; outcome and behavioral (Cardy, 2008). The outcome approach describes job performance in terms of results attained, such as production numbers, number of customer complaints, the amount of waste and so on. It highlights what should be accomplished. According to Cardy (2008), behavioral describes job performance as behaviors that the worker

should and should not encompass, such as attitude, effectiveness, effort, communication, teamwork, and problem-solving. This approach highlights how the work should be performed. Of the two approaches, outcome is easier to measure than that of the behavior approach; leading most companies to favor a more outcome focused performance measurement (Cardy, 2008).

According to Campbell (as cited in Williams, 2002), he identified and defined multiple performance measures in terms of output and behavioral outcomes. The measures include:

- Productivity which is defined as the quantity of products the organization manufactures. It measures input versus output.

- Quality which is defined as the quality of the product provided by the organization measured through various testing procedures and looking for defects or imperfections in the product.

- Profitability which is defined as the ability to earn profits over time and is articulated as the amount of revenue from sales after all costs are accounted for.

- Accidents which is defined as the frequency of on the job injuries or damage that result in lost time from work.

- Efficiency/Effectiveness which can be defined by comparing the performance to the costs incurred for that singular performance. It is the ability to make a product by using nominal resources while still achieving the goal.

- Absenteeism which is defined as unplanned or unscheduled absences.

- Motivation which is defined as the desire of an individual to participate in goal focused action on the job. It is the willingness and drive to work at accomplishing a set goal.

- Conflict/Cohesion which is defined as the level of unity by an organization's

members and how well they can or cannot work together in achieving the same goal.

- Flexibility/Adaptability which is defined as the ability to change in response to the changes in the surrounding environment (Williams, 2002).

A determining factor for organizational success or failure is employee performance. Today, employees can be viewed as the heartbeat of an organization and they, affect the reputation and profitability of the organization (Sendawula, Nakyejwe Kimuli, Bananuka, & Najjemba Muganga, 2018). Employee training exists to bridge the gap between current employee performance and desired employee performance. With employee performance directly affecting an organization's bottom line, the more trained employees are, ultimately the more successful organization will be; creating a direct relationship between employee performance and training.

The relationship between performance and training. A study performed by Dabale, Jagero & Nyauchi (2014), examined the link between training and employee performance in Zimbabwe. The study was comprised of 132 participants and used purposive sampling techniques with a questionnaire used to collect the data (Dabale et al., 2014). The study showed that 34.4% of an employee's performance was explained by training. This study also found a strong correlation (R=0.587) between training and job performance, showing that training was a major predictor of performance.

The results of this study determined that a 10% increase in training would positively impact employee performance by 4.56% (Dabale et al., 2014). The study confirmed there was a positive relationship between employee performance and training. The performance benefits that training produced as well as showing that training modified employee behaviors in a positive direction thus improving organizational performance (Dabale et al., 2014). With the many

benefits training generates for the employee, improved performance for both the employee and organization are almost certain when training is involved.

      The relationship between training and engagement on performance. In an additional study, Sendawula et al. (2018), examined the link between training and employee engagement on employee performance. The study was cross-sectional and correlational and comprised of 157 participants from the health sector in Uganda. Of the 157 questionnaires sent out, 150 were received and used for this study, a 95% response rate (Sendawula et al., 2018).

      The results of this study indicated that training and engagement significantly predict employee performance by 44.7%, and correlation analysis indicated a significant positive relationship between training and employee performance. Analysis showed that an increase in training lead to an increase in employee engagement; furthermore, linking a positive relationship between engagement and employee performance (Sendawula et al., 2018). This outcome suggests that positive employee engagement will lead to increased employee performance, or in other words, training leads to improved employee engagement which leads to improved employee performance (Sendawula et al., 2018). When employees receive quality training; motivation and engagement increase, causing performances to improve as well.

Training Methods

      According to Aswathappa (2005), there are many approaches to training that one could take, but the most common methods can be broken down into two categories; on-the-job training and off-the-job training.

      On-the-job training. As the name depict, on-the-job training is performed onsite, in the actual environment that the work takes place in (Aswathappa, 2005). The purpose of on-the-job training is to provide familiarity of the working environment to the employee. This type of

training is the most popular and often involves direct interaction with experienced workers as well as the machines, equipment, and material that will be utilized in the performance of assigned job tasks. According to Rishipal (2011), there are multiple advantages to on-the-job training. These advantages include that:

- It can be less expensive than other forms of training because it is performed on-site.

- It can be less disruptive as employees do not have to leave their work site.

- Trainees are likely to be more motivated in this setting as they are learning and working simultaneously versus in other settings.

- This form of training is more productive than others as it combines learning with working.

- It can be more effective as it provides realistic practice in the setting the employee will be working in (Rishipal, 2011).

However, on-the-job training is not free from its shortcomings. Trainers may lack the skill or knowledge expertise and that is a problem because, the effectiveness of the training is reliant on the training expertise of the trainer. In addition, the training program itself may be poor or inconsistent. As described by (Giri, 2008; Krishnaveni, 2008), examples of on-the-job training techniques include coaching/mentoring, job instruction training, and job rotation.

Coaching/mentoring. Krishnaveni (2008), describes these techniques as a process that involves an experienced employee providing one-on-one instruction and guidance to an inexperienced employee with the goal of improving skills, knowledge and work performance. Coaching is geared towards one-on-one training, provided from an experienced employee; typically, a trainer, or supervisor, who provides tasks and goals that must be met and then monitors the behavior and completion of these while providing support and advice (Giri, 2008).

In this method, the trainee is looking to learn with the coach, whereas mentoring, the trainee is looking to learn from the mentor. Mentoring is less focused on direct training, and more focused on development, building relationships and preparing an employee for the next progression in their career (Giri, 2008).

Job instruction training. Krishnaveni (2008), describes job instruction training as training that is usually conducted by experienced employees and provides a sequence of instructional procedures for the trainee to follow while they gain experience working in the actual job environment. In this method, training consists of a four-step process; tell, show, do and review (Giri, 2008). In this process, the trainer first describes the job task, then performs the job task, and then follows up with having the trainee attempt to perform the job task, and then finally the trainer follows up and provides feedback and correction. The biggest advantages to this technique are the hands-on experience and the immediate feedback that is provided to the trainee. Depending on the quality of the trainer and the overall training plan and structure, this technique can be effective (Giri, 2008).

Job rotation. This training technique requires the trainee to learn by observing and doing while working in different departments or positions (Krishnaveni, 2008). Another name for job rotation is cross-training, cross training helps both the employee and the organization. The employee gains experience and knowledge in other areas of the organization, developing overall knowledge and skills for career advancement. While the employee gains experience and knowledge; the organization gains flexibility, providing the organization with solutions to absenteeism and turnover.

Off-the-job training. As the name depicts, off-the-job training is performed away from the natural working environment (Aswathappa, 2005). The purpose of off-the-job training is to

provide additional knowledge and information to improve an employee's overall performance within a working environment, culture, and organization. This type of training usually enhances an employee's already established knowledge and skill set, it should be a supplement to on-the-job training techniques (Aswathappa, 2005). According to Rishipal (2011), there are multiple advantages to off-the-job training. These advantages include:

- Significant depth on a specific topic can be provided by expert trainers that are often not available within the organization.

- The development and concentration of specialized skills and knowledge that would be hard to teach in other forms.

- The trainee can concentrate on the training without being distracted by the environment around them.

- This form of training can provide an introduction to other members of the organization that the new employee might not normally get the chance to meet.

- This training technique can reach large numbers of people at once (Rishipal, 2011).

However, off-the-job training is not free from its shortcomings; it can be more expensive, less popular, creates one-way communication, and the scope for learning can be less. As described by Aswathappa (2005), examples of off-the-job training techniques the following are example of off-the-job training techniques include lectures, discussion/seminars/conferences, and programmed instruction/computer-assisted instruction.

Lectures. According to Aswathappa (2005), lectures are presentations of information to large groups by subject matter experts. It can be relatively low in cost, as lectures can be performed just about anywhere, anytime, and to large groups, which reduces the cost. Although this is a very common method of training, it lacks in actual effectiveness for skill training. It is

hindered by its one-way communication style, and likely lack of knowledge retention due to its ineffective learning style and boring delivery (Aswathappa, 2005). Lectures can be economical, but largely ineffective.

Discussions/seminars/conferences. These techniques can involve one or more instructors that have an expertise in a specific subject or topic, delivering a presentation or lecture, that involves discussion and questions throughout (Aswathappa, 2005). These techniques have similar advantages and disadvantage as lectures do. The only significant difference between the two is that discussion and seminars can invoke two-way communication, which lectures usually lack.

Programmed instruction/computer-assisted instruction. Programmed instruction delivers information in blocks, requiring learners to answer questions on the provided information, and then feedback is given based on the learner's responses (Aswathappa, 2005). This technique does not require a trainer to be present, and the information is provided in book form or through a teaching machine. Computer-assisted instruction is an extension of the programmed instruction, varying mostly in that it utilized computers versus books. Both programs offer the opportunity to learn and progress at the learner's own speed. Aswathappa (2005), explained the biggest disadvantages to these programs are the high costs and the lack of scope for learning.

When Training is Needed

In the previous sections, the "what", "why", and "how" of training was discussed, leaving the "when." Previously mentioned, training is a process that fuses together the development of skill, knowledge, and behavior, needed for an individual to satisfactorily perform their job. Also discussed was the benefits of training and the relationship between training and employee

performance. With the benefits of training almost limitless for both the employee and the

organization, knowing when to recognize the need for training is important. According to the

Human Resource Council (n.d.), if any of the following changes or problems arise in an

organization, employee training may need to be implemented:

- A new employee is hired, requiring the necessary training to perform their job effectively.

- An existing employee transfers to a new job, requiring different skills.

- A new piece of equipment is purchased, requiring training to acquire the necessary skills needed to operate.

- New technology is implemented, requiring training to acquire the necessary knowledge needed to navigate.

- An existing employee expresses interest in a job promotion, requiring different knowledge and skills.

- When versatility and flexibility amongst the workforce is needed, requiring employees to knowledgeable in other departments or machines.

- An existing employee is struggling, needing further training to bridge the gap.

- A safety issue arises, requiring additional training on the issue.

- The organization or products within the organization may change overtime, requiring employee skills, knowledge and behavior to be updated (Human Resource Council, n.d.).

When training is needed, the study conducted by Sila (2014), examined the relationship

between training and performance in Kenya. Data collected for this study used questionnaires

and had 30 respondents. Results regarding the need for training when new products or services

are introduced, showed that 93% of respondents either strongly agreed or agreed that training is necessary in this situation (Sila, 2014). When asked if training is necessary when organizations and technology change, 100% of respondents agreed that it was. The purpose of this study was to examine and establish the relationship between training and performance, and according to the overall results of this study, 90% of respondents said training undeniably does improve performance (Sila, 2014).

Training is needed when there is a gap that needs to be filled, whether it is with current employees or new employees; and whether it is to provide new skills or knowledge or refresh the old skills and knowledge. As mentioned previously, the environment around organizations is changing, creating unfavorable situations that training may potentially play a vital role in (Singh & Singh, 2017).

In today's world, organizations cannot become successful without competent employees and it is becoming more important to retain those competent employees than ever before. With the current competitive job market, organizations are finding it difficult to fill positions externally with competent candidates (Elnaga & Imran, 2013). This tough market has organizations battling uncharted territories as they face labor shortages and heavy external competition for the remaining few quality candidates. This has organizations concentrating on retaining their existing employees; which has organizations focusing on their current training programs (Beardwell, Holden, & Claydon, 2004).

Summary

This chapter reviews literature on training; starting with a general overview and the progression of the definition over time. An in-depth look at the benefits of training for both the organization and the employee is provided; highlighting over ten benefits for each. This chapter

also provides two case studies that examines the link between training and performance; with both resulting in a positive correlation between the two. Finally, this chapter ends with the many training methods and the discussion of when training is needed. The methodology in chapter three discusses the training needs assessment methods and components used to conduct this study. This includes an interview, two surveys, a gap analysis, and a modified SWOT analysis.

Chapter III: Methodology

The press department of Company XYZ-Madison had been struggling to meet performance requirement on a consistent basis. This inconsistency and regression in performance had negatively impacted productivity, safety, and quality within the press department. The press department manager was tasked with performing a root cause investigation into the performance regression of the press department. During the investigation, performance metrics were collected and analyzed; and then compared to the other three departments within the company. The results of the root cause investigation showed a significant performance gap between the press department and the rest of the departments starting in 2016. Prior to this, the press department was consistently meeting performance requirements and expectations.

The investigation provided two significant differences between the press department and the other three departments; new employees and the lack of an effective and consistent training program. Starting in 2016, the number of new employees hired into the press department far exceeded the number of new employees hired in the other departments. With an increase in business and an increase in retirements, hiring for the press department was rapidly climbing. The other major factor in the declining performance of the press department, was the lack of a formal new employee training program; which is not an issue in the other three departments. With both a root cause investigation and a performance analysis complete, the performance decline was attributed to the influx of improperly trained new employees working in the department.

With the root cause determined, the only logical corrective action was to develop and implement a new employee training program for the press department of Company XYZ-

Madison. The objective of this chapter was to review and evaluate the current needs of training within the press department by using multiple training needs assessment methods and tools.

Subject Selection and Description

This research primarily focused on the employees within the press department of Company XYZ-Madison. The total population of employees in the press department was 25 and the years of service varied from less than 90 days to more than 10 years and Table 2 shows the breakdown of employees and their years of service:

Table 2

Number of Employees and Years of Service in the Department

Years of Service	Number of Employees
10 years or more	7
5 years - < 10 years	3
2 years – < 5 years	7
91 days – < 2 years	6
1 day – 90 days	2

For the purpose of this study, the employees with 90 days or less of employment were omitted, as they do not have enough knowledge to provide meaningful or accurate information at this time. The remaining 23 employees were active and willing participants for portions of this study. Participants outside of the department were determined on need and subject matter and used sparingly.

Instrumentation

To gain the necessary data for this study, two surveys were developed, and an interview was conducted with the Manufacturing Manager. The first survey was titled Training Survey

and its purpose was to survey the press department employees on their feelings and opinions of the current training and the training they received in the past (Appendix A). This survey featured both open-ended and close-ended questions and sought to provide more thought-provoking and accurate responses.

The second survey titled Competency Survey, sought to provide information on the department employees precise training during their 90-day probationary period (Appendix B). This survey focused specifically on the quantity of the employees training; meaning did they receive sufficient training or less than sufficient training. These surveys were administered during a department meeting, with the manager not present and an acceptable amount of time given to complete it.

The purpose of the interview with the Manufacturing Manager was to collect organizational and manufacturing department information that was specifically related to performance (Appendix C). The interview consisted of the researcher and the Manufacturing Manager. To obtain the interview data, an email was sent to the Manufacturing Manager asking to conduct an interview on the topic of training needs analysis for the press department. After consent was given, a follow up email was sent asking to schedule a time for the interview. Upon the agreement of a date, time and location, a confirmation email was sent with the appropriate details attached.

Data Collection Methods and Procedures

To conduct a training needs analysis for the press department, three steps were performed prior to the start of this study. First, a performance analysis was conducted on the press department and the results were compared to historical performances dating back five years to 2013. The trends showed decreases in productivity, quality, and safety performances, starting in

the year 2016. Second, a comparison of performances against the other three departments in the company was performed to determine if it was a companywide issue or isolated to just the press department. The results showed it was not a companywide issue, but rather a press department issue.

Third, a brainstorming session was conducted with multiple key members of the organization; including the Manufacturing Manager, the Press Department Manager, one press department lead, four press department operators, the Quality Manager, the Human Resource Manager, and the Department Process Engineer. This purpose of this session was to discuss all the changes made in the department since the year 2016. There were multiple changes within the department over this specific time period, but none were more prevalent and impactful than the influx of new employees in the press department compared to the other three departments.

New employees were determined to be a cause of the performance decline in the press department, however new employees alone were not the root cause of the decline. The root cause was determined to be a lack of training for new employees entering the press department. Once the root cause was determined, the needs of the organization, department, and job required analyzing.

The first step in conducting the training needs analysis was to perform a gap analysis. A gap analysis is a needs analysis tool that compares the current and future state of certain problem areas and is then used to identify the gaps between the two states. Figure 1 is an example of the five steps in the gap analysis.

| Identified Problem | → | Goal | → | Current State | → | Desired State | → | Gap |
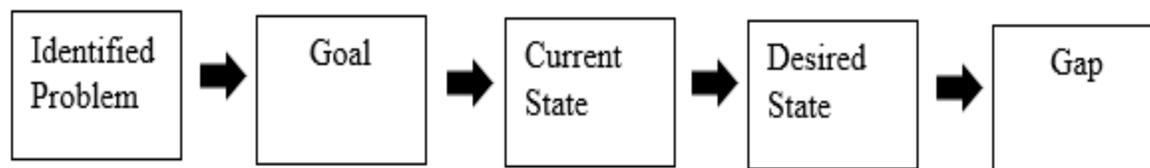
Figure 1. Example of the gap analysis process.

After the gap analysis was conducted, the next step in the training needs analysis was to assess the organizational and departmental needs, as well as the job needs, and the employee needs. To help determine the organizational and press department needs, an interview with the Manufacturing Manager was conducted.

Understanding the objectives of the organization and the department can help to align the goals and objectives when developing a training program. The next step in the training needs analysis was to identify the jobs needed skills, abilities, and knowledge. The skills, abilities, and knowledge competencies were identified prior to the start of this study (Appendix D).

A group of press department employees gathered to identify the technical and safety skills and knowledge needed in order to be successful within the press department. A list was compiled from this meeting and turned into a survey for this study (Appendix B).

After the list was compiled, the same team wanted to review and address the press department's existing training process, and this was accomplished using a variation of the SWOT analysis. This group chose to substitute needs for weaknesses, and improvements for threats. The original version of SWOT was determined to be too difficult for some in the group, so a modified version was created to get the most out of all employees involved in this process, see Appendix E.

This analysis was searching to answer what was working well for the current training program, what the deficiencies were, what opportunities there might be with the new training

program, and what improvements were needed to build on the strengths of the existing training. Along with the previously mentioned survey and the modified SWOT analysis; documents such as job descriptions, SOP's, equipment manuals, and previous evaluation surveys were utilized in the analysis of the job needs.

The last step needed to complete the training needs analysis was the analysis of the person's needs. This analysis identifies gaps between a person's current abilities and the necessary abilities needed to be successful in the press department. The survey titled Training Survey, along with the completed 90-day evaluations for new hires were used to analyze the capabilities of the persons within the press department, see Appendix A and Appendix F, respectively.

Since August of 2011, Company XYZ-Madison requires all new employees upon the completion of their probationary period to complete an evaluation survey on the training they received over their last 90 days. All completed surveys from the press department, beginning in January of 2016 were collected, and the data was analyzed. These surveys were used in this study to gain a better perspective on the current state of the press department's training program. Using the completed evaluation surveys from the past few years was a great way to evaluate the training that is currently being offered at Company XYZ-Madison, and more specifically in the press department.

Documents such as job descriptions, equipment manuals, and SOP's were also reviewed for this study. The Press Assistant job description, the printing press manual and the press department SOP's were reviewed and analyzed to determine what skills, abilities, and knowledge new employees coming into the press department should be competent in after the completion of their 90-day probationary period.

Data Analysis

For qualitative data analysis, themes were identified by recognizing word repetition within the answers to the questions. The words used most often within the qualitative method were further analyzed. For example, analyzing open-ended survey answers on what the current state of training is within the department, one may find the most commonly used words are "inconsistent" or "inefficient". Those words were then analyzed, and the results were presented in numerous tables.

For quantitative data analysis, the data was summarized, and patterns were identified by descriptive analysis. For example, the percent of employees who believe the current training program is effective or not effective was determined by descriptive analysis. The results from the quantitative data were presented in various charts.

Limitations

This study was limited to data collected and analyzed solely from the Madison facility of Company XYZ and excluded all other Company XYZ facilities. The study was focused on improving the training of the press department and excluded all other departments within the Madison facility of Company XYZ. With the understanding that there are other factors that impact quality, safety, and productivity, this study was focused on improving quality, safety, and productivity exclusively through the development and implementation of a new employee training program. As pointed out earlier, this study was designed with a smaller scope in mind, only focusing on the development of new employee training and not continued training for senior employees.

Summary

  This chapter describes data methods and procedures used to assist in the development and implementation of a new employee training program for the press department within Company XYZ-Madison. The objective was to review and evaluate the current needs of training within the press department by using multiple training needs assessment methods and components. This chapter described the three steps taken prior to performing a training needs analysis for the press department; starting with a performance analysis and ending with a brainstorming session to determine the actual root cause of the performance decline.

  Additionally, the steps taken to perform a training needs analysis were discussed; starting with creating a gap analysis, assess the organizational and department needs, the job needs, and lastly the employee needs. The next chapter describes the results of the training needs analysis; which includes survey, interview, and other assessment methods. The actual findings are presented in the following chapter.

Chapter IV: Results

Company XYZ-Madison was experiencing multiple issues within the press department and the issues were increasing at a high rate since the year 2016. It was determined the increase in production inefficiencies, quality issues, and safety incidents could be attributed to the mass onset of new employees who were not properly trained upon arrival. To help in the development of a new employee training program, a gap analysis and a modified SWOT analysis were performed to identify the gaps between the current state of the department and the desired state of the department.

Once the analyses were performed, the next step was to assess the needs of the department, job, and employee by conducting multiple surveys, interviewing the Manufacturing Manager, and analyzing evaluations and other pertinent documents within the press department. This chapter will review the results of the two analyses, the evaluations, surveys, and interview.

Subject Selection and Description

The press department was home to 25 employees with varying years of service. For this study, two surveys were administered, with neither having the participation of the full 25 press department employees. Both surveys had 23 eligible participants, as two of the employees were in their 90-day probationary period at the time of the survey completion. All the eligible employees completed the training survey. However, the competency survey had 16 respondents out of the eligible 23. The seven omitted press employees were trained over a decade ago and the accuracy of their statements would not be helpful; leading to their ineligibility. The 90-day evaluation surveys were completed prior to this study and all 10 completed evaluations since 2016 were used for this research study, which can be seen in Table 3.

Table 3

Surveys and the Number of Participants

Survey	Number of Participants
90-Day Evaluation	10
Training Survey	23
Competency Survey	16

Data Collection Methods and Procedures

Three steps were performed prior to conducting a gap analysis. The department manager conducted a performance analysis of the press department for the year 2018 and then compared the performance data to the previous five years. Table 4 displays the outcome of the performance analysis, which showed a negative trend for quality complaints, safety accidents and productivity rates with glaring negativity starting in 2016. The department manager then compared the press department performance to the performances of the other departments. The outcome of this comparison proved the performance decline was isolated to the press department.

Table 4

Year by Year Comparison of Performance Data

	2013	2014	2015	2016	2017	2018
Quality Complaints	31	34	30	42	50	61
Safety Accidents	10	13	9	18	22	29
Productivity Rates	82%	84%	82%	79%	74%	71%

To speak to the importance of the three identified performance indicators; productivity, safety, and quality; the Manufacturing Manager referenced these in his interview. When asked what the press department goals were and if they were currently being met, he replied, "The number one goal of the press department, or any department for that matter is safety. The goal of the company as well as each department is to have zero lost time injuries." He continued with, "Second to safety is quality, the company and department goal is to have fewer than two quality complaints per month and thirdly is productivity; the press department's goal is to have a minimum of 18 hours of run time per 24 hours."

Regarding the department goals being met, during the interview, the Manufacturing Manager responded by saying, "The goals that have been established within the press department are not currently being met on a regular basis. The department has been struggling to meet the set expectations for a few years now." He continued with, "The press department has gone through many changes over the past few years and unfortunately those changes have had a negative impact on our company and department goals."

To further determine the root cause of the decline in performance in the press department, a brainstorming session was held with nine members of the company, who held various positions. During this meeting, all the changes in the press department since 2016 were discussed. Each change was individually dissected and determined whether it could have had an impact on quality, safety, and/or productivity. Once all the changes were dissected and discussed, it was determined that the only change that could have had an impact on all three performance points simultaneously, was the mass arrival of new hires in the press department. The new hires were determined to be a cause of the performance decline, but not the root cause.

The root cause of the press department's decline in performance is the lack of consistent and effective training for new employees.

Once the root cause was determined the next step was to conduct a gap analysis using a simple five step approach which can be seen in Figure 2. With the root cause being identified as ineffective and inconsistent training of new employees within the press department, step one of the gap analysis was answered. Since the area of focus was determined in step one, step two requires setting an achievable goal that relates to step one. The goal for the press department was to provide consistent and effective training for new hires coming into the department. Step three in the gap analysis was to determine the current state of the department. This was easy to complete because the work was previously done to determine the current state. The current state of the department was high quality complaints and safety accidents, as well as low productivity.
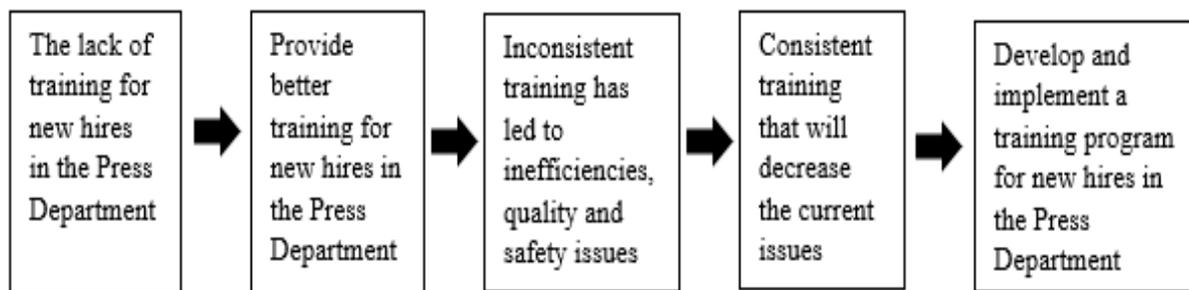
Figure 2. Completed gap analysis.

Step four in the gap analysis process was to identify the current state of the press department and to determine the future state of the press department. Understanding the goal and knowing the current state of the department helped to provide the answer for the desired state of the department. Knowing the press department had quality, safety, and productivity issues, the desired future state was the opposite of the current state. The press department's desired future state was to have a decrease in quality and safety accidents as well as an increase in productivity rates. The final step in the gap analysis process was to determine the gap

between the current and the future states as well as the action steps. The identified gap was the lack of a training program for new employee and the action step was to develop and implement a new employee training program for the press department.

To further understand the state of the current training program for the press department, a group of selected individuals within the press department completed a modified version of a SWOT analysis. The original version focuses on the strengths, weaknesses, opportunities, and threats for an identified topic. However, the original version proved to be too difficult to understand for the selected group, so a modification to the analysis was necessary to get the most out of the group. Improvements was substituted for threats and needs was substituted for weaknesses.

The modified SWOT analysis was used to define the current state of the press department's training program, while focusing on its strengths, needs, opportunities, and improvements. For this study, the focus was on taking the strengths of the current training program and building upon those to fill the defined deficiencies of the program. For example, it was determined the press department did have some quality trainers within; but the lack of consistent quality trainers proved to be a huge deficiency within the department. The press department had two quality trainers on staff, which was determined to be a strength. However, the press department does not always utilize those two quality trainers, as they have a "whomever is available" approach with how they determine who the trainer is at that time. The results of the approach led to the need for consistent quality trainers.

It was also determined the structure of the overall training was a deficiency as well as an improvement opportunity. With the press department lacking a solidified training program, the overall structure showed to be an issue. The lack of structure caused chaos when it came to

organization. For example, one new employee might be trained for three weeks total, having only been trained on certain skills, and never assessed on those skills; while a different employee might be trained for 12 weeks, on both skills and knowledge, with an assessment used. Because the press department lacks an organized training program, the overall structure is deficient and provides an opportunity for improvement. Table 5 shows the SWOT analysis results.

Table 5

Results of the Modified SWOT Analysis

Strengths	Deficiencies (Needs)	Opportunities	Improvements
Good trainers	Quality trainers	Train the trainers	Structure/Organization
Lengthy	Consistent trainers	Consistent training	Quality trainers
Hands-on	Consistent training	Safety decrease	Accountability
In-depth	Structure/Organization	Quality increase	Consistency in training
Good content	Accountability	Productivity increase	Trainer consistency
Immediate feedback	Improved content	Increase in efficiency	Improved content

From this analysis, the press department's training program does have identified strengths; the length, the immediate feedback given, a few quality trainers, and some good content. From the same analysis, it was also determined the most important deficiencies of the current training program were; the lack of quality trainers and content, the inconsistency of the trainers and the training, the structure, and lack of accountability for both the trainer and trainee. The identified improvements mirrored the deficiencies; which is not surprising.

Ironically, when the Manufacturing Manager was asked in the interview, what improvements he thought should be made to better the training in the press department, he replied, " The first improvement that comes to mind is consistency, overall consistency, meaning; having a developed plan in place that all employees train to and follow; thus allowing standardized training for each employee in the press department."

After the completion of the gap analysis and the modified SWOT analysis, identifying the needed knowledge, abilities, and skills for the press department became the focus. These competencies were identified prior to the start of this study when employees from the press department gathered to discuss the needed skills and knowledge to be successful within the department. Using a survey, a list of competencies was generated by using the identified competencies. For this study, the developed survey was used to determine if they received; no training, minimal training, or sufficient training for each competency listed during their respective training period.

Data Analysis

For the survey, the competency responses were broken up into three categories; quality, safety, and productivity. Of the 72 competencies, 35 were classified as productivity competencies, 18 were classified as quality competencies and 19 were classified as safety competencies. Of the 25 press department employees, 16 were eligible to take this survey. Two press department employees were still in their probationary period at the time of the survey and the remaining seven were not confident they could answer the survey questions with accuracy as they could not recall back to their training period.

The results of the competency survey showed that an average of 34% of press employees received no training in the 72 identified competencies. The results also showed that an average

of 46% of press employees received minimal training in the 72 competencies. This leaves an average of 20% who felt as though they received sufficient training in the 72 identified competencies. To further understand the training deficiencies in the press department, the survey data was broken into three responses; quality, safety, and productivity, which can be seen in Figures 3, 4 and 5.
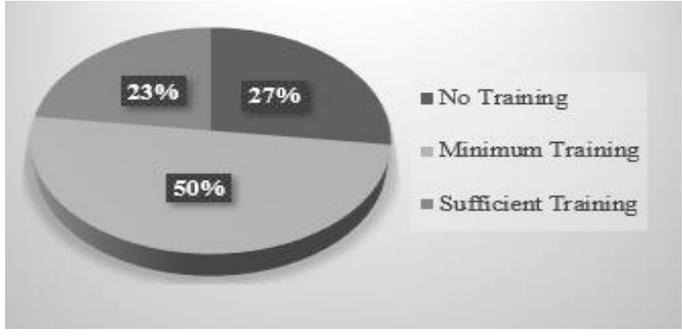

*Figure 3.* Quality competency responses.
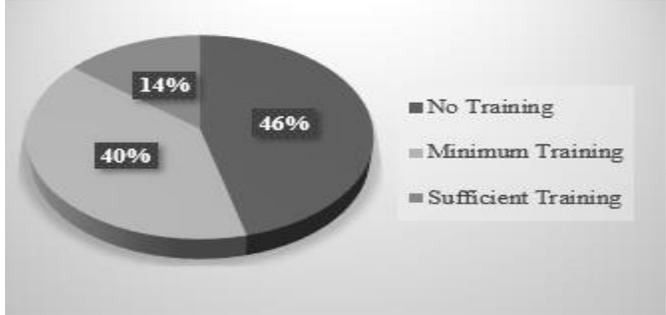

Figure 4. Safety competency responses.
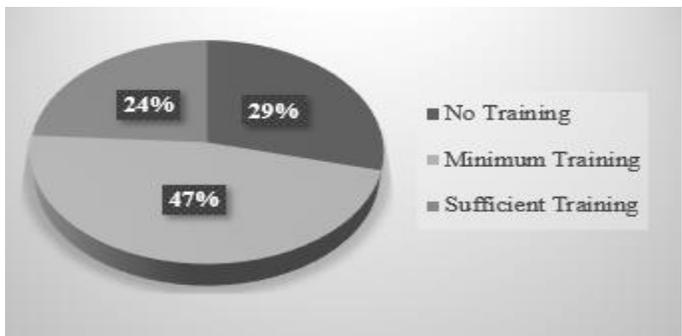
Figure 5. Productivity competency responses.

The results of the survey indicated that the training received for safety was ineffective; with 46% receiving no training and 40% receiving minimal training. The training for both quality and productivity competencies showed 23% of employees believed they received sufficient training compared to only 14% for safety training. This results from the competency survey show a direct parallel with the performance analysis of the press department. The performance analysis showed an increase in both safety and quality incidents and a decrease in productivity. The results of this survey show a deficiency in all three training areas; safety, quality, and productivity.

To complete the training needs analysis, gaps between a person's current abilities and necessary abilities were identified using two surveys; the 90-day evaluation survey and the training survey. Since 2011, Company XYZ-Madison required all new employees to complete an evaluation survey regarding the training they received. This survey is general and broad in nature, covering training topics that are relevant to all departments in Company XYZ-Madison, not just the press department. For this study, all completed surveys within the press department since the start of 2016 were reviewed and analyzed. The 90-day evaluation surveys were used to understand how the current training program at Company XYZ-Madison was viewed by new employees who recently completed their training.

Referencing Figure 6, the data showed, an even split of 50% for those who were both satisfied with the training they received as well as agreeing the training experience will be useful in their work; to those who were not satisfied with the training they received and do not agree the experience will be useful in their work. Results related specifically to safety and productivity showed a lack of training in those areas. With 60% disagreeing that the training prepared them to work safely and 80% disagreeing that the training prepared them to work efficiently, it aligns

with the safety and productivity concerns that have been prevalent since 2016. On an optimistic note, the results of this survey displayed a positive outcome for the time allowed for the training, as well as the relevance of the training to their job tasks.
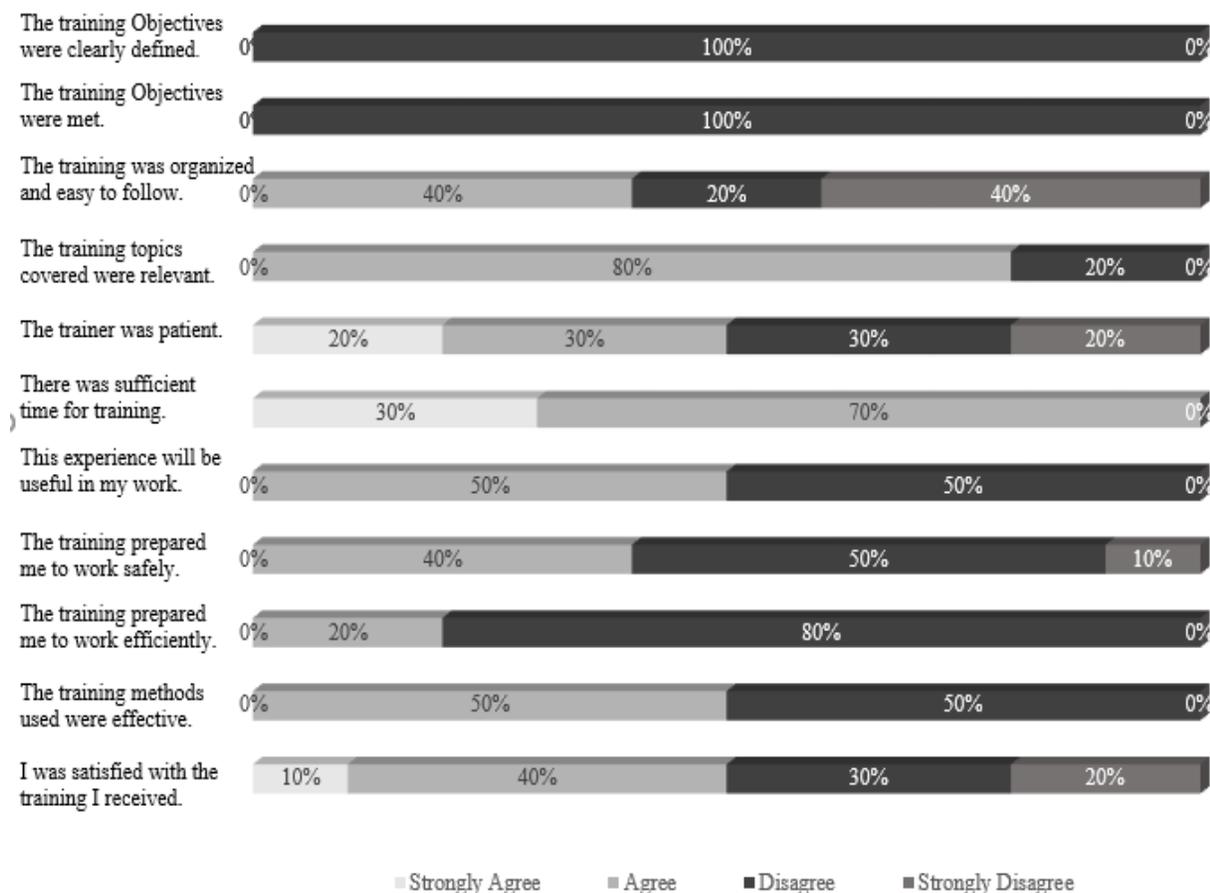
Figure 6. 90-day evaluation survey results.

In the interview with the Manufacturing Manager, he was asked what specific skills and knowledge are required for new employees to display upon the completion of their probationary period, he replied, "Upon the completion of their probationary period, new employees are expected not just to understand and follow the safety policies within the department, but to perform safely at all times." The manager's statement on new hires being expected to perform safely upon the completion of their probationary period is contradictory to the evaluation

responses. There is a gap between what is expected of them and what is reality. The current training program is not providing the necessary training for new employees to be successful in their job role. The expectations of the manager do not meet the training outcomes of the present training program which can be seen in the previous Figure 4 with 60% of respondents believing the training did not prepare them to work safely.

The next part of the training needs analysis was to conduct and analyze the training survey. The purpose of the training survey was to gather the opinions of the press department employees on the training they received as new employees and how effective the current training is for new employees. The results of the close-ended survey questions are seen in Figure 7.
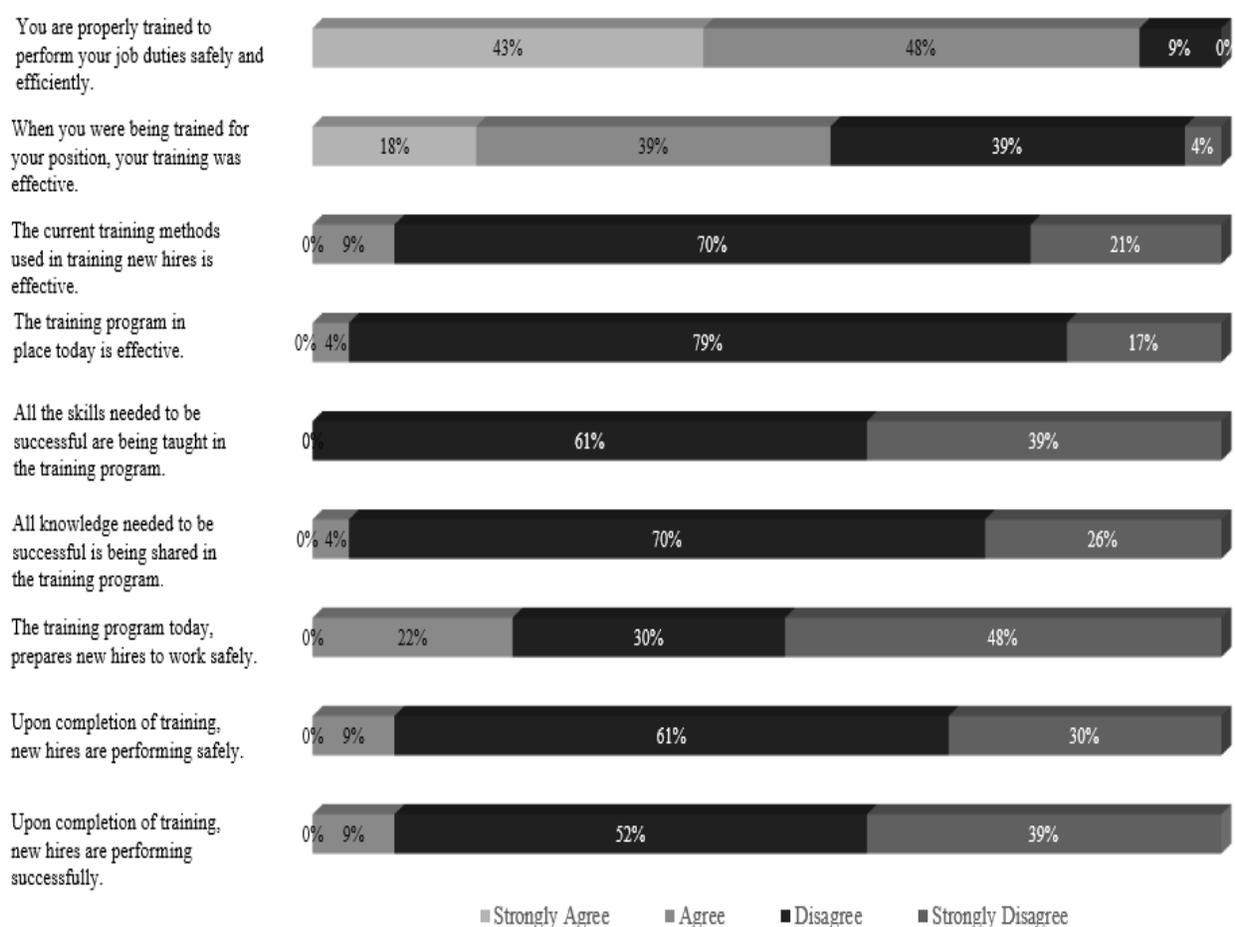
Figure 7. Training survey results.

The data from this survey confirmed the press department employees feel both they and the current new hires were not properly trained to perform safely and efficiently upon the completion of their job training. The data shows that 96% of employees disagree that the training program in place today is effective. When it comes to safety, 91% of employees disagree that new hires are performing safely upon the completion of their training. The data also shows that only 22% of press department employees agree that the current training program prepares new hires to work safely.

When asked if employees have witnessed unsafe practices or behaviors in the last 30 days from new hires; 100% of employees surveyed they had. Safety incidents have been increasing rapidly and the varying kinds of incidents have also been on the rise. Table 6 shows the kind of safety training the press department employees feel would help in the prevention of safety incidents within the department.

Table 6

Question 7: Training Needed to Prevent Unsafe Behavior

Response	Frequency	Percentage
Forklift Training	17	74%
Knife Safety	16	70%
Pinch Points	15	65%
Proper Lifting	12	52%
Hazardous Material	11	48%
OSHA Training	8	35%

When employees were being trained, 43% of employees surveyed their training was ineffective. Referring to the modified SWOT analysis and the words of the Manufacturing

Manager, there are multiple ways to improve the existing training. When the employees were surveyed on ways their training experience could have been improved; they mimicked the modified SWOT analysis results and the words of the manager. The overall consistency, structure and organization of the training had the highest percentage rates when surveyed. Table 7 reflects the responses given from the employees on ways training could be improved.

Table 7

Question 2: Ways Training Could be Improved

Response	Frequency	Percentage
Consistency	14	88%
Structure/Organization	10	62%
Trainer Improvement	9	56%
Improved Flow	8	50%
Accountability	7	44%

Referring to the competency survey results; 34% of participants surveyed they received no training in the 72 identified competencies and 46% received minimal training in those exact 72 competencies. For employees to be successful in their jobs, they need the necessary skills and knowledge training for their respective job role. For the training survey, 100% of participants and 96% of participants disagreed that all the skills and all the knowledge respectively, are currently being taught in the training program. The results of the two surveys confirm that new employees are not receiving the necessary training needed to be successful in their job roles. Table 8 and Table 9 display some of the missing skills and knowledge of the current training program that have been deemed necessary for success in the press department.

Table 8

Question 5: Necessary Skills that are Missing in the Present Training

Response	Frequency	Percentage
Tape Measure	22	96%
Quality Checks	18	78%
Forklift Training	16	70%
Vision System Operations	14	61%
Dalmec Operations	9	40%

Table 9

Question 6: Necessary Knowledge that is Missing in the Present Training

Response	Frequency	Percentage
Quality Standards	19	83%
Machine Hazards	14	61%
ERP System	14	61%
Processes	10	43%
General Job Information	10	43%
Equipment	9	40%

During the interview, the Manufacturing Manager was asked about new hire expectations, he responded, "After the expectation that new employees adhere to all safety policies and perform in a safe manner at all times; the next expectation is that they adhere to both quality and productivity standards as well." He continued by saying that, "The first step in performing efficiently is to understand and perform all the necessary skills for their job position, if they are not being taught these basic skills, they will not perform up to expectations." The

expectations for new hires are being unfairly set, as new hires are not getting the proper training needed for them to meet these expectations. Accountability cannot be held in this instance, as the training is not living up to its expectations.

When asked if the current training methods used in training new hires is effective, 91% of employees surveyed in disagreement with the statement. As far as methods of training are concerned, the press department utilized only one method; on the job training. This is an effective method, especially for the manufacturing industry; however, paired with other methods, the effectiveness might increase. The employees were asked what methods of training they would like to see implemented for new hires and the responses are shown in Table 10.

Table 10

Question 3: Preferred Methods of Training

Response	Frequency	Percentage
On-the-Job	20	87%
Demonstration	14	61%
Discussions	11	48%
Mentors	10	43%
Lectures	8	35%

The competency survey is made up of 72 competencies that have been considered necessary in order to be successful within the press department. These competencies were developed by individuals who have worked in the press department for years and have knowledge on what skills, abilities, and information is needed for success. The competency survey results revealed several specific tasks that have been neglected in the current training program.

For this study, the tasks were broken into three categories; quality, safety, and productivity tasks. The data is available on each individual task, but again for the ease of this study the competency tasks were not broken into individual tasks. However, to address the individual tasks, the training survey provided a platform for this. The survey asked employees if there were any tasks, they needed more training on; Table 11 provides the list.

Table 11

Question 1: Identified Tasks Employees Need More Training on

Response	Frequency	Percentage
ERP System	15	65%
Quality Standards	12	52%
Lab Testing	11	48%
Safety Training	10	43%
Job Information	7	30%

Summary

The history of the press department's new employee training has presented an opportunity for improvement. The gap analysis showed the current state of the press department was in decline with productivity, safety, and quality issues. And the performance analysis provided a root cause to the issues within the department; that being a lack of an effective training program. Through the development, completion, collection, and analyzation of surveys, evaluations, an interview, and other training assessment methods, the data proved that the current state of the training in the press department was dire. The data showed there was a deficiency in the effectiveness of the current training in the press department. It also showed a lack of consistency from one trainer to the next. The data also provided the necessary information on

what is considered important in a new training program for the press department. The data generated was further utilized in the development of an effective training program for new employees in the press department.

Chapter V: Discussion, Conclusion and Recommendation

At Company XYZ-Madison, the press department's overall performance was deteriorating. Since 2016, quality errors and safety incident rates were on the rise as productivity rates fell. Through a root cause investigation and a performance analysis, which was done prior to the start of this study; the decline was attributed to the influx of new employees and the lack of effective training for them. As a result of the root cause, this studies focus was on developing a consistent and effective training program for new employees of the press department of Company XYZ-Madison.

Chapter I introduced Company XYZ, with the emphasis being on the Madison facility; which is the focus of this study. The problem statement, along with the purpose of this study was presented. Additionally, assumptions were discussed, including both trainers and trainees adhering to the program as it was intended. The limitations of the study were outlined, including the focus of improving safety, quality, and productivity solely through the development of a new training program. Lastly, definitions of potentially unfamiliar terms related to this study were presented and defined.

Chapter II was a literature review describing topics applicable to training. This chapter outlined the many benefits of training for both the employee and the organization. It also highlighted the correlation between training and employee performance with two separate studies. Additionally, this chapter discussed the methods associated with training, by breaking down the most common methods into two categories; on-the-job training and off-the-job training. Finally, when training is needed and should be implemented was discussed.

Chapter III presented the methodology used for this study and data collections for the press department and its past and present training programs. Multiple training needs assessment

methods and tools were used to complete this study. A gap analysis and SWOT analysis were used to assess the current state of the training program, and to help identify the gaps. An interview with the Manufacturing Manager was used to assess the organizational and departmental needs and the gaps between the two. To help identify the job needs, a list of competencies was developed and then turned into a survey. Lastly, a training survey, along with completed 90-day evaluations were used to analyze the needs of the employees.

Chapter IV discussed the results of the training needs analysis; which includes interview, surveys, and other assessment methods. The results showed that the current state of training in the press department was awful. The data showed the training was ineffective and inconsistent. An average of 34% of press employees received no training in some or all the 72 identified competencies, with 46% surveying they received minimal training in the same 72 competencies. Tables and charts were used to depict the results.

This chapter brings this study to conclusion. As a result of this study, recommendations were made on what to include in the development of a training program for new employees within the press department.

Limitations

This study was limited to the data collected and analyzed from the Madison facility of Company XYZ and excluded all other Company XYZ facilities. The study also focused on improving the training of the press department and excluded all other departments within the Madison facility. This study focused on improving safety, quality, and productivity through the development and implementation of a training program; excluding any and all other possible improvement opportunities. Lastly, this study was designed to improve the training and

development of new employees only; disregarding the development and training of senior

employees. These limitations had zero impact on the outcome of this study.

Conclusions

The press department employees along with other select individuals identified many

opportunities to improve the training for new employees within the press department. During the

modified SWOT analysis discussion, team members provided ways to improve the current

training program; which included trainer consistency with having only one or two individuals

conduct the training for all new employees. This team also discussed providing a training

checklist that the trainer and trainee complete together with a hand-on test at the end of their

training. Providing consistency in trainers would ensure that each new employee would be

trained the same way, as well as trained on the same competencies. And consistency would for

sure provide an uptick in quality, safety and productivity for the press department.

The same team that contributed to the SWOT analysis, also provided the list of 72

competencies. The 72 identified competency list is an all-encompassing list; as it provides many

of the skills, abilities and knowledge needed to be successful in the press department. The

provided competencies could dictate the construction of an outline for training that a trainer

could follow and teach from. Providing a training outline for the trainer would provide

consistent training; allowing for the same content to be taught and learned.

Recommendations

This study's focus was to deliver the needed information to assist in the development and

implementation of an effective and consistent new employee training program for the press

department. This study provided the necessary groundwork in the development and completion

of a new training program. Upon the conclusion of this study, a team was formed to start the

development of a training program for the press department. This study highlighted the gap that exists in the press department between new employee competency and expected competency. It is recommended that the team examine the results of this study and formulate a training program that closes the current gap that exists in the press department. The provided data from this study is more than enough to create an effective training program.

The following are specific recommendations made to continue in the development of a training program:

- Create a training position within the department: There is inconsistency with the trainers in the press department, to help with this, create a training position for the department. The goal is to avoid assigning someone to the position. To have someone who is not interested in training would be counterproductive.

- Develop the trainer: The first step is to find someone who wants to be the trainer, the second step is to then develop the skills of that trainer. There are many "train the trainer" programs available and the recommendation is to provide the appointed trainer with this opportunity. Developing the skills of the appointed trainer will have lasting benefits.

- Create a training checklist: With the provided necessary competencies, creating a training checklist based off the 72 identified competencies is recommended, see Appendix D. The checklist should be broken up into three sections; skills and knowledge to be learned in the first 30 days, 60 days and 90 days. Each section should be designed to build upon the knowledge and skills learned in the previous sections. This checklist will create consistency and will provide the needed training for employees to be successful in their work environment; which creates productivity.

- Implement different methods of training: On-the-job training is the recommended training method for the press environment and was surveyed by the employees to be the preferred method. However, it would be beneficial to provide other methods of training, such as; demonstration, mentors, and lectures. Integrating these various methods of training will likely provide more effective training as the various methods teach to a wider array of learning styles. It is recommended the new training program provide lectures on arrival to explain the environment in which the new employee is about to become apart of. Before having the new employee on the job, a mentor should be assigned, along with demonstrating how the equipment functions and providing the safety knowledge needed to work in the area, is recommended.

- Develop a performance assessment: For both the trainee and the trainer to better understand the progression of the trainee, a performance assessment is recommended. It is recommended the trainee assessment be performance based while encompassing both the knowledge and skills learned throughout the new employees first 90 days. The performance assessments should be cumulative, assessing at 30 days, 60 days and 90 days. This assessment should be an extension of the checklist used throughout the 90-day training period. This cumulative assessment can provide the trainee with improvement opportunities going forward. It would describe what the trainee and trainer need to focus on for the next assessment.

  As for the trainer evaluation, it is recommended that the 90-day evaluations continue to be administered to the new employee upon completion of their 90 days of training. This assessment currently assesses both the trainer and the training program.

To improve the effectiveness of the evaluation, it is recommended, the evaluation be reviewed and revised to fit the needs of the new training program.

- Provide consistent feedback: Providing consistent feedback from the trainee, trainer, and the department supervisor is recommended. As with the performance assessment, consistent feedback is necessary to understand the progression of the trainee and trainer. This is a good way to gauge how the trainer and trainee are performing; and provide them with improvement goals and opportunities. It is recommended that the feedback be provided by in-person sessions each month, as well as having the trainee complete an evaluation on the training they received, upon completion of their 90 days.

The in-person feedback sessions will be between the supervisor and trainee and the supervisor and trainer. The discussions in these feedback sessions will focus around improvement opportunities and strengths of the trainee, trainer and training program. It is recommended the 90-day evaluations continue to be completed by the trainee, with the exception that they do not go unread. The completed evaluations must be reviewed on a consistent basis and the needed improvements made in a timely manner.

To achieve the performance goals of 2019 and beyond, Company XYZ-Madison will need to develop and implement a new employee training program for their press department. The intent of this project was to investigate the past, and present training programs; as well as assess the training needs of the company, department, job and employee. Once the data was collected and analyzed, recommendations for the development and implementation of a new training program were offered. This complete study and the final recommendations offered, are

a great start in the development of a new training program and the improvement of performance

for the press department.

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Appendix A: Training Survey

The following is a voluntary research survey for my graduate school research paper. Please take a moment to read the Consent Form that is attached before you fill out the survey. In this survey you will find there are two types of responses required from you, one requires you to circle a response that ranges from Strongly Disagree-1 to Strongly Agree-4, the second will require you to process the question and respond with writing down an honest answer to that question in the provided text box on the right. After you have completed the survey, place it in the box located at the back of the room. Your responses will be kept strictly confidential. The more open and honest you are about your answers, the better and more accurate the data will be. So please take your time filling these out with your most accurate answers. And if you need more space for your answers, please use the back of the page. – Thanks, Christina Mann

Job Title: Operator Assistant Years of Service: 0-1+ 2-5+ 6-10+ 11+	Strongly Disagree	Disagree	Agree	Strongly Agree
1a. You are properly trained to perform your job duties in a safe and efficient manner? (Circle your answer)	1	2	3	4
1b. When performing your job, are there tasks or knowledge you feel you could use more training on? (Please list specific tasks or knowledge in the provided box on the right)	1b-Write Answer Here			
2a. When you were being trained for your position, your training was effective? (Circle your answer)	1	2	3	4
2b. List three ways your training experience could have been improved? (List your response in the provided box on the right)	2b-Write Answer Here			
3a. The current training methods used in training new hires is effective? (Circle your answer)	1	2	3	4
3b. What methods of training would you like to see implemented for new hires; e.g. online training, demonstrations, on the job, etc.? (Write your answers in the provided box on the right)	3b-Write Answer Here			

	1	2	3	4
4a. The training program in place today is effective? (Circle your answer)	1	2	3	4
4b. List three ways todays training could be improved? (Write your response in the provided box on the right)	4b-Write Answer Here			
5a. All the <u>skills</u> needed to be successful in your job position are currently be taught in the training program? (Circle your answer)	1	2	3	4
5b. What skills are missing and should be included in the training program? (List your response in the provided box on the right)	5b-Write Answer Here			
6a. All the <u>knowledge</u> needed to be successful in your job position is currently being shared in the training program? (Circle your answer)	1	2	3	4
6b. What knowledge is missing and should be included in our training program? (List your response in the provided box on the right)	6b-Write Answer Here			
7a. The training program in place today, provides training that prepares the new hire to work in a safe manner?	1	2	3	4
7b. Have you witnessed unsafe practices or behaviors from new hires in the past 30 days? If so, what training would have prevented this behavior? (Write your answers in the provided box on the right)	7b-Write Answer Here			
8. When new hires complete their training and are left to perform their jobs independently, they are performing safely?	1	2	3	4
9. When new hires complete their training and are left to perform their jobs independently, they are successful?	1	2	3	4
10. If you are currently or have previously been a trainer in the press department, would you volunteer to train again? Why or why not and explain. (Write your answer in the provided box on the right, ONLY if you are or have been a trainer)	10-Write Answer Here			

Appendix B: Competency Survey

The following is a voluntary research survey for my graduate school research paper. Please take a moment to read the Consent Form that is attached before you fill out the survey. The purpose of this survey is to find out about your training as a new hire in the press department. This survey will require you to think back to your training and respond accurately to each competency. This survey contains a list of competencies and next to each competency there are three available responses in which you are to mark a "X" in the response that most accurately describes your training.

You are being asked to provide the quantity of training you received **during your probationary period.** For example, if you believe the training provided during your probationary period on Lock-Out/Tag-Out was sufficient, you would mark a "X" in the "Sufficient Training" box. If you believe you were not trained in Lock-Out/Tag-Out, you would mark a "X" in the "No Training" box. If you are unsure of what a competency is, please mark the "No Training" box. After you have completed the survey, place it in the box located at the back of the room. Your responses will be kept strictly confidential. The more open and honest you are about your answers, the better and more accurate the data will be. So please take your time filling these out with your most accurate answers. – Thanks, Christina Mann

Dates of Training:				Initials of Trainer:			
Competency	**No Training**	**Minimal Training**	**Sufficient Training**	**Competency**	**No Training**	**Minimal Training**	**Sufficient Training**
Safety				**Skills/Abilities**			
Lock-Out/Tag-Out				Tape Measure			
Emergency Exits				Cut Cores			
Severe Weather				Forklift Ability			
Fire Extinguishers				Hang Material			
Confined Space				Prepare Splices			
Pinch Points				Mix Primer			
Other Job Hazards				Set Up Coater Deck			
Safety Guards				Set Up Nip Rollers			
Emergency Stops				Install Nip Rollers			
Personal Protective Equipment (PPE)				Perform Weekly PM's			
Knife Safety				Change Knives			
No Touch Policy				Clean Coater Deck			
Hazard Labeling				Clean Oven Rollers			
Proper Lifting				Read Process Specs			
Knowledge				Enter Process Specs			
Equipment				Read Job Packets			
Schedule				Lab Testing			

Dates of Training:				Initials of Trainer:			
Competency	**No Training**	**Minimal Training**	**Sufficient Training**	**Competency**	**No Training**	**Minimal Training**	**Sufficient Training**
Safety				**Skills/Abilities**			
Bill of Material				Check Repeats			
ERP System				Set-Up Vision System			
Chemicals Used				Read Vision System			
Compactor				String Web Path			
Tape Measure				Operate Die Lip			
Substrates				Operate Machine			
Primer				Operate Treater			
Unwind Directions				Operate Print Deck			
Process Specs				Operate Coating			
Reading Tickets				Package Rolls			
Nip Rollers				Operate Dalmec			
Core Sizes				Enter Job Data			
Treated Side of Film				Operate Hoist			
Spectrometer				Operate Pallet Jack			
Hazardous Labeling				Operate Spectrometer			
Plate Mount Process				Ink Retrieval			
Quality Standards				Ink Return			
				Proper labeling of containers			
				Clean Plates			
				Proper Lifting			
				Dyne Pen Usage			
				Viscosity			

Appendix C: Interview Questions for the Manufacturing Manager

1. As it relates to employee performance, what are the company goals?
   a. Are the company goals currently being met on a regular basis?
   b. If not, which ones are not being met and why do you think this is?

2. As it relates to employee performance, what are the press department goals?
   a. Are the press department goals currently being met on a regular basis?
   b. If not, which ones are not being met and why do you think this is?

3. As it relates to employee performance, what are the expectations of new employees hired into the press department?
   a. Are new employees currently meeting these expectations on a regular basis?
   b. If not, why do you think this is?

4. As it relates to performance, what are the desired outcomes for the press department?
   a. Are these outcomes currently being displayed in the press department?

5. As it relates to performance, at the end of a new employee's probationary period, what specific skills and knowledge are a MUST for the employee to display within the press department?
   a. Are these skills currently being displayed?
   b. If not, why do you think this is?

6. What are the internal factors hindering the development of new employees within the press department?
   a. Are there external factors?

7. What improvements do you feel could be made to better the training in the press department?

8. If someone were to develop and implement a training program for the press department, what goals and objectives would that program need to meet in order to be successful in your mind?

9. In your mind, what would a successful training program look like for the press department?

10. Any other comments?

Appendix D: The List of Compiled Competencies

Safety				Skills/Abilities				
Lock-Out/Tag Out				Tape Measure				
Emergency Exits				Cut Cores				
Severe Weather				Drive Forklift Safely				
Fire Extinguishers				Hang Material				
Confined Space				Prepare Splices				
Pinch Points				Mix Primer				
Other Job Hazards				Set Up Coater Deck				
Safety Guards				Set Up Nip Rollers				
Emergency Stops				Install Nip Rollers				
Personal Protective Equipment (PPE)				Perform Weekly PM's				
Knife Safety				Change Knives				
No Touch Policy				Clean Coater Deck				
Hazard Labeling				Clean Oven Rollers				
Proper Lifting				Read Process Specs				
Knowledge				Enter Process Specs				
Equipment				Read Job Packets				
Schedule				Lab Testing				
Bill of Material				Check Repeats				
ERP System				Set-Up Vision System				
Chemicals Used				Read Vision System				
Compactor				String Web Path				
Tape Measure				Operate Die Lip				
Substrates				Operate Machine				
Primer				Operate Treater				
Unwind Directions				Operate Print Deck				
Process Specs				Operate Coating				
Reading Tickets				Package Rolls				
Nip Rollers				Operate Dalmec				
Core Sizes				Enter Job Data				
Treated Side of Film				Operate Hoist				
Spectrometer				Operate Pallet Jack				
Hazardous Labeling				Operate Spectrometer				
Plate Mount Process				Ink Retrieval				
Quality Standards				Ink Return				
				Proper labeling of containers				
				Clean Plates				
				Proper Lifting				
				Dyne Pen Usage				

Appendix E: Modified Version of a SWOT Analysis

Strengths	Deficiencies (Needs)
▪	▪
Opportunities	Improvements
▪	▪

Appendix F: Training Evaluation Form-Post 90 Days

Training Evaluation Form-Post 90 Days

Trainee Name and Position: _____ **Trainer Name:** _____

Department: _____ **Date:** _____

Instructions: Please indicate your level of agreement for each statement listed below.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The training objectives were clearly defined.				
2. The training objectives were met.				
3. The training was organized and easy to follow.				
4. The training topics covered were relevant.				
5. The training was sufficient and prepared me for my job.				
6. The trainer was patient.				
7. The trainer was knowledgeable about the training topics.				
8. The trainer was prepared daily.				
9. The trainer was encouraging and provided me with answers to my questions.				
10. The time allotted for my training was sufficient.				
11. This training experience will be useful in my work.				
12. The training prepared me to work safely.				
13. The training prepared me to work efficiently.				
14. The training methods used were effective.				
15. Overall, I was satisfied with the training I received.				