

**HIGH PERFORMANCE COMPANIES AND
HIGH PERFORMANCE TRAINING**

By

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ABSTRACT

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High Performance Training That Other Leading Companies Do
(Title)

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The focus of the study of this paper was to compare Clinic X training department and class offerings to other high performance companies within health care, service, and manufacturing industries. The study was developed to find out what training is successful for high performance work systems.

There were three different methods used to gather data. A literature review was completed to research what leading organizations are using for training. Surveys were sent to high performance companies to find out first hand what successfully works for them. Third, four interviews were completed with

high performance companies to ask questions from the survey. The interviews allowed more detailed collection of information and a chance to probe further with some questions. Information was presented in written and visual form.

The study found that Clinic X has room for improvement in the training department with educational offerings. Additional sessions were recommended to develop and offer employees.

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CHAPTER 1:

INTRODUCTION

Introduction and Background of the Problem

Clinic X is a leading non-profit Health Care Organization located in central Wisconsin. Clinic X has more than 580 physicians, 3,800 support personnel, and a major diagnostic treatment center. There are 38 regional centers branching across central and upper Wisconsin. Clinic X has also expanded to Vet Labs in Milwaukee, Wisconsin, and Cincinnati, Ohio. With everyone working together they have accomplished serving patients through accessible, high-quality health care, research, and education. That has been the mission since 1916 when the company was founded by six local physicians. This mission still drives the Clinic today. The company has been proud to say they are physician owned.

The company has increased in size by more than 50% in the past year by merging with other surrounding community clinics. Because of the quick expansion, the company has not been able to keep in pace with the expanding system and current issues. The Clinic must achieve significant performance improvements in productivity, accountability, and responsiveness to drive down costs and gain and keep customers delighted (Harrington 1996).

Clinic X is a structured organization that realizes change is needed to competitively survive and strive from being in the top 10 Health Care organizations to THE leader. Currently two outside consultants have been working with Clinic X to assist in creating a high performance health care organization. There is HAY Group Consultant who is reviewing compensation at

Clinic X. The other consultant is Tor Dahl & Associates who is closely coaching and working with the managers, employees, and system to develop continual performance improvements. Through the help of the consultants, Clinic X realizes what needs to be done to strive from currently being a traditionally structured organization to a high performance health care system.

One of the leading areas for implementing and teaching performance improvement is Human Resources Development (HRD). High performance is a newer process to Clinic X, so HRD needs to guide the organization with the correct training and meet the needs by benchmarking and making sure the training programs are on the right track for the future of the company to be high performance. HRD needs to evaluate and revamp the educational and training programs to build programs, knowledge, and assistance for the managers and staff to successfully become the high performance health care organization it is visioned to become.

Statement of the Problem

Clinic X training department has not been offering the knowledge base in education to create a high performance organization. Needs assessments completed through surveys, employee interviews, and focus groups of over 5000 employees have revealed that one way to increase employee satisfaction is to increase employee education. The growth of education in education

programming could provide the needed knowledge and culture for employees to excel and become high performers.

In order for Clinic X to successfully transition to a high performance organization, the needs of the employees must be met and satisfaction should increase. High performance companies rely on the employees to thrive and work to their full potential. Creativity, innovativeness, and new ideas evolve from the employees. In order to inspire them to accomplish this step, the company must encounter full satisfaction of the employees by creating the right culture. One step to meeting employee expectations is providing the correct basic and advanced education employees thirst for.

Clinic X currently has educational offerings for employees internally, primarily through the training department, and externally. The current educational offerings need to be changed, added or even discontinued while new education opportunities are implemented.

Purpose of the Study

Clinic X has many educational and training opportunities for all employees. However, employee assessment surveys indicate that additional education and training offerings are needed within the organization. This research will justify and benchmark that Clinic X's training is not comparable to what high performance companies of health care organizations and other industries offer.

The study will find what other leading companies use for their training. This study will also find and verify the additional educational/training programs that Clinic X needs and should implement.

Objectives

There are six different objectives for this research. They are:

1. To determine characteristics of a high performance organization. This will consist in determining and benchmarking current health care organizations and other industries in manufacturing and service.
2. To determine that the same educational and training experience work for both high performance organizations in health care and other high performance organizations in manufacturing and service industries.
3. To determine what current high performance health care organizations along with other industrial organizations use successfully as training/educational programs that provide the knowledge base to become a high performer.
4. To determine how much training and educational sessions high performance organizations offer employees and managers.
5. To determine the dollar amount invested into training for high performance companies.

6. To determine how the amount of training affects the yield, productivity, profit, turnover rate, and recorded injuries.

Significance of the Study

Many companies have been trying to move from being traditionally structured or total quality management (TQM) to become a high performance organization. There are many studies showing what changes should be implemented. Human Resources Development has been a leader for any organization in Performance Improvement and must know what the proper focus of educational needs are for the employees. This study will help determine what existing educational programs are currently working for leading organizations. This will help verify what educational programs Clinic X should continue to use or which new programs should be implemented. The budget and cost of employees completing any training will be justified as useful and valuable time for the employee's expansion of their own learning experiences, which in return benefits the organization.

Conceptual or Substantive Assumptions

All companies vary on specific technical skills, but overall there has been the same format of training and education needed to satisfy employee needs. Hard skills, strategic planning, and soft skills, people's behavior, have also had similar

importance for all organizations training needs. Therefore, educational and training offerings will be evaluated for healthcare organizations and other industrial organizations that are high performance organizations. It is possible to create a high performance health care organization with the same training and educational programs other non-health care high performances organizations have been using.

Scope and Delimitations of the Study

First, the identification of what high performance companies are, along with whom they are will be identified. High performance is fairly new terminology companies are now using, so there is not much data to be found on high performance training. Except for internally in an organization, there is no set definition for high performance. Many companies outside of health care organizations have been trying and have successfully become high performance organizations. However, this has been newer terminology and ideas for health care organizations. Therefore, not much research has been found on high performance health care training.

After identification of current high performance organizations, surveys and interviews will be completed. Due to the expense of travel for personal interviews, a large portion of research will be completed through the use of

interviewing training departments of the identified high performance companies over the telephone or by mailing surveys.

Another limitation that occurred was that the survey was distributed as systematic sampling to every fifth identified high performance company. A good representative number from the different industries might not have been selected. There may have been more health care organizations passed over when choosing every fifth.

Definition of the Terms

Two of the major terms used and referred to in the problem definition are knowledge base and high performance organization. Two other definitions that will be referred to throughout the paper are performance and benchmarking. The definitions are as follows:

1. Knowledge base is the foundation of necessary information and/or skills, which all employees must obtain to create a high performance health care organization.

2. High performance is referred and is used as what a state-of-the-art model company will become. There are many definitions as to what people perceive high performance to mean. However there is no absolute definition because each

organization must define what high performance means for their own organization.

A definition used by most companies that *The Journey of Empowerment* (1993) stated is: utilization of company's human, technical, capital, and information resources to reach optimum performance compared with industry and business standards. The values, practices, structures, and systems result in people being committed to achieve optimum performance and continuous improvement so the organization has a sustainable competitive advantage.

3. Performance is what is accomplished, contrasted with capability (New Webster's Dictionary and Thesaurus of the English Language, 1993). Business performance is defined by profitability, sales and revenue growth, market share, product development and innovations, quality, and employee satisfaction (Alford, Fisher, and Juechter 1998).

4. Benchmarking is another commonly used term in this research. Benchmarking is a proven concept that defines how the organization can close the gap between its performance and the performance of its very best competitors. The act of systematically defining the best systems, processes, procedures, and practices. Benchmarking is a systematic way to identify, understand, and creatively evolve superior products, services, designs, equipment, processes, and practices to improve your organization's real performance. This is a standard by which an item can be measured or judged (Harrington 1996).

Outline of the Remainder of the Thesis

Chapter One has been an overview of what the research topic of the thesis will be. Chapter one has also identified what the problem definition and the objectives for the research are. Chapter Two will involve the literature review. The review will use past research thesis's related to the topic of high performance and training. The review will also involve current materials on the topics. Summaries of the materials will be given in a narrative format. Chapter Three will be the methodology of procedures. It will explain the methods of research that will be used and how they will be used to implement the research. Chapter Four will give the results of the study. The final chapter, Chapter Five, will give summaries of the findings along with conclusions and recommendations.

CHAPTER 2:

LITERATURE REVIEW

Organization of Chapter One

Chapter One identified the problem that Clinic X training department has currently not been offering the correct educational and training programs employees need in a high performance health care organization. Clinic X has been transitioning from a traditionally structured company to a high performance health care organization. The transition has involved satisfying employees' needs so they can obtain their full potential and critically think and perform as team players strategically for the organization.

Purpose of Literature Review

This literature review will define what a high performance health organization is. This will be accomplished through reviewing current research projects on the topic of high performance organizations from past completed thesis, books, and journal articles. This literature review will also identify what current education and training high performance organizations implement for the employees. Summaries of the references for the findings will be provided in this section.

The different literature reviews will show that Clinic X does not currently meet or offer the correct education and training needs of a high performance health care organization. The different references will identify the correct standards of education for a high performance health care organization.

The main problem for the literature review is that high performance company is a fairly newer term, especially for health care organizations, and few studies have been done or publicized on high performance training departments. Therefore, the literature review will mostly involve reviewing books, research articles, and journals that have information that relates to high performance training in other industries.

History

High Performance has generally been a newer elite term that companies are striving to be categorized as. The history of high performance goes back to 1945 in England when a coal mine had no money to invest in improvement of the mine except for the people. The people worked together as a team to reach higher goals for survival. Through the years, terms such as total quality management, total quality improvement, performance improvement, and employee improvement have been used. Now the latest term and model for a company to strive for as the organization reaches excellence is high performance.

Manufacturing companies typically have been the main leaders in developing the top performing companies. More and more companies have realized the importance of the processes leads them to become highly competitive and survive. In 1984, Richard Walton stated *“In 1970, only a few plants in the United States were systematically revising their approach to the work force. By*

1975, hundreds of plants were involved. Today, I estimate that at least a thousand plants are in the process of making a comprehensive change and that many times that number are somewhere in the transitional stage” (1985:84).

The transition of a high performance work system has been a complex and difficult undertaking. The pressures against change are significant and there is never any guarantee the transition will be successful. Once a company successfully becomes a high performance work system, continuous improvement and organization renewal is needed. For every 100 companies that begin high performance work system, about half fail. The single biggest reason for failure is lack of management commitment. The other factors are the ability and communication to change and long-term commitment (The Empowerment Journey Guide 1993).

Literature Review

High performance organizations or work systems involve particular configurations of work structure, practices, and processes. The workflow is then organized around key business processes, which often creates teams to carry out those processes. Through the different operations human resources policies and practices in hiring, training, performance management, compensation, and so on are intended to enhance employee skills, knowledge, motivation, and flexibility (Gephart and Van Buren 1996).

There also tends to be fewer managers and the manager role is more as a coach, facilitator, and integrator, who shares responsibility for decision-making and results with employees. The manager has a clear vision of the future and a well-defined business strategy for making the vision a reality. Important systems of training needed to make this happen are communication and information systems, technical systems, and measurement systems (Gephart and Van Buren 1996).

With the managers coaching ability and support the diverse, committed, skilled employees become empowered. The employees are treated with dignity and respect. Managers have also helped coach to create a work climate in which the people feel empowered to identify and capture improvement opportunities. Management and employees are then committed to a continuous learning environment in which the company invests in the education and development of employees. (The Empowerment Journey 1993).

Through all the different aspects a high performance work system achieves synergy as it produces two outcomes simultaneously: all parts are aligned and fit together; and people in the company are deeply committed, energized, and impassioned about their work. Some of the major elements to align a high performance work system are:

1. Strategy, vision, mission, and goals
2. Beliefs and values (culture)
3. Management Practices (communication)

4. Organizational structure
5. Work practices and processes
6. Human resource systems
7. Other systems such as technology or research

(Gephart and Van Buren 1996)

Seven foundations of high performance companies with superior long-term records are principle-centeredness, purpose, people focus, customer focus, process excellence, learning, and leadership (Irvine 1999).

However, one main focus that is different with high performance than the past terms like TQM is that a company creates a competitive edge by recognizing human assets playing a major role. While assisting organizations to understand how to create a high performance culture, one must directly influence the fundamental source of potential competitive advantage – its human assets. This is known by world class organizations who in return use the saying “our people are our greatest assets” and use this as the bottom line business reality (David Lee 1998).

This type of culture provides exceptional service, innovative breakthroughs, and rapid responses to marketplace changes. The culture is their “secret weapon”. To create this culture, one must be able to bring out the best of the people by understanding what motivates them (Lee 1998). Money and great benefit packages do not necessarily motivate the employees.

As more companies realize the importance of employees being the most important asset, companies have also been realizing a potential culture has the correct components to assist in employee satisfaction through different methods so that the employee can thrive and reach their full potential.

In 1998, Hewlett-Packard was number 10 in the top 100 companies to work for. One of the employees commented, “They walk the talk when they say their people are their most important asset.” (Levering and Moskowitz).

True success to become high performance stems from the comprehensive effects of an organization’s culture and the rigorous, system-wide implementation of strategic change. Highest returns of assets, people at all levels of the organization, warrants careful management and thoughtful leadership. High performance lies in the realm of organizational culture (Alford, Fisher, and Juechter 1998).

A combination of the following characteristics can create a powerful, self-renewing dynamic of accomplishment, learning, and change. First, there needs to be a strategic focus so employees have a vivid picture and deep understanding of why the company exists, where it is headed, and how it will get there. This has given guidance and motivation to the employees’ choices (Alford, Fisher, and Juechter 1998).

Second, a clear view of reality which requires people to see the world clearly, accurately, and with honesty while maintaining a positive mindset of

possibility, are needed to be set. When employees deal with reality's given, there is a fundamental shift from a problem-solving orientation to an opportunistic focus on discovery, innovation, and growth (Alford, Fisher, and Juechter 1998).

Third, commitment rather than compliance has been needed because when people operate from true commitment they feel a profound personal ownership and responsibility for the success of the organization and for accomplishing its strategic direction (Alford, Fisher, and Juechter 1998).

There are different culture attitudes to use as measurements. First, workers feel they are given the opportunity to do what they do best every day. Second, they believe their opinions are listened to and count. Next they sense that their fellow workers are committed to quality and improvement as they are themselves. Last of all they have made a direct connection between their work and the company's mission (Grant 1998).

Adequate and capability for training has been a major contributor to the success of implementing and finding the correct culture for the organization. Education of the high performance system needs to be communicated to all employees from the beginning to gain commitment for the organization's success.

American Society of Training and Development (ASTD) Benchmarking Service states that a good starting place to become a high performance organization is not how much is spent on training, but rather the things you do to improve workplace training and performance in general. There are three different

areas, first, the high performance work practices, such as self-directed teams and access to business information. Second, innovative compensation practices such as profit sharing, rewards, and group-based pay. And third, is innovative training practices such as mentoring or coaching programs, and training information systems (Bassi and Van Buren 1999).

Once the whole system of leading-edge human performance practices in place to support your training efforts, the next task may be to increase the amount of training the organization provides. A high performance company increased spending from 1996 of \$3.4 million to 1997 of \$4.1 million. In 1998 the average total training expenditures are projected to be \$4.7 million per firm (Bassi and Van Buren 1999).

In individual terms, an average company increased expenditures by \$150 per employee while a high performance company increased training expenditures by \$300 per employee. The expenditures for the training is comprised of wages and salaries of trainers, payments to outside training firms, tuition reimbursements, and other internal expenditures such as facilities, materials, administration, and travel. (Bassi and Van Buren 1999).

Fortune did a survey on the top 100 companies to work for in 1998. Corning was rated number 15 on the list and they kept technology edge by expecting all employees to spend at least 5% of their time training. Federal Express was rated as the 18th top company to work for and they offered 40 hours a

year of in-house training to managerial and professional employees. USAA was ranked at 39 in the top 100 and was known to have the best in-house education and training programs in its industry, auto life insurer. Interface, the world's largest carpet maker, was rated as 52nd. The people loved the emphasis on training: average 100 hours a year per manager and 42 per hourly employee (Levering and Moskowitz 1998).

American Society of Training & Development (ASTD) has found that companies that invested the most in workplace learning found high net sales per employee, higher gross profits per employee, and a higher ratio in market-to-book value, compared with companies who invested less in workplace learning. (ASTD 1999). Data also showed companies that used more innovative methods of training was also correlated with better performance (Bassi and Van Buren 1999).

Training methods for high performance organizations also has been tremendously driven by learning technologies such as Compact Disks (CD-ROMs), intranets, electronic mail, local area networks, and the Internet. There has been a shift away from traditional instructor-led, classroom-based methods (Bassi and Van Buren 1999).

Data also shows that health care organizations have the highest percent of employees receiving training compared to other industries. Yet, health care organizations also have had the lowest training expenditures per employee and as a percentage of payroll. These companies generally have had a higher level of

new-employee orientation training and computer literacy application training (Bassi and Van Buren 1999).

Some concerns companies have had in regard to training is paying the additional employment of a training department, funding for training, production lost due to time away from work, deciding which education is mandatory and which is voluntary, tracking system of education and training dollars, and proper facilities/material expense. However, leading edge companies have worked past the concerns with training and see training as a major benefit.

Reich Goleman found that many companies spend up to 10 times as much on technology as they do on their own workforce training. Reich stated, "people are your (company's) most valuable assets. Without the investment in the people, all you really have is a lot of machinery." (1998). Lauri Bassi, ASTD Vice President of Research, agreed with Goleman's statement as she stated, "Leading edge companies know that they have to make smart investments in both the workforce and technology." (ASTD 1998). Jerry Mannigel, Vice President of Weyerhaeuser Door Division stated, "Investing more in employees is a better payoff than investing in new technology. In the long run the equipment dies, but the employee investment continues to payoff and benefit the company."

A study showed that the delivery methods healthcare organizations use are more groupware, teleconferencing, and interactive television over other technologies. Computer-based training has been another delivery method

sometimes used in a health care organization. There has been a predicament for a significant decline in the commitment to classroom training (Bassi and Van Buren 1999). Other delivery methods of training used by other industries were the use of Internet and Intranet, virtual-reality users, outside and independent consultants and trainers, and voicemail.

Training in a high performance organization has been focused on total employee development, which involves technical development, business understanding, and interpersonal skills. Job-specific technical skills (including the use of technology) were the most frequent kind of training delivered (17%), followed by management and supervisor training (12%), computer literacy and applications (12%), and professional skills training (12%). The least most used trainings in organizations was executive development (4%) and basic skill (2%). (ASTD 1998)

For each of the categories of training there are many different types of training implemented by high performance organizations. For inhouse training 30 percent of the training was accounted for technical skills and 19 percent of the training was accounted for professional skills. The different training practices used fall under work practices, employee compensation systems, performance practices, and human performance management practices.

Work practices involved: job rotation or cross-training, quality circles or problem-solving teams, total quality management, employee access to key

information, self-directed work teams, and employee involvement with management in business decisions.

Employee compensation involved: incentive compensation, employee stock-ownership plans, profit-sharing or gainsharing, group or team-based compensation, and knowledge- or skill-based pay.

Performance practices involved: employer-supported conference attendance, train-the-trainer courses, training resource centers, mentoring or coaching programs, line-on-loan or rotational training staff, employee apprenticeships, student apprenticeship training, and mandatory annual training policies.

Human performance management practices involved: annual performance reviews, individual development plans, training information systems, peer review or 360 feedback, skill certification, and documentation of individual competencies (Bassi and Cheney 1997).

Some of the specific non-technical trainings implemented were communication, self-directed teams, coaching, peer appraisals, Total Quality, feedback, EAP communications, sexual harassment, workplace violence, diversity, and financial planning seminars (Improving Business Performance 1998). Other trainings covered implementation of change, basic business understandings, leadership training, managing conflict, consensus decision making, literacy, interpersonal skill, train-the-trainer, Covey 7 Habits of Highly

Effective People, problem solving, employee respect, common-objectives ownership, managing by principles, customer service, accountability, results orientation and focus, goal setting, skill/contribution-based rewards, and self-development. These are some of the common training programs used by high performance organizations for non-health care organizations.

A majority of the trainings go further into detail and have various training sessions that branch off. For example, Cape Coral Hospital in Cape Coral Florida has been concentrating on implementing and training self-directed teams. Some of the first year training for team members involved team meetings, quality and problem-solving techniques, team interaction skills, decision-making skills, and facilitation and coaching skills. All team members and most employees have received twenty-five hours of culture change training to become familiar with empowered work environments (Bryham 1994).

Westinghouse Electronic Assembly Plant in College Station, Texas has different, yet similar training techniques for self-directed teams. The first-year team member training was comprised of 180 hours in technical skills, team meeting skills and interaction skills, interviewing, cross-training, and product and process skills. After the initial year, yearly training involves 60 hours in overall business knowledge, meeting skills, quality tools and problem solving techniques, team interaction skills, interviewing, facilitation and coaching, and cross-training (Bryham 1994).

There used to be a belief that teams worked fine for manufacturing firms, but not for white-collar service organizations. While most early implementations seemed to be in manufacturing, team applications are coming on strong in industries like Kodak Customer Service, Milwaukee Insurance Company, and Cape Coral Hospital (Bryham 1994). Team training has been one type of training that high performance organizations use which also works for health care organizations too.

Some other types of training for teams involved using team tools found in Fischer (1998). There are a variety of team training tools that have been implemented:

1. Creating a team charter
2. Using principle, guidelines and boundaries
3. Making group decisions
4. Building customer relationships
5. Working with suppliers
6. Holding effective meetings
7. Goal setting and measuring results
8. Giving and receiving feedback
9. Facilitating groups
10. Team problem-solving
11. Tools for problem-solving
12. Planning for action
13. Building a collaborative team environment
14. Managing team performance
15. Managing team conflict
16. Team member roles and responsibilities
17. Team communication barriers
18. Selecting team members

Team training is one example how each of the different training programs has expanded and given fully detailed training. The key to being a high performance organization involves training all levels of employees with the best training programs possible. This kind of committed learning environment will influence employees to achieve optimum performance and continuous improvement so the organization has a sustainable competitive advantage.

As the different methods of training are implemented, the results and effects training has on the organization must be produced. Justifying the success of the program is complicated for organizations to show, but most high performance companies track and show results. Some of the companies' returns on investment ranged from 150 to 2,000 percent (Phillips 1996). For every \$1 invested in the program, there was a return of \$1.5 to \$20 in net benefits.

As training is completed, not all programs need to show the return on investment. Currently, only 5% training has a return on investment evaluation completed by companies.

Some types of training are easy to find the return on investment, like training an employee how to correctly operate the machinery. Productivity, waste, quality, and down time of the line can be tracked, which is easy to calculate the savings. For programs like customer service training, new employee orientation, safety training, and team building training can be tracked in monetary

values. Some of the values could be customer satisfaction surveys, turnover, accident/injury incidents, absenteeism, and counseling.

The results of the training gives individuals a greater sense of what they are accountable for, and in return, become more productive. Implementing the correct training and showing the results of training helps the organization know what successfully works and what training benefits and assists the organization to become high performance.

CHAPTER 3:

METHODOLOGY

Overview of Study

Previously, Chapter One has given background information about Clinic X,

And the problem - that Clinic X has not been offering the correct knowledge base training that is needed in a high performance company atmosphere. Chapter 1 also gave objectives of the study.

Chapter Two was a literature review of secondary data such as books, articles, and Internet information gathered. The materials reviewed what high performance organizations are, what training offerings they have, and how non-health care high performance company trainings relates to health care high performance company training programs.

This section will explain the methodologies that will be used for this research. The methodologies will explain how data and information will be gathered from current high performance organizations.

Description of Research Methodology

Many different approaches were used to complete the research. The following table shows an outline for the order of the different types of methods used.

Table 3-1 Research Design and Methods

| | Action | Method |
|-----|--|---------------------------------------|
| 1. | Research design | Exploratory Study & Descriptive Study |
| 2. | Choose four high performance organizations to interview. | Non-probability Convenience sampling |
| 3. | Companies had to meet criteria of high performance company. | Screening survey |
| 4. | Personal or phone interview | Qualitative or interrogative mode |
| 5. | Benchmark competitors' training of high performance organizations. | Descriptive Study |
| 6. | Survey created and given to ten individuals in Human Resources Development at Clinic X. | Pilot test 1 |
| 7. | Survey revised and given to consulting company specializing in high performance for the interview. | Pilot test 2 |
| 8. | Survey revised again and mailed to chosen high performance companies. | Survey |
| 9. | Created list of high performance companies. | Networking/Convenience |
| 10. | Compiled list and choose every other 5 to mail survey to. | Systematic sampling |
| 11. | In-Person Interviews Completed | Formal Interview - Survey |

The approach design to this research will be mostly an exploratory study and some descriptive study. Through both of these methods answers to the questions and objectives stated in chapter one will be clarified.

First in the exploratory study a qualitative or interrogative mode will be used questioning a subject matter expert in training and development departments of high performance companies through interviewing. Some interviews will either be in person or via telephone. The geographically closer companies will be interviewed in person. However, due to expense, geographically located high performance organizations in the radius of at least 180 miles, will be interviewed via telephone.

The methods for choosing the four high performance companies for the extensive interview was by a non-probability sampling. The type of non-probability sampling was convenience sampling. The research used known experts by contacts and networking. The companies that have been interviewed were Tor Dahl Associates, Weyerhaeuser Incorporated, Mayo Clinic, and Marshfield Clinic.

The chosen organizations for the interview are a service consulting company, manufacturing company, and two health care organizations. There has been a variety of information collected from the different types of organizations that found correlated relationships between health care and non-health care high performance organization's training departments.

Once the organizations were decided upon they had to pass the criteria by meeting certain requirements. Examples of requirements needed have been developed from using a section in the literature review that explains the

characteristics of a high performance company (page 13). A few examples are the subject expert matter must identify that the organization currently is a high performance company. Or, the organization must meet the requirement that they have been in the process of becoming high performance for at least two years. Please see Appendix B for full listing of requirements.

On the fifth step in Table 3-1 (24) the research has also been identified as a descriptive study. In order to complete surveys the known competitors of high performance organizations have been researched. Through this method, benchmarking has been completed on competitors use for successful training courses offered to all employees. This has allowed the findings to show if Clinic X is implementing the correct training/educational offerings or if other successful educational offerings being used at other high performance companies could be applied.

The steps in Appendix C have been followed to properly implement a successful benchmarking study. This type of study compared the best high performance companies with the best. This has allowed for more accurate results of the best training used for high performance organizations.

Pilot Studies

A survey was developed to complete the research and mailed to the identified high performance companies. A formal cover letter explaining the

intent and purpose of the survey was created and sent along with the survey (Appendix D).

A variety of companies in health care organizations, service organizations, and manufacturing organizations were surveyed. The companies were chosen through convenience and referrals of being known as a high performance company. This allowed for a variety of findings what different organizations currently successfully implement as training courses for all employees, managers and staff. A sample of the survey is found in Appendix E.

Before the survey was mailed to each of the high performance organizations, two pilot studies were completed. The pilot studies helped identify any problems or concerns with the questions. The pilot studies have also assisted in identifying if all the questions were interpreted as initially planned. The studies hopefully saved money and resulted with better possibilities of completed surveys returned.

A pilot run was first given to all the staff in Clinic X Human Resources Development, which comprised of ten individuals. The staff was expected to read the questions and answer them to the best they could. Any suggestions for changes needed to be noted or explained at the time of reviewing the survey. Some of the changes that were suggested and made were:

- 1) On the survey cover letter found in Appendix E under the Description and Directions, the first word “the” was changed to “this”.

- 2) On the survey cover letter under the second bullet wording was changed from ...decide what best answers your organizations training to ...decide what answer best describes your organizations training.
- 3) Question number 2 read – Would you rate your company as being high performance? The question was changed to – Would you rate your company as being a high performance organization?
- 4) Question number 4 read – What is the size of the training department? The question was changed to – How many people are in your training department?
- 5) Question number 5 read – How long has your company been in the process of becoming high performance? The question was changed to – Has your company been in the process of becoming high performance? ___ Yes ___ No. If yes, for how long? (the year choices are listed the same)
- 6) Question 8 read – How many hors of training does an average employee receive per year? It was changed into two separate questions stating – How many hours of training does an exempt employee receive per year? (the same number choices remain). How many hours of training does a non-exempt employee receive per year? (the same number choices remain)

- 7) Question number 9 read – How many hours of training does a new employee receive per year. This was also made into two questions with both having the same number choices to pick from. How many hours of training does an exempt new employee receive per year? How many hours of training does a non-exempt new employee receive per year?
- 8) Number 10 had read – What percent of company budget is used for training purposes? It is was broke down to 2 questions for internal and external training and now is number 12 and reads – What percent of company budget is used for in-house training purposes? Number 13 – What percent of company budget is used for external training purposes? (seminars, classes, consultants, etc.)
- 9) Question 11 was made into two questions to cover internal and external training dollar expenses. The question originally stated – What dollar amount does your company yearly spend on training? Dollar amount choices remain the same. The first one, now question 14 reads – What dollar amount does your company yearly spend on training internally? Question 15 reads – What dollar amount does your company yearly spend on training externally?

10) Question number 18 read – The most interesting training is? This question was changed and is now number 23 and reads – The highest rating program in our organization is?

11) Question number 19 read – The most useful training is? This is now question number 24 and reads – The program giving the best return on investment is?

After the first pilot run was completed and changes were applied, the survey was used to do the second pilot test interviewing a consulting firm that specialized in high performance development. This allowed a first-hand user viewpoint. It also allowed the interviewer a chance to verbally use the questions and listen and observe how the questions were comprehended by the participants. Again a few changes were suggested and made to the survey. The changes were:

- 1) On the survey cover letter under the second bullet, an apostrophe was added to organization's training.
- 2) On the survey cover letter the fourth bullet point reading – Answer each question to the best of company knowledge - was deleted. This was a repetitive question.
- 3) Questions number 16 and 17 asked if your company provides soft skills and technical skills training. An additional question was added and each skill was defined. Number 16 reads – Does your organization provide soft skills training (people's behavior)? Number

17 reads – Does your company provide technical skills training (leadership and management)? Number 18 reads – Does your company provide hard skills training (strategic planning)?

Once the final changes were implemented to the survey, a final check was completed by all staff and the manager of Human Resources Development at Clinic X. The survey was then ready to be duplicated and mailed to all chosen high performance organizations. The survey was also used for in-person interviews with the other three chosen companies: Marshfield Clinic, Mayo Clinic, and Weyerhaeuser Incorporated.

Selection of Subjects

As noted previously, the subjects for the interviewing portion of the exploratory study have been selected by convenience sampling of subject-matter experts in training departments at high performance organizations. The subjects were already known to be high performance organizations representing different examples of organizations: service, manufacturing, and health care.

Subjects that were used for the survey portion of the exploratory were found through benchmarking high performance organizations. Again, subject-matter experts in training at a variety of high performance organizations were the target.

The organizations were identified by suggestions from the informational interviews, top 100 Best Companies to Work For (Fortune, 1999), and high performance consultants client lists. Surveys were sent to the first 50 companies of the 100 best companies. A search was completed on the internet on high performance consultants. Some consultants had a client list and the companies were randomly selected as systematic sampling. The consultants were The Fisher Group, Performance Development International, Inc., and Shallcross Consulting Group – Edge Learning Institute. The listed companies were collated on a list and every third company was chosen. Surveys were also sent to the top ten health clinics selected in 1998 and the Clinic Club list with ten clinics. The complete list where the surveys were sent to is found in Appendix F.

Data Collection and Recording

A telephone call was placed to the top 50 best companies to find a contact and support from the company to complete the survey. Some companies were eliminated right away since they did not have time or the company did not complete outside surveys. Surveys were sent to other companies that did not return the telephone calls, had wrong telephone numbers, and who agreed to complete the survey.

Each survey was sent to the subject matter expert with a self-addressed and stamped envelope for convenience of returning the survey. On each self-addressed and stamped envelope, a number was coded to identify and check off the compiled list who completed the survey. The number code was comprised of the date the survey was sent and the number the company is on the table, ie. 10119901 was listed for the first company. The surveys were florescent yellow so they would stand out from normal mail.

As data was received, it was recorded in an Excel spreadsheet. This has allowed for quick tabulation and retrieval of different statistics.

Data Processing and Analysis

Through the collection of data from the surveys and the interviews, different statistics have been completed. Histograms, pie charts, and tables were completed to give more of a visual assistance interpreting the results. Correlations

have been shown between training courses that were used at service, health care, and manufacturing industries.

Limitations of Methodology

Through the use of interviewing, non-probability sampling was conducted. This has not allowed for very accurate and reliable data since a complete sample of representatives for industries of high performance organizations were not used. Another limitation noted was that not all high performance organizations have been retrieved and included on the initial list. The reason was because there was no specific source that had all high performance companies documented. The retrieval and findings of which companies to use had been found through minimum resources.

Another limitation that resulted was that a large percentage of companies did not complete and return the survey. Some surveys were returned with wrong address, so the company never completed the survey. The other limitation was that the specified subject-matter expert might have given the survey to a lesser subject-matter expert to complete the survey. Therefore, the information can not be noted as being completely accurate.

One final limitation noted was the companies ability to share numerical and financial information. There was difficulty retrieving numbers from all

companies regarding the amount of money used for training and what their return on investment was. Some of these problems were due to not all companies track return on investment for training. Also, the information gathered on that was found through probing questions (Appendix G).

CHAPTER 4:

FINDINGS OF ANALYSIS

OF RESULTS

Survey Results Overview

Surveys were sent to 97 identified high performance companies, two in-person interviews, and two phone interviews were completed for a total of 101 surveys distributed. A total of eight, 8%, of surveys were returned as wrong address. A total of 10, 10%, surveys were completed and returned.

The information for each question was entered into an Excel Spreadsheet to tabulate each question. The format of the rest of the chapter is as follows:

1. Survey question is documented in bold.
2. A table, figure, or tabulation of the question is noted.
3. The four Person-to-Person Interviews were transcribed and included under each appropriate question. Other bold type are probing questions or comments by researcher.

Results of Each Question

1. What is the industry of your organization?

Figure Example 1: Industry

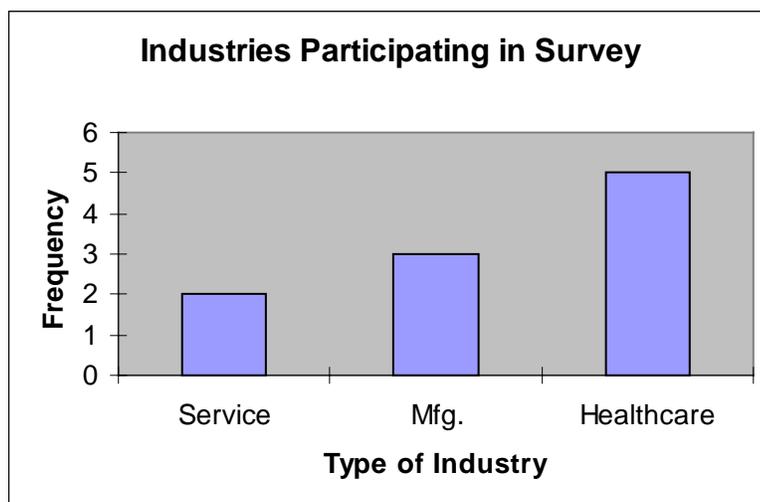


Figure 1 shows that 5 health care companies, 3 manufacturing, and 2 service companies participated in the study.

Interview #1:

Definitely Service.

Interview #2:

That would be Health Care.

Interview #3:

One of the things is that we are a manufacturing company and side to that in this particular business is our service we provide. The product is a separate business, but, ah, we have so much competition that to be profitable you have to invest into your service. So we are kind of combined in this type of business we are in and service is a major factor. People make a decision on who you buy from and what they pay based on their service.

Yes. The service is what a lot of companies are concentrating on now. That is one of the ways how you have been able to excel above your competitors, correct?

Yes, and we call this our value proposition on the wall over there. It talks a little about the supply doors and accessories. "We deliver doors and accessories to our customers that are uniform and consistent in appearance, hassle free, delivered on specified dates and times for a premium price." We kind of redefine in either manufacturing and service. The odds are, if you are in manufacturing, you are in both.

Interview #4:

Service, health care service.

2. Would you rate your company as being a high performance organization?

10 – Yes

0 – No

All ten of the companies completing the survey feel their company is high performance.

Interview #1:

Yes.

Interview #2:

Well...what is your definition of high performance?

Thank you for asking. I have the definition on the cover sheet and it means utilization of company's human assets through values, practices, structures, and systems resulting in people being committed to achieve optimum performance and continuous improvement so the organization has a sustainable competitive advantage.

Yes, definitely then.

Interview #3:

At this point in time I would say no, but we have been in the transition and process of becoming a high performance work system. When you are saying company, I assuming you are talking about.. maybe we can define this too. In Marshfield here we have two businesses, so two plants. Okay, there is the door plant and recently we have combined and there is the steam through plant in the door business. So the door plant is in the transitional stage and the steam through plant is definitely a world class, high performance work system. So we have one of each.

Interview #4:

Yes, well in progress to be, yes.

3. Does your organization have a training department?

7 – Yes

3 - No

Seven of the organizations have a formalized training department while three organizations have no formalized training department.

Interview #1:

No. That is because we have experts throughout our organization and we use them to train, um, in their expertise versus putting it in a centralized department.

Interview #2:

Yes, there are numerous departments that play into training. We have central organization training division. Mine is the Human Resources Education and Development section. Other areas have education like nursing education, lab education, physicians and others. We do pieces that are relevant and generic to everyone.

I can understand for having so many different areas with such a big organization and so many different needs.

Yes, for the 50,000+ employees, we need all of that. We are kind of complex and it makes it difficult for us to benchmark others and likewise.

Interview #3:

We today do not have a formal training department, but we will have a formal training department in the January 2000. At the corporate level we do have trainers.

Interview #4:

Yes.

4. How many people are in your training department?

Figure Example 2. Training Department Size



Overall, four organizations had less than 4 people, two organizations had 10-14 people, and four organizations had greater than 25 people in their training department.

Interview #1:

As you go out to companies, what do you see from training departments as an average size or number of employees in the training departments?

It really depends on the size of the company. If it is a company with 350 employees versus a larger company with 350,000 employees, you see gazillions. And, um, ah, there is external training coming in quite as well. Um, for an organization your size, 4,000 people or something like that, probably in the area of 10 – 20.

Interview #2:

Um, for full-time employees or all bodies?

For anyone who works in your department.

Then it would be, um, pretty close to 42 now. We still have a couple of positions we are filling.

Interview #3:

Do you know how many people are in the corporate training office?

The last I knew, we had 62 people.

What are you plans for here at this plant in January 2000?

We are looking at five people.

Interview #4:

Um, it must be now 25 to more.

You have strictly how many in Human Resources Development?

Nine, but then we have other educators like patient educator, dieticians. They all do educating and teaching in different aspects but are now part of the Educational Services Department. So I would have to say we fall in the category of around 25 or more.

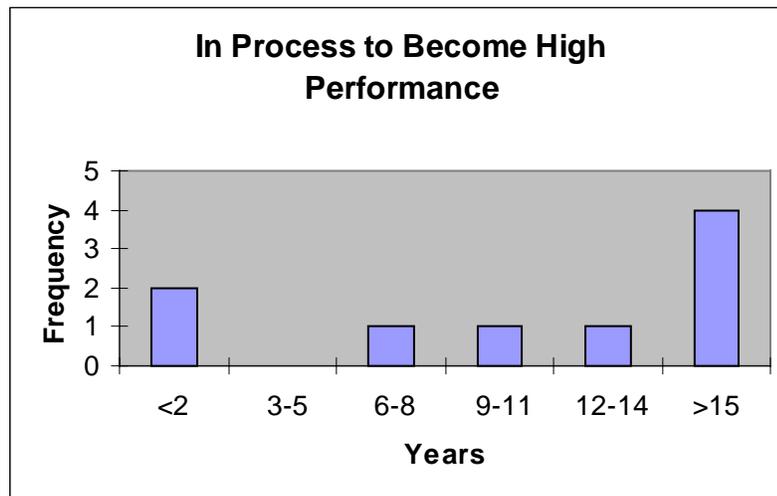
5. Has your company been in the process of becoming high performance?

10 – Yes

0 – No

How many years has your company been in the process?

Figure Example 3. Process in Year to Become High Performance



Overall, two companies have been in the process for less than 2 years, one organization has been in the process for 6-8 years, one organization has been in the process for 9-11 years, one organization has been in the process for 12-14 years, and four organizations have been in the process for over 15 years. One company did not complete this answer.

Interview #1:

Does your consulting organization do training or has your company done training for organizations who have been in the process of becoming high performance?

I think we generally work with very large organizations. And I believe all of them seem to be coming high performance organizations and we have a number we work with that are on their way, and we have been helping them to get there. Um, I don't think a major organization would say, no we don't want to become high performance. You know, everybody wants to become a high performance organization. And to some degree they are working on it. You know, some people may say their quality program or some people may say whether they are focusing on customer satisfaction or others might say we are trying to improve the quality of our processes and systems. Um, that is just my initiative. I don't think you have to work on every single issue at the same time, and um, sequence that. Um, then you can really become a high performance company quickly.

And it usually takes a long time to complete that process. A lot of times it takes years, correct?

It normally takes 3 – 5 years to make major changes. If you have a really good system you can do that in less than 2 years. If you can master making change quickly, um, so that you can continuously be the best in your business, um, you know, you can have much higher profit, much higher growth, um, better employee satisfaction and better customer satisfaction.

Interview #2:

I would like to say we are high performance, but there are areas we are still improving on. Ummm..

Would it be less than 2 years, 3-5 years, 6-8 years, 9-11 years 12-14 years or over 15 years?

Um, it would be at least 15 years.

Interview #3:

As a company, in whole, the company is in a transition too. We've got plants that are or have been high performance work systems for several years. And we have plants that are now just beginning. It is a ten year goal for every plant within the company to transition to high performance.

Okay, and what year are in you in right now?

Ah, as a company we are in the third year. Here in Marshfield we are basically in to the third year in the development stage out of the five years. In the Steam Through Plant, the high performance work system has been in there since 1987, so about the 12-14 years bracket.

Interview #4:

Um, I would say for the last five years.

6. Does your organization do internal training?

10 – Yes

0 – No

Interview #1:

Yes.

Interview #2:

Oh, yes.

Interview #3:

You bet.

Interview #4:

Definitely yes.

7. Does your organization do external training?

10 – Yes

0 – No

Interview #1:

Yes.

Interview #2:

By that what do you mean?

I mean do you hire someone from outside to come in and do training, like consultants, technical colleges, colleges, attend seminars..?

Yes.

Interview #3:

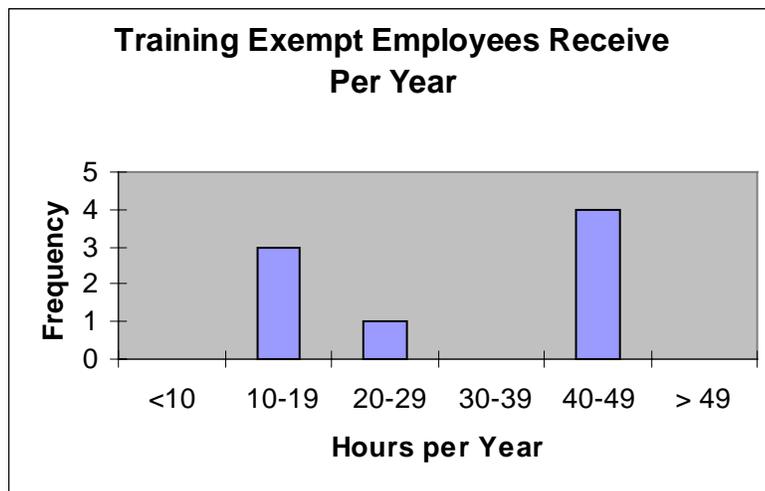
You bet.

Interview #4:

Yes.

8. How many hours of training does an exempt employee receive per year?

Figure Example 4. Training for Exempt Employees



Overall, three organizations provide 10-19 hours, one organization provides 20-29 hours, and four organizations provide 40-49 hours of training per year for exempt employees. Two organizations did not answer the question. The average is around 31 hours of training per year for exempt employee.

Interview #1:

Mostly the training has to be geared to the improvement of the company. For example, um, recently in a manufacturing company, um, part of what was holding them up from becoming the best in the world was the people on front line running the machines didn't have the training they needed and the information at their fingertips to make judgements and by how to make the profit better. And so they moved from 10 hours of training per year per employee to 120 hours of training per year per employee. And you would think that would cut down the

productivity from all the training, but actually, um, they became number one in the world in their industry and became the most profitable in the world in their industry. And they have the most marginal employees and family customer problems in their industry. Um, the training you know, was an investment that paid back huge rewards and um, they found their best investment was in training their people. If they want to put their money in anything for higher returns they put in into developing their people.

Okay, so take a look at what training you are doing and do a needs assessment to see what really needs...

Actually, not just a survey, go out and talk to the people. Talk to them all the time because their needs continuously change. And, you know, and also looking externally, what do the best people in your business do. Do they do a real fine customer feedback, we train people how to do that. Do they do, um, executive physicals in a highly different way. You know for example, why doesn't Clinic X benchmark Mayo Clinic in executive physicals because executive physicals that Mayo generally gets into are highly paid. Huge in growth. Um, there are certainly opportunities for nurse practitioners to learn how to do theirs successfully so you can create more money for the organization because your nurse practitioners are only working 1/3 of their time. If you could get them doing physicals the other 2/3 of their time you could make a ton of money for the organization and provide for the growth of the future.

But really, you know, people are telling me, gosh I'd like to learn how to invest my money in the stock market. Well, your business shouldn't be doing that. They should be taking this class as a community education course.

Interview #2:

Oh, gosh, training is self-selected. The options are open. By that I mean, we do not mandate anyone to a certain amount of training. It all depends on the person and it depends on where they are in their career. For example, new managers need extensive training and may take 80 hours of training a year just on management leadership sessions or they can attend specialties. That's a hard question to answer.

Interview #3:

Ah, yah. Are you talking about training in general like business training, and safety training?

Yes, all of that. Anything that relates to education and developing the employee.

Yah, what we have been able to determine is we spend about 40 hours a year for exempt employees.

Interview #4:

Internal or external?

This would actually be the combination of both.

Okay, um, I think the general would be about 40. Most people get about five days of education. Internal and external as far as off from practice or clinical.

9. How many hours of training does a non-exempt employee receive per year?

Table 4.1. Hours of Training for Non-Exempt Employees

| Frequency | Hours of Training per Year |
|-----------|----------------------------|
| 1 | < 9 hours |
| 2 | 10-19 hours |
| 1 | 30-39 hours |
| 4 | 40-49 hours |
| 2 | No Answer |

The average hours of training are 31 hours of training per year for non-exempt employee.

Interview #1 & #2:

No answer. Applies to what was noted in previous answer for question 8.

Interview #3:

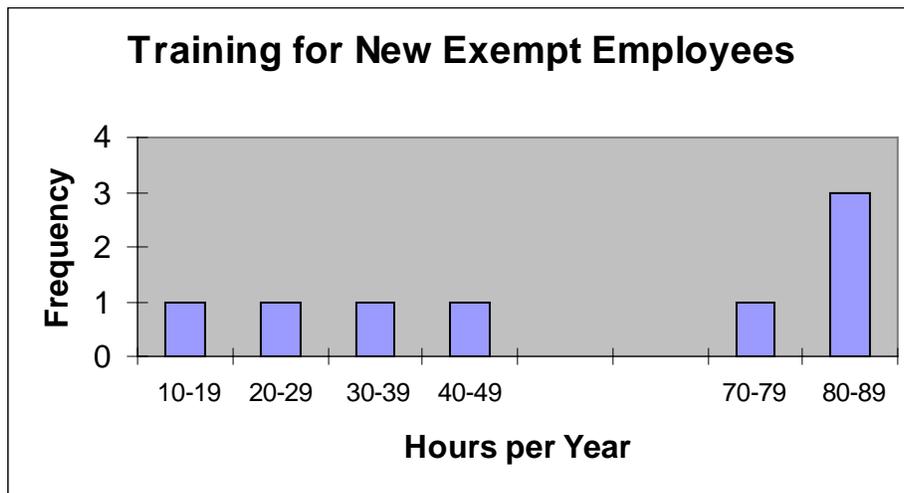
And non-exempt employees we spent was about the same, so about 40 hours.

Interview #4:

Um, I would say eight, maybe eight. They go to a one day education session. They maybe take shorter sessions.

10. How many hours of training does a new exempt employee receive per year?

Figure Example 5. Training for New Exempt Employees



Overall, one organization does 10-19 hours, one organization does 20-29 hours, one organization does 30-39 hours, one organization does 40-49 hours, one organization does 70-79 hours, three organizations do 80-89 hours of training per year for new exempt employees. Two companies did not answer the question.

The average hours of training are 56 hours of training per year per a new exempt employee.

Interview #1 & #2:

No answer. Applies to how they answered question 8 above.

Interview #3:

Yah, what we do right now is about the same. We do one full week of training. So that is about 40 hours training plus the ones throughout the year, so it would be close to the 80 hours of training per year.

Interview #4:

Does that include orientation?

Yes, that is part of their training.

Um, with 20 hours of orientation, plus they are doing department orientation. I would say it is pretty high, maybe 60-80. No, maybe 80. They are doing a lot of competency check-off in clinical areas. The managers go through their own specific orientation along with the providers with their own.

11. How many hours of training does a new non-exempt employee receive per year?

Table 4.2. Training for New Non-Exempt Employee

| <u>Frequency</u> | Average Hours of Training Per Year |
|------------------|------------------------------------|
| 1 | 10 – 19 hours |
| 1 | 20 – 29 hours |
| 2 | 40 – 49 hours |
| 3 | 50 – 59 hours |
| 1 | 80 – 89 hours |
| 2 | No answer |

The average hours of training are 47 hours of training per year for a new non-exempt employee.

Interview #1 & #2:

No answer. Applies to how they answered question 8 above.

Interview #3:

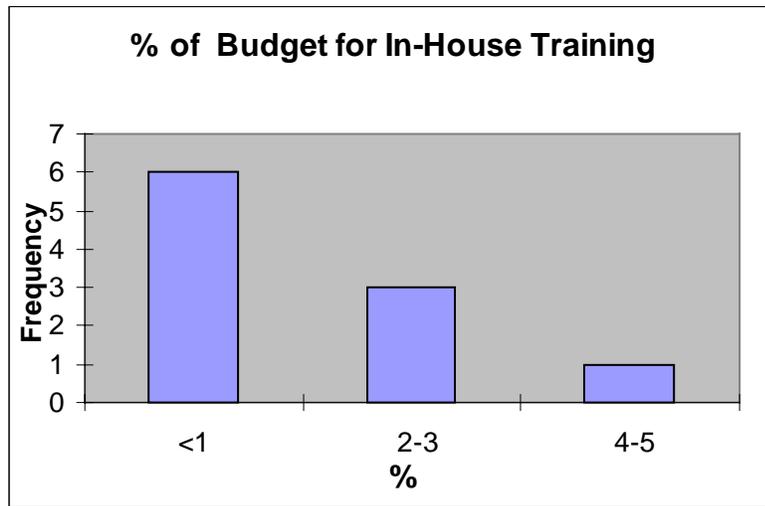
That also the same for non-exempt employees about 80 hours.

Interview #4:

They have the 20 hours of orientation as well and probably not...50 maybe. Because they are often in the business office. They are assigned a mentor and do their training. It starts out pretty intense and then stifles off.

12. What percent of company budget is used for in-house training purposes?

Figure Example 6. Percent of Budget for In-House Training



Overall six organizations budget less than 1%, three organizations budget 2-3%, and one organization budgets 4-5% for in-house training. The average is a little over 1% of the organization's budget for training.

Interview #1:

There are set budgets like that, that we see at companies, but I don't think they make much difference. I think that once you go in and really understand the training people need and how that training can leverage the business. For example, if you train nurse practitioners to do executive physicals. Let me give you an example. And the average profit of executive physical would be \$500 and they were doing a x number per month. This would bring in, say, \$25,000 more per month per nurse practitioner. That's why, you know, we have 10 nurse practitioners, that's \$250,000 a month. The cost of the training they need to get is, say, \$10,000. And you will agree to say I am willing to spend \$10,000 in order to return \$250,000 per month for this organization. And that is how a budget makes sense. You shouldn't have to have a standard budget. You get \$10 to train everybody. No, you should understand what the needs are and the investment of the training really is a payoff to the organization.

Interview #2:

Boy, that is again another hard one to answer. Budgets are done in individual departments. We do not have an exact amount set aside. If I were to guess, I

would say only about 1%. I know that is pretty low, so I am not sure. I would have to do a lot of digging to come up with the right answer.

Interview #3:

Ah, I would say today we are less than 1%. What I found over the last 15 years doing this stuff, is that the budgets are based on the needs and key initiatives. It is too hard to say 2% or 5%.

It fluctuates. Even in our Steam Through Plant where we have high performance work system. Now in that plant in the year 2000, we are going to do refresher training, so the budget is going to go up. The past two years it has been really low because we have not done a lot of training. We are going to try to go back in and reinforce the idea. A lot of business managers don't like that. They want to see every year 2% to plan and allocate.

But when you have your training department that will increase?

Yes, in the year 2000 that should increase to around 2-3%

Interview #4:

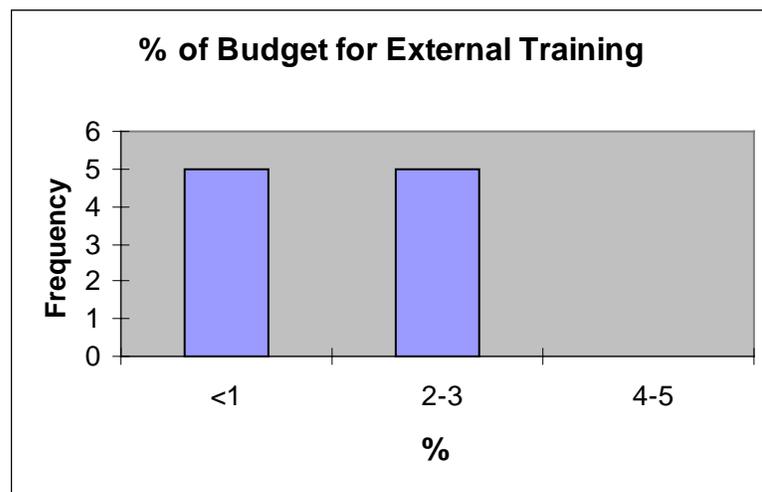
Of the gross of the total budget?

Yes.

That would be under 1% (.47%) for internal

13. What percent of company budget is used for external training purposes?

Figure Example 6. Percent of Budget for External Training



Overall, five organizations provide < 1%, and five organizations provide 2-3% of the budget for external training. The average is around 2%.

Interview #1:

No answer. Applies to how answered number 12.

Interview #2:

No answer.

Interview #3:

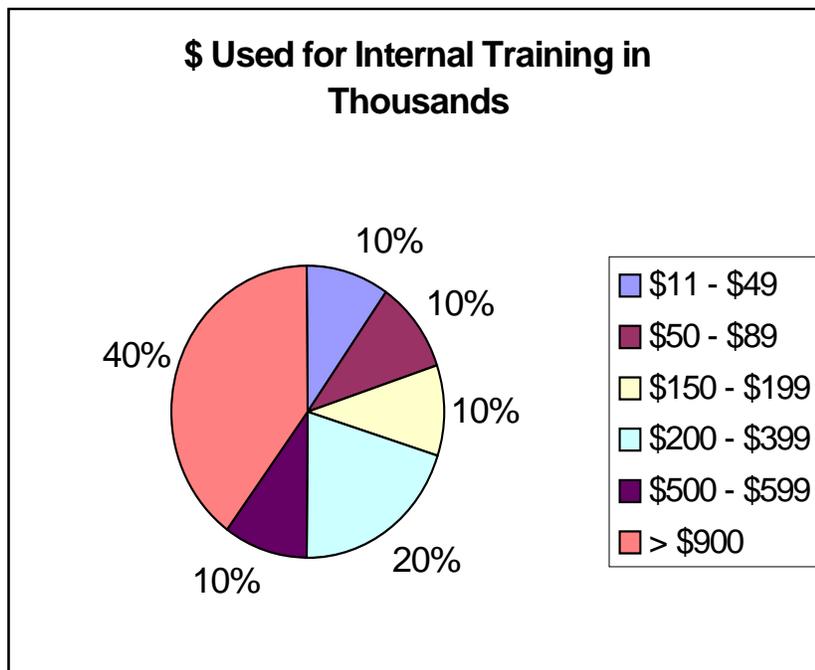
Ah, we are about 2-3% right now.

Interview #4:

Around 2% (1.97%) for external.

14. What dollar amount does your company yearly spend on training internally?

Figure Example 7. Money for Internal Training



Overall 10% spend \$11,000-\$49,000; 10% spend \$50,000-\$89,000; 10% spend \$150,000-\$199,000; 20% spend \$200,000-399,000; 10% spend \$500,000-599,000; and 40% spend greater than \$900,000 for training internally per year.

The average amount per year spent for internal training per organization is \$532,250.

Interview #1:

No answer. Applies to how answered number 12.

Interview #2:

No answer.

Interview #3:

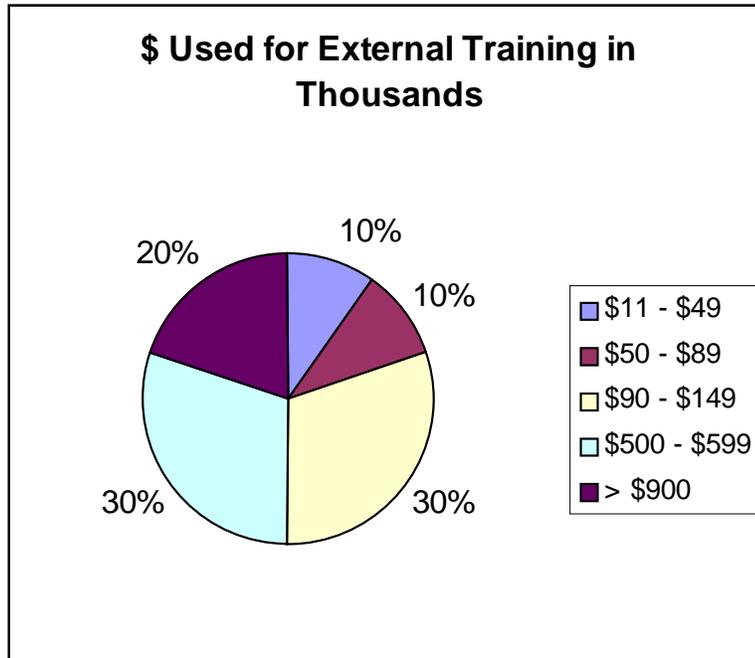
I am speaking about in Marshfield, not the overall company. For 1999 if you put the whole dollar thing into training for internal, we are going to be somewhere about \$200,000. We have for the Year 2000, budgeting in the trainers, we should be internally around \$300,000-\$400,000.

Interview #4:

I know internally it is roughly \$1.7 million, plus I have an educational line in my budget. Some of it is internal and some of it is external. If you went to something that was internal and would cost money, I would have to take it out of there. Most of the internal is free. But that is where it gets a little blurry. So I would say around \$2 million.

15. What dollar amount does your company yearly spend on training externally?

Figure Example 8. Money for External Training



Overall 1% spends \$11,000-\$49,000; 1% spends \$50,000-\$89,000; 30% spends \$90,000-\$149,000; 30% spends \$500,000-\$599,000; and 20% spends over \$900,000 on external training. The average money spent on external training is \$1.1 million.

Interview 1:

No answer. Applies to how answered number 12.

Interview #2:

Um, for my area? I could tell you for my area. It's about half a million dollars. There are a lot of little pieces to that too. I control the real HR use of training sessions coming in.

Interview #3:

For external training in 1999 we spent this past year around \$100,000. Again each of these will go up significantly in the year 2000. Next year externally we are looking at around again \$200,000 - 400,000.

What do you interpret external being?

When I refer to external training, we have our corporate group that we budget as external. Even though they are corporate, they come in and train and charge us for it just like outside consultants. Some of it is the Fischer Group who we use as an outside consultant and some of it is our corporate group. When I am talking the internal budget, that is going to be primarily salaries and overhead costs.

Interview #4:

Again this falls along the blurry line of the department education budget plus then there is external that a lot is paid for. So let's roughly say it is around \$8 million for external.

16. Does your organization provide soft skills training (people's behavior)?

10 – Yes

0 – No

Interview #1:

Yes.

Interview #2:

Yes, tons.

Interview #3:

Yes we do.

Interview #4:

Yes.

17. Does your organization provide technical skills training (leadership and management)?

10 – Yes

0 – No

Interview #1:

Um, it depends.

Interview #2:

Yes, tons there too. We have so much technical skills needed in the medical field. We may not be able to do all of it, and if not we have outside help.

Interview #3:

Yes.

Interview #4:

Yes.

18. Does your company provide hard skills training (strategic planning)?

9 – Yes

1 – No

Interview #1:

We do more hard skills around strategic decisions. Um, making sure that you are traveling the right areas of goals and profitability for your organization. Um, not only are those tools of survival for an organization, but they have to be more cost effective, uh, then their competitors, and they also have to have competitive advantage that their competitors don't have what their customers want to buy. Um, so, first of all you have to determine all those hard things. What is it that's really going to make us great as an organization? What are our strategies to get there? What are our actions? And then you have look at the other factor, people's behaviors, as to how they can contribute to getting there more quickly.

Interview #2:

Yes.

Interview #3:

We do provide that and it depends on what position you are in so it would be yes but not to every single person. On your questions 16 & 17 that for both technical and soft side skills, that we train every single person in the company. It's some of that training depending on what position you are in.

The hard skills I imagine are geared more toward the managers and supervisors and on up?

That is correct. What we do is, we call it training, three times a year I do a business review meeting with all employees and explain where we are going, the strategic plan. And in a sense we talk about is sharing information and not teaching them how to do strategic planning, but to have them know what the strategic plans are. And we also do other informational meetings. There in sense we provide some strategic information, it is not totally a training format.

Interview #4:

Yes.

19. My organization provides training in: Team Building, Empowerment, Safety/Legal Issues, Leadership Development, Critical Thinking-Problem Solving & Decision Making?

Table 4.3. Types of Training

| <u>Frequency</u> | <u>Type of Training</u> |
|-------------------------|-------------------------------------|
| 3 | Accountability |
| 1 | Applying Business Knowledge |
| 2 | <u>Assertiveness</u> |
| 1 | Budgetary Policy & Process |
| 2 | Career Management |
| 3 | Change |
| 3 | Coaching |
| 1 | Communicating to Motivate |
| 2 | Communication |
| 3 | Computer Training |
| 3 | Counseling |
| 6 | Critical Thinking – Problem Solving |
| 1 | <u>Customer Service</u> |
| 3 | Delegation |
| 2 | Diversity |
| 1 | Domestic Abuse Awareness |
| 7 | Empowerment |
| 1 | English |
| 1 | Financial Performa Development |
| 1 | Focus Groups: An Introduction |
| 1 | Helping Difficult Customers |
| 2 | How to Job Interview |
| 1 | Improving Staff Satisfaction |
| 1 | Insight Into Patient Care |
| 1 | Intervention |
| 10 | Leadership Development |
| 2 | Mentoring |
| 2 | Mutual Respect |

| | |
|---|---|
| 2 | Meyers Briggs Type Indicator (MBTI) |
| 1 | Partnering with Customers |
| 2 | Performance Management |
| 9 | Personal Development |
| 2 | Presentations |
| 1 | Project Management |
| 1 | Purchasing Policy & Process |
| 1 | Referring Patients |
| 1 | Running Successful Meetings |
| 9 | Safety/Legal Issues |
| 2 | Self-Management |
| 1 | Selling Your Ideas |
| 1 | System Leadership |
| 9 | Team Building |
| 1 | The Patient Interview |
| 1 | Understanding Compliance |
| 2 | Understanding Differences |
| 2 | Using Resources |
| 1 | Utilizing Internet & Intranet Resources |
| 1 | Writing Skills |

The Nineteen most frequently used training sessions that are addition to what were listed are: Accountability, Assertiveness, Diversity, Career Management, Change, Coaching, Communication, Computer Training, Counseling, Delegation, Job Interview, Mentoring, Mutual Respect, Meyers Briggs Type Indicator, Performance Management, Presentations, Self-Management, Understanding Differences, and Using Resources.

Interview #1:

The training or consulting that you help do, do you see that there should be different options on there? There is team building, personal development, legal, leadership, critical thinking? Or do you mostly see other areas?

Well what we do in our process is to determine what the organization most needs to go out and be more profitable and customer focused. You know, an organization might already be one of the best in team building, but they might not be the one that work the best in safety and legal issues. Um, so if that is the case, we either have them put that training in place, um, but the companies we have worked with recently, um, actually achieve all of those areas in that organization that went from 10 hours to 120 hours of training needed skills in empowerment, team building, um personal development, or managers who were having management styles or were, uh, learn styles that were inclusively involving and empowering people.

They became number one in the world in safety and industry. You know, we did extensive leadership development with them, critically thinking in terms of solving problems, and doing decision making everyday, um, became part of their plans for improvement. We require training in these areas that lead to performance improvement.

You know one thing that you might think about is lately organizations generally have been using balanced scorecard. And if you haven't already read the book it is developed by two people. And they believe that the way you measure organization and where training really becomes important, is that you start looking at how satisfied are your customers. Then you look at how well are you doing financially. How well are the qualities of the processes and systems. How can you get those working much better than they are already working today. And then you look at the knowledge and learning of the organization in terms on how to improve customer satisfaction, how to improve employee performance, and how to improve the quality of the systems and products and services. Because training is the thing that can most leverage those three vital areas to your company's ability to grow and survive in the future.

Interview #2:

Does your organization do training in team building?

Yes.

Empowerment?

Yes, but we don't like to call it that.

What do you call it?

Empowerment is too much of a flavor word. We call self-management and accountability.

Okay, how about Safety or Legal Issues?

Definitely. We have a whole safety department that does safety training for OSHA.

Okay, leadership development, critical thinking or problem solving, and personal development or management styles?

Yes to all of those.

Can you think of any other training you do that I did not list?

Oh, yes, there is a lot. Um, for example, mutual respect, process improvement, career management, different types of communication, assertiveness training, diversity, second language English, presentations, change, coaching, series of management sessions, MBTI is big, understanding differences, how to job interview, performance management, using company resources. Oh yes, and importantly customer service series. One of my other departments for training is with computers. We do all sorts of Microsoft products like word, power point, excel, access, web, clinical applications, time keeping including outlook, and internet. That is a huge area for training.

Interview #3:

Do you do team building?

Yes. Let me explain a couple of ways. We want to talk about the Steam Through Plant in a high performance work system and we do it. So in one part of the plant we do it and in the other part of the plant we will be doing it.

Okay, how about the plant that you are doing it in?

Yes, we do team building, empowerment, and safety/legal issues. We also do leadership, problem-solving, personal development. We do each of those.

Okay, and are there other types or areas you do training in that I missed?

Ah, yes, we do accountability and intervention. In the accountability training we try to make them understand that your job or current position you are in, you have responsibilities. Be it safety, production, or quality. The intervention training is teaching people how to intervene if they see someone doing something that maybe they shouldn't be doing because it is unsafe. They need to intervene to show or tell them how to do it safer a different way. Most people feel clumsy intervening and try to avoid getting in the heat of conversations, so we do the training in each of those. In fact we have a three day session coming up where we are taking all employees in any leadership position, whether it be hourly or salary position we are having a three day training on intervention.

It actually falls around accountability, how you are accountable and once you are accountable and see you are doing something you shouldn't be doing, then you have to intervene. It certainly is more a soft side skills training, but intervention training is real specific how you do that. It is real soft sided that never understand they must be held accountable for this. They must change what you are doing for a lot of reasons. Intervention is two ways. One is teaching you how to intervene. Secondly is how to receive intervention. It really is a new segment on how to build teams. It gets you away from finger pointing.

Interview #4:

Me specifically or department?

Department.

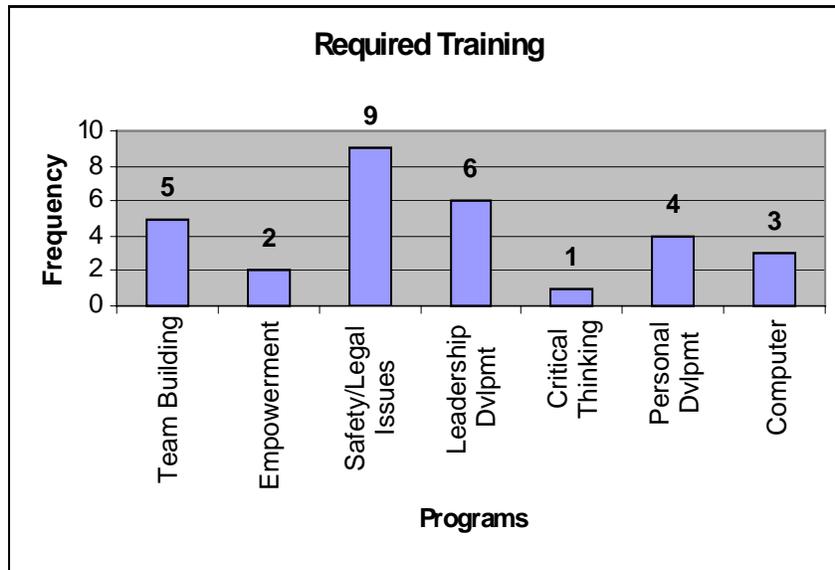
We do training in all of the above that you listed.

And what other types of training do you do that was not mentioned?

You can take a copy of this educational map and you are welcome to attach this to your survey. That will give you a good idea of all the classes (Appendix H).

20. Required training is in: Team Building, Personal Development, Safety/Legal Issues, Leadership Development, and Critical Thinking?

Figure Example 9. Required Training



Overview from order of most required to least required training sessions: 9 organizations require Safety/Legal Training, 6 require Leadership Development, 5 require Team Building, 4 require Personal Development, 3 require Computer, 2 require Empowerment, and 1 requires Critical Thinking.

Interview #1:

Answer to 19 applies to this question.

Interview #2:

We don't require personal development, but we try to have everyone set goals. We don't mandate any unless the manager is coaching them. Or else if it is competency based or if physicians for example have to maintain a certain amount of continuing education requirements. As far as safety or legal, yes. We have a legal department that takes care of this and know FFMLA or ADA.

Interview #3:

In the Steam Through Plant there is team building is a requirement. Every employee has a personal development plan – hourly and salaried. Every

employee is required to go through a training session on how to do that and it is revisited annually by team leaders and managers.

At their annual review?

We go through a performance review with every employee. We have the annual required safety meeting. Ah, required training is for leadership development depends on the individual. If we have that person identified as a succession candidate, they will be required to go through leadership development training. Critical thinking training is the same type of thing. It's one where if you are doing a personal development plan then it may or may not be required.

Can you think of other areas for training that were not mentioned?

Ah, kind of looking off of the development plan, one is time management training. I guess one thing we also require all employees is to go through basic computer skills training. Every employee must know how to use the basic functions of a computer. We put that into our IT budget and trained all 900 employees here with a minimum of eight hours of training.

A lot of them do a lot more time on computer training. We do have a full time computer trainer here that is not part of our training budget, but part of the IT project. We have a training lab that has eight computers. So, ah, again some of the additional training can be some computer software training. We also require training on delegation, coaching, counseling. Which is all part of that team building and leadership. It is specific to. And we try to define differences in training in coaching and counseling. Most people will throw in that coaching and counseling is synonymous or the same. You see it as coaching/counseling. But they are very different that in coaching you are teaching how to coach and how to talk about opportunities and suggestions. There are no consequences. In counseling you will be doing these things and describing consequences if they don't change. This will happen. We require for leadership training to go through both of those.

Interview #4:

We do not require training, we require competent behavior.

What do you mean by that?

The managers demonstrate, um, the ability to work as a team. If they don't that will be part of their improvement plan and then they will need to take team building classes. Then it is required.

Would this be like a development plan?

Yes, that would be a specific development plan.

Do you require any training in legal issues?

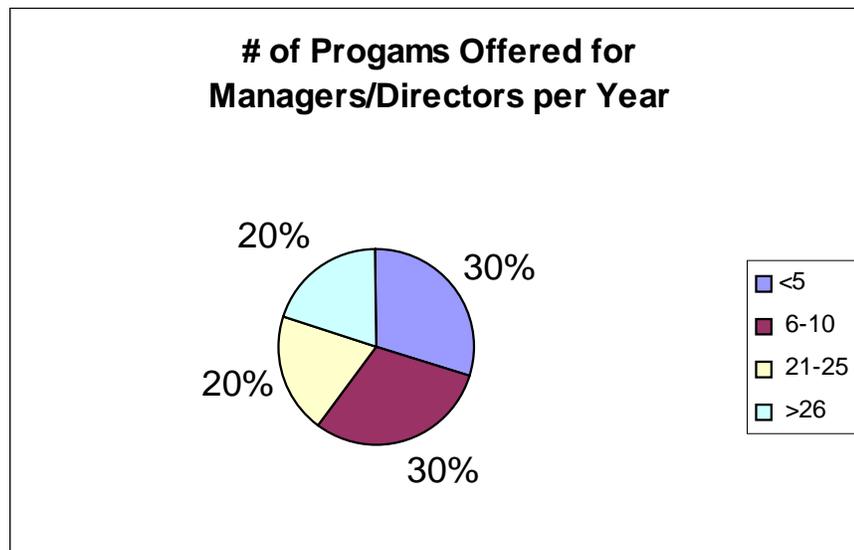
We require some training in Legal Side of Supervision for some employees, sexual harassment, safety training, confidentiality, and domestic abuse. And also customer service training that is part of orientation.

As far as managers, do you have specific classes you require?

Legal Side of Supervision would be one. We also have McGraw Hill that we strongly urge managers or managers to be, to take. I am not aware of any manager that comes in or has been promoted that has not. That is very rare if they don't have it. But then again it is not really mandatory.

21. How many internal programs do you offer managers/directors?

Figure Example 10. Manager Programs Offered



Overall 30% offer less than 5, and 6-10 classes a year for manager or director level; 20% offer 21-25, and greater than 25 classes a year for manager or director level. The average is around 14 programs a year

Interview #1:

No answer.

Interview #2:

Do you mean total of programs run a year or just types of programs itself?

Good question, I mean just types of programs itself.

Boy, we have one series that is six months long. In this series there are twelve different sessions. Plus we offer 20 some different programs quarterly, or whenever needed. I guess I would have to say around 25.

Interview #3:

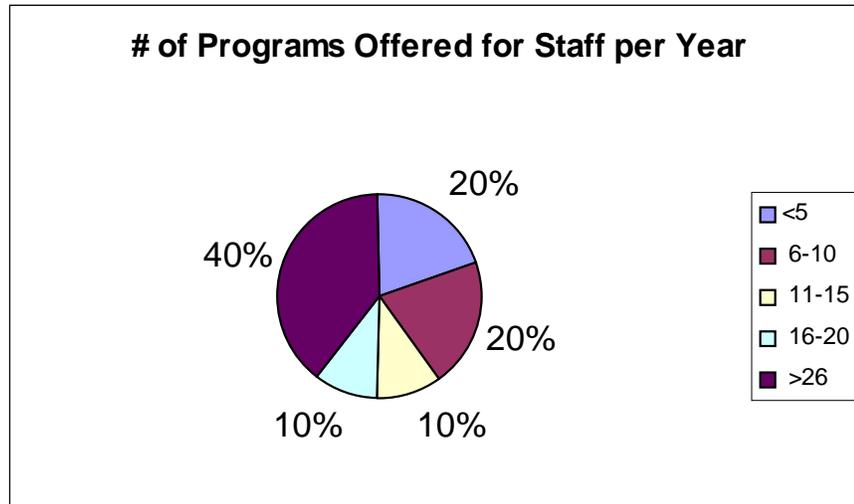
Training programs, um, really we have two I think. Something called Lead, which is supervising and manager building training that is a three-week course. That is internal for the company, not just our plants here. We also offer managers a business course through Harvard Business School. These are for selected managers and directors, primary those people are seen as candidates. I am thinking that internally here we have probably less than 5.

Interview #4:

Different programs for the managers, it is over 26.

22. How many internal programs do you offer staff per year?

Figure Example 11. Programs Offered for Staff



Overall 40% offer more than 25 programs, 20% offer less than 5 programs, and 6-10 programs; 10% offer 11-15, and 16-20 programs a year for staff. The average amount of classes is 23.

Interview #1:

No answer.

Interview #2:

48. But that could be 800 sessions, depending on the need and requests.

Interview #3:

A few more, but probably less than five. When we talk about this high performance work system. If you would take each of these items we have and call it a program, then we would have a lot. We are kind of lumping the whole thing into one high performance work system training program. We have a safety program also, which is optimizing employee safeguards, OES. When I say we have less than five that will include all of the above like empowerment. All the safety issues are lumped into one item. We do the environmental side and lump all the environmental training and legal issues into one. We have four different one hour meetings a year about different environmental issues, chemicals that we

can use, a training class on reporting skills, a training class on equipment maintenance. You could call those four or you could call them all one. I don't know which way you want to define those.

I would actually define those each separately.

Then we would probably be in the area around 10.

Interview #4:

Looking at these choices, I would say more than 26. I think there was around 256 sessions held this past year.

23. The highest rating program in our organization is?

1. ZAPP
2. Safety
3. 4 of 4 Scale on Level 1

Interview #1:

The two biggest things go hand-in-hand. One is more soft and one is harder. Um, soft skills are customer satisfaction skills, and that is both internal and external customers. How can I serve people in the organization better? From the training department, how do I go out and get close to people to understand how to serve and meet their needs of training? Um, and how do I come up with training that grabs the organization and makes it the best in the world. Um, how do we make patients happier by what makes us exceptional?

The second one is technical skills that make the latest on how to enter the data into the system so it gets through the billing process more quickly. Um, you know to enter the data into medical records properly and the billing process properly. That the physical salvage of skills building. And then you have to, for example, an anesthesiologist who vary from tying up a patient for two hours. You know that one working slow does not have the training he needs to get it done perfectly compared to the time a colleague can do it.

Interview #2:

Do you mean highest as in the Likert scale or highest demanded?

Good clarification. I mean highest demanded.

I would have to say the highest demanded are sessions that revolve around any communication needs. This could be listening or team building. I would say the soft skills, team oriented, and communication.

Interview #3:

Define highest rating.

This would be the one that the supervisors and managers use the most, like the most.

I would say right now it would be the OES Process, Optimizing Employee Safeguards. This is one that we had an outside business consultant teach us. What it is, we view it as the foundation for a high performance work system because it is more on behavioral change. It's getting people to work safer and to work together as a team. There are a lot of team approach aspects techniques. Coaching and counseling come into it. Intervention comes into it. We have been doing this for three years. When we kicked this off a few years ago, we recognized one of the things I draw into is this excellent foundation. We have every department with an employee safety task team. They have task team leaders. We do a lot of these things in a high performance work system. That is really what this company is. People have a hard time to argue against what this is doing. We all see the value of less people getting injured. This process has helped us a lot. This behavioral change is what OES is. The highest level of is where you have people highly involved. So of all the training we have done, we give this the highest rating by all those people that have gone through it. It's been a good selling point for us to become a high performance work system. If we work together we can improve the safety and probably improve the differences and cost. In most manufacturing facilities people have the culture of safety being managed, the employees don't have much say in safety. Really it's not the managers getting hurt, it's a transition where safety is the full responsibility of the individuals. Managers and supervisors have a shared level of responsibility. The best people to solve the safety issues are the people working down in the area. Those are all the same concept of high performance work system, so that is really our good foundation.

We spend a lot of money. We spent close to a million dollars the first year. On the line of training budgets it depends on the years. If you go back to 1996, ah,

one of the first things I did was budget a lot of dollars for training. We spent over a million dollars in 1996.

Was that when you were starting the OES process?

Yes, the OES process, and a lot of different training was involved with a lot of new managers and supervisors we hired. We changed how we managed. You really have to change how you manage to create a high performance work system. The budget has gone down the past few years.

Interview #4:

Highest rated?

Yes, meaning the ones that you get good feedback on and requests for.

I would like to say Meyers Briggs. I very seldom get negative feedback. But, um, and we haven't really done a lot of look at return of investment. That is more of a soft skill program. If you look at hard level training programs and more to technical. Our Phlebotomy program took a state award. That doesn't necessarily come out of this department, but I helped to build the curriculum for it. Stress Management and Meyers Briggs are probably the most requested

How long ago was the Phlebotomy Award received?

Probably about five years ago. I would also say McGraw Hill gets good reviews. That is a high rated program and has been running for a lot of years, about 14. So, overall on return on investment, that would be an easier program to handle.

24. The program giving the best return on investment is?

1. Team Building
2. Mutual Respect
3. Safety
4. McGraw Hill Supervisory Training
5. Legal Side of Supervision

Interview 1:

One that is absolutely aligned with the needs of the organization. What can your department do about the fact that you've got a surgeon that does a procedure in

six hours and you have another surgeon who does the same procedure with a better outcome in two hours? You are tying up the operating room for another four hours with a guy that doesn't know how to do it properly. What training is available to that surgeon to learn how to do it perfectly in two hours and get a better outcome? I'll tell you what, there is nothing available.

So how would your department then help your business by getting the provider who needs help, which the list is already. And get it from other people who do it exceptionally well, make it safe, and wonderful, and encouraging, and easy, for the one who really has the skill to teach the other one who needs to improve the skill.

Okay, great point. Do this by benchmarking and mentoring.

Yep. And you know, if you have a nurse practitioner who is a whiz at pre-op, then you can see that there is never an incident where her patients are turned down for an operation or procedure. The patient is never in danger because she missed something. And then you have other nurse practitioners who's failure are in those areas. Well how would you like training from the best so they can learn about how to improve the mistakes? I think that is a critical area of your department.

And that is where the money is. The money is in your patient or surgical patients. I think your organization should work with leadership to at least be a catalyst in saying here are issues that we should be going after in our organization so that we can be the best in the world so that everyone can be a top performer. Because that is the only way. You want it so that everyone can be a top performer. Because that is the only way to be the best in the world if we enabled everyone to be a top performer.

Interview #2:

I would have to say Internal Mutual Respect. That is an extremely important to our culture. I would also have to say management ones, especially for new managers in that roll. Investing the time and money helps in the long run, for both types.

Interview #3:

Again, I would have to say OES. Now can you find actual dollars on the bottom line? You can, you would save some money because of fewer injuries. But it is more the intangibles. You have more people working together. The moral and

motivation are both much higher. I am sure as far as dollars we have not received good return on investment. We have not saved a million dollars. But by all the other tangibles we have saved a lot of money.

Do you know what kind of return on investment you have found on the safety training?

That would be about \$500,000 a year annually.

Do you know of any other return on investments for training?

We use Return on Net Assets, RONA. For our high performance work system we have 76% and for the company in total we are at 8%. 15% - 20% is considered good for a high performance work system.

We were at 2% RONA eight years ago, but now we are at 18% RONA in the Door Plant. I would have to say the 25% of the improvement was due to training.

What have you found for a dollar ratio savings?

We have a 5:1 savings. For every dollar spent on training, we see \$5.00 returned.

Do you know what your absenteeism for 1999 was?

Not off hand, but I know it was way below industry average.

What is your turnover for 1999?

Again, that is also low. That is less than 1%.

How do you measure your training?

We measure the training by 6-8 variables which are productivity, waste, rework, overtime, safety, and turnover. We look at when the training took place and watch the key business variables over time. We actually measure them daily.

We also do annual climate survey in our high performance work system that have key measures. About 80% of the questions remain the same each year so we can compare and know where we need or did improve. We have been doing this for twelve years now. For the company overall, the climate survey is completed at a minimum of one every other year.

Interview #4:

That is probably McGraw Hill. Maybe Legal Side of Supervision too. That is a hard one to measure, but all you need is a suit and you know.

Do you know what kind of return on investment has been achieved with either of the sessions?

No, I know it is positive, but I don't know the numbers.

Do you know what the turnover rate is for 1999?

That would be around 11%

Do you know the absenteeism for 1999?

No. There are so many different reasons for employees being gone that it is too hard to come up with one set number.

25. Age

Table 4.4. Age

| Age | Frequency |
|-------|-----------|
| 30-39 | 1 |
| 40-49 | 6 |
| 50-59 | 2 |
| > 60 | 1 |

26. Gender

5 – Female

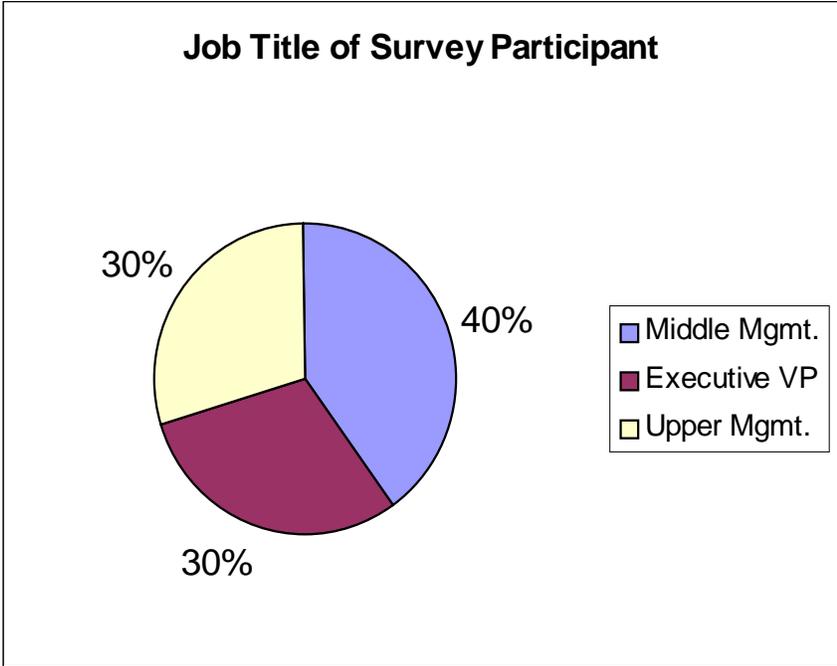
5 – Male

27. Years employed at your organization?

Table 4.5. Years Employed at Organization

| Years with Company | Frequency |
|--------------------|-----------|
| 2-5 | 1 |
| 6-10 | 3 |
| 11-15 | 3 |
| > 15 | 3 |

28. Position with Company?
Figure Example 12. Job Title



Overall 40% of the survey participants have a position in Middle Management, 30% have a position in Upper Management, and Executive/Vice President Level.

29. Department

Table 4.6. Department

| Department | Frequency |
|------------------------------|------------------|
| Administration | 2 |
| Production/ Manufacturing | 1 |
| Human Resources | 2 |
| Training | 5 |

CHAPTER 5:
CONCLUSIONS AND
SUMMARIES

Overview of Thesis

Clinic X has increased in size by more than 50% in the past year. Because of the quick expansion, the company has not been able to keep in pace with the expanding system and current issues.

Currently two outside consultants have been working with Clinic X to assist in creating a high performance health care organization. Through the help of the consultants, Clinic X realizes what steps need to be done to strive from currently being a traditionally structured organization to a high performance health care system.

One of the first steps was to identify problems or logs that keep Clinic X from functioning as high performance. The second step involved setting goals on how to overcome each log. There were seven main logs found and different goals were defined for each log. Below are the logs and goals:

Log 1: Leadership and Decision-Making

Goal 1 - Create a governance structure that has: 1) clear roles/responsibilities; 2) stewardship; 3) includes and values external input; 4) vision/direction, physician leadership.

Goal 2 - Create a management structure that: 1) allows prompt decisions; 2) decentralizes decisions; 3) focuses on results; 4)

assures accountability; 5) clarifies roles/responsibilities; 6) integrates across the system.

Log 2: Appointment Access

Goal 1 - Improve access through more efficient scheduling.

Goal 2 - Improve access through education.

Goal 3 - Create a seamless approach to 24-hour appointing and triage throughout the Clinic system.

Goal 4 - Increase capacity.

Log 3: Patient Relationships and Service

Goal 1 - Present a program of customer service in patient care which implements awareness of providing conscientious, passionate patient care.

Goal 2 - Increase patient satisfaction to an excellent average score of 60 by March 31, 2000, and to continuously improve forever.

Log 4: System-Wide Teamwork and Communication

Goal 1 - Place a high priority on teams and development of team skills.

Goal 2 - A core set of information technology competencies and expectations will be developed for every position.

Goal 3 - Communicate the value of information technology to the individual and the organization.

Goal 4 - Physicians understand their roles as trustees of the organization.

Goal 5 - Have a place to vent concerns about inequities in hiring and promotion where legitimate concerns will be corrected.

Goal 6 - Every position will have clearly defined roles and responsibilities.

Goal 7 - Empower everyone to deal with destructive behaviors.

Goal 8 - There are regular interactions among physicians, managers, and hourly staff.

Log 5: Performance Standards and Accountability

Goal 1 - Align rewards with Clinic X mission, vision, and values and relate to organization, functional unit and individual performance.

- Complete development of performance management process that measures and manages results and behaviors that are necessary for high performance culture resulting in patient satisfaction, increased morale, and financial growth.
- Develop role responsibilities and accountabilities for all staff.

- Develop and adopt performance management tools that align performance to mission, vision, values, and strategic objectives.
- Educate manager and physician leaders on how to implement performance management system.
- Educate all staff on performance management system, tools, and process.
- Implement performance management process.
- Define individual and organizational performance incentives.

Goal 2 - Clinic X will establish a "code of conduct" with an administrative structure to report, investigate, counsel, and correct behavior.

Goal 3 - Stress importance of everyone's involvement to system think and integrate.

Goal 4 - Develop recognition system for both team and individual
- "Clinic X Celebrate Success."

Log 6: Workload and Staffing

Goal 1 - Collaborate team concept.

Goal 2 - Clinical core models.

Goal 3 - Cost effectiveness.

Goal 4 - Planning for workload and staffing needs.

Goal 5 - Model high performance behavior and not tolerate disruptive behavior.

Goal 6 - Value creativity.

Goal 7 - Hospital efficiency issues - optimal time allotment for hospital-based services; develop/institute strategies for optimal utilization of internists, hospitalists, and consultants.

As Clinic X achieves the goals and continuously become a stronger high performance organization the next step involves annually completing strategic reviews and updating, changing, or adding new goals and action plans. This also entails reacting to changes in the environment, reviewing strategic/business planning and updating of annual actions and budgets priorities for the next year, updating of management systems, change leadership committees, and strategy teams, and change or predict what the customer wants (Haines 1999 & Fisher Group 1998).

The problem statement for the study is that Clinic X training department has not been offering the knowledge base in education to create a high performance organization. Needs assessments completed through surveys, employee interviews, and focus groups of over 5000 employees have revealed that one way to increase employee satisfaction is to increase employee education. The growth of education in education programming could provide the needed

knowledge and culture for employees to excel and become high performers.

Information gathered during the research include an extensive literature review, surveys, and interviews.

Synopsis of the Chapter Layout

- The research results are reported on a chart on pages 77-79. Findings are reported in descending statistical order for each main question. They are based on survey results and include the survey questions and interview results.
- The objectives along with conclusions from the results are drawn with correlations showing further proof.
- Immediately following the objectives and conclusions are recommendations for Clinic X.
- The final section involves the researcher's recommendations for future research.

The following table summarizes results found from the study. The first column

lists the question that was asked on the survey. The second column summarizes the results of participants that completed and returned the survey. The third column summarizes the results that were found from in-person and telephone interviews. The fourth column summarizes the average answer found from both survey and interview participants.

Table 5.1. Research Summary Chart

| QUESTION | SURVEY RESULTS | INTERVIEWS | AVERAGE |
|---|---|---|------------------------------|
| 1. What is the Industry of your Organization? | 50% – Health Care 30% – Manufacturing 20% – Service | 2 – Health Care 1 – Manufacturing 1 – Service | |
| 2. Would you rate your company as being high performance? | 100% – Yes | 3 – Yes 1 – One part but not whole organization. | Yes |
| 3. Does your organization have a training department? | 70% – Yes 30% – No | 2 – Yes 2 – No | Yes |
| 4. How many people are in your training department? | 40% - < 4 20% – 10-14 people 20% - >25 | 1 – No Answer 1 – 42 1 – 0 (will have 5 in Jan. 2000) 1 – 25 | 11 People |
| 5. Has your company been in the process of becoming high performance? If, yes for how long? | 100% - Yes 40% - 15 years or more 30% - < 2 years 10% - 6-8 years 10% - 9-11 years 10% - 12-14 years | 100% - Yes 1 – No Answer 1 - > 15 years 1 – 12-14 years 1 – 3-5 years | 9.2 Years |
| 6. Does your organization do internal training? | 100% - Yes | 4 – Yes | Yes |
| 7. Does your organization do external training? | 100% - Yes | 4 – Yes | Yes |
| 8. How many hours of training does an exempt employee receive per year? | 40% - 40-49 hours 30% - 10-19 hours 10% - 20-29 hours 20% - No Answer | 2 – No Answer 2 – 40 hours | 31 Hours per Exempt Employee |
| 9. How many hours | 40% - 40-90 hours | 2 – No Answer | 31 Hours |

| | | | |
|--|--|-----------------------------|------------------------------|
| of training does a non-exempt employee receive per year? | 20% - 10-19 hours 10% - < 9 hours 10% - 30-39 hours 20% No Answer | 1 – 40 hours 1 – 8 hours | Training per Exempt Employee |
|--|--|-----------------------------|------------------------------|

| QUESTION | SURVEY RESULTS | INTERVIEWS | AVERAGE |
|---|--|--|--|
| 10. How many hours of training does a new exempt employee receive per year? | 30% - 80-89 hours 10% - 70-79 hours 10% - 40-49 hours 10% - 30-39 hours 10% - 20-29 hours 10% - 10-19 hours 20% - No Answer | 2 – No Answer 2 – 80 hours | 56 Hours Training per New Exempt Employee |
| 11. How many hours of training does a new non-exempt employee receive per year? | 30% - 50-59 hours 20% - 40-49 hours 10% - 80-89 hours 10% - 20-29 hours 10% - 10-19 hours 20% - No Answer | 2 – No Answer 1 – 80 hours 1 – 50 hours | 47 Hours Training per New Exempt Employee |
| 12. What percent of company budget is used for in-house training purposes? | 60% - < 1% 30% - 2-3% 10% - 4-5% | 1 – No Answer 2 – < 1% 1 – 2-3% | A little over 1% |
| 13. What percent of the budget is used for external training? | 50% - < 1% 50% - 2-3% | 2 – No Answer 2 – 2-3% | 2% |
| 14. What dollar amount does your company yearly spend on training internally? | 40% > \$900,000 20% - \$200,000 - \$399,000 10% - \$500,000 - \$599,000 10% - \$150,000 - \$199,000 10% - \$50,000 - \$89,000 10% - \$11,000 - \$49,000 | 2 – No Answer 1 - \$200,000 1 - \$2 million | \$532,250 |
| 15. What dollar amount does your company yearly spend on training externally? | 30% - \$500,000 - \$599,000 30% - \$90,000 - \$149,000 20% - > \$900,000 10% - \$50,000 - \$89,000 10% - \$11,000 - \$49,000 | 1 – No Answer 1 - \$100,000 1 - \$500,000 1 - \$8 million | \$1.1 million |
| 16. Does your organization provide soft skills training? | 100% - Yes | 4 – Yes | Yes |
| 17. Does your company provide technical skills training? | 100% - Yes | 4 – Yes | Yes |

| | | | |
|--|--|--|------------------------------|
| | | | |
| 18. Does your company provide hard skills training? | 90% - Yes 10% - No | 4 – Yes | Yes |
| QUESTION | SURVEY RESULTS | INTERVIEWS | AVERAGE |
| 19. My organization does training in? | 100% - Leadership 90% - Personal Development 90% - Safety/Legal Issues 90% - Team Building 70% - Empowerment 60% - Critical Thinking | 1 – No Answer 3 – 100% to all | Leadership – rated highest |
| 20. Required Training is in? | 90% - Legal/Safety Issues 60% - Leadership Development 50% - Team Building 40% - Personal Development 30% - Computer 20% - Empowerment 10% - Critical Thinking | 1 – No Answer 30% - Computers 30% - Legal/Safety Issues 20% - Accountability 10% - Team Building 10% - Personal Development | Legal/Safety – rated highest |
| 21. How many internal programs do you offer managers/ directors? | 30% - 6-10 programs 30% - < 5 programs 20% - >26 programs 20% - 21-25 programs | 1 – No Answer 1 – 26 programs 1 – 25 programs 1 – 5 programs | 14 programs a year |
| 22. How many internal programs do you offer staff per year? | 40% - >26 programs 20% - 6-10 programs 20% - <5 programs 10% - 16-20 programs 10% - 11-15 programs | 1 – No Answer 1 – 48 programs 1 – 51 programs 1 - < 5 programs | 23 programs a year |
| 23. The highest rating program in our organization is? | 1 – ZAPP 1 - Safety | 1 – Customer Satisfaction 1 – Billing Process 1 – Team oriented 1 – Communication 1 – Safety 2 – Accountability 1 – Intervention | |

| | | | |
|--|-------------------|---|---------|
| | | 1 – MBTI 1 – Stress Management | |
| 24. The program giving the best Return on Investment is? | 1 – Team Building | 1 – Mutual Respect 1 – Safety 1 – McGraw Hill 1 – Legal Side | 5:1 ROI |

Objectives, Conclusions, and Recommendations

There are six different objectives for this research. Following each objective are the conclusions drawn from data found in the study and recommendations from the researcher for Clinic X.

Objective 1

Determine characteristics of a high performance organization in health care organizations and other industries in manufacturing and service.

Conclusions

Common characteristics of high performance organizations are:

1. Strategy, mission, vision, and goals.
2. Strategic planning and annual strategic reviews.
3. Reputation for high quality service and technology.
4. High communication skills across whole organization.
5. Flat organizational structure.
6. Empowered employees.
7. Employees viewed and treated as most important company asset.
8. Continual employee education.
9. Strategically and participative management.
10. Empower employees to serve customers and make decisions.
11. Cross - functional and self-managed teams.
12. Proactive and transform to change.
13. Customer focused.
14. Obtain employee and customer satisfaction.

Recommendation

Clinic X has been in the process of becoming high performance for the past five years. Clinic X needs to continue to strive and become an organization and reach all the above characteristics. The organization should prioritize and concentrate on improving characteristics not yet obtained. If some have been obtained, then Clinic X should evaluate the characteristics and find which ones need more improvement.

Objective 2

Determine that the same educational and training experience work for both high performance organizations in health care and other high performance organizations in manufacturing and service industries.

Conclusions

There seems to be little difference as to what training is done for one particular industry.

- All industries use soft skill, hard skill, and technical training.
- Common programs mentioned in all industries were computers, safety, legal issues, accountability, respect, team building, customer service, and leadership development.
- Manufacturing organizations seem to heavily concentrate training on safety.

Recommendation

Clinic X should continue to benchmark and compare themselves to other high performance organizations. Continual improvement and research on successful education programs should be implemented.

Objective 3

Determine what current high performance health care organizations along with

other industrial organizations use successfully as training/educational programs that provide the knowledge base to become a high performer.

Conclusions

Common knowledge base classes were as follows:

1. Accountability
2. Personal Development
3. Critical Thinking and Problem - Solving
4. Assertiveness
5. Diversity
6. Career Management
7. Change Leadership
8. Coaching and Mentoring
9. Communication
10. Computer Training
11. Empowerment
12. Delegation
13. Basic English
14. Mutual Respect
15. Meyers Briggs Type Indicator
16. Performance Management
17. Presentations
18. Self-Management
19. Understanding Differences
20. Using Resources

Recommendation

Clinic X appears to be offering the right knowledge base training courses to become a high performance organization. However, the researcher would like to recommend some suggestions to further improve the training department for Clinic X. Clinic X should consider offering to all employees the following:

- Accountability
- Intervention
- Basic English
- Basic Medical Terms in most frequently used patient languages
- Mutual Respect – mandatory class to create the right culture

Also, do continual research by use of needs assessments on what employees need for base line training. Do not wait for them to ask. The Clinic may loose on unsaid opportunities to better develop employees and improve the organization.

- Become more involved in departmental meetings
- Talk directly to the employees

Objective 4

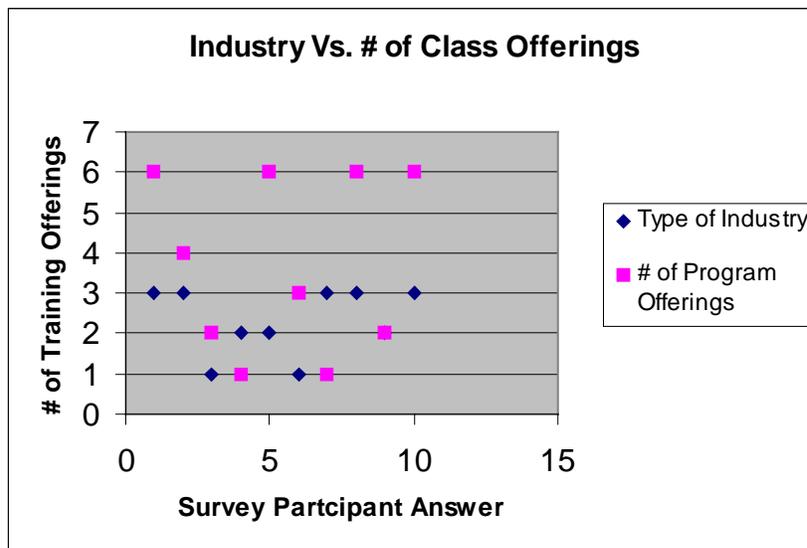
Determine how much training and educational sessions high performance organizations of different industries offer employees and managers.

Conclusion 1

There is a positive relationship between the type of industry versus the amount of classes offered for employees.

- The correlation is .43
- Health care appears to offer the most class offerings
- Manufacturing appears to offer the second most class offerings
- Service appears to offer the least amount of class offerings

Figure Example 13. Type of Industry vs. Number of Classes



Overall the number three x line represents health care, blue dots. The number of program offerings for health care appear to mainly fall on the number six x-line, which is > 26 programs offered. One health care has a negative relationship and offers < 5 educational programs. The two x line represents

manufacturing, blue dots. The number of programs offered for manufacturing falls on the > 26 line ($x = 6$), 6-10 line ($x = 2$), and < 5 ($x = 1$). The number of programs offered for service industries is the lowest at 6-10 and 11-15 program offered.

Conclusion 2

Clinic X does not offer enough hours of training per employee.

- American Society for Training & Development found that the top 10%

of the leading companies average around 83 hours a year per employee.

- This study found that the average number of hours training per employee was 31 hours.

- Clinic X averages around 40 hours per employee for training per year.

This falls above the average found from the surveys, however falls

below the number of hours of training the top 10% leading companies

use.

Recommendation

Clinic X should consider devoting more training or educational opportunities for the employees.

1. Implement programs mentioned under Objective 3 (page 82)
2. As one consultant noted, the right training needs to be implemented.

Training that will benefit the company.

3. Nice-to-know programs such as "How to Balance Your Checkbook"

does not benefit or pertain to the organization's mission, vision, and values.

4. Some of the training mentioned would be by benchmarking a high

productive employee to other employees. Train the lower skilled employee how to better their skills or change their current process.

Objective 5

Determine the dollar amount invested in training for high performance companies.

Conclusion 1

There is a positive relationship between the years any company has been in the process of becoming high performance with the dollar amount budgeted for internal training.

- Correlation number is .58 for internal training money versus years in process of becoming high performance.
- Correlation number is .40 for external training money versus years in process of becoming high performance.

- The average amount of money used for internal training is around

\$532,250.

-The size of the companies differ, so this is not an average amount for a specific size of company.

- The average amount of money used for external training is around \$1.1 million.

-The size of the companies differ, so this is not an average amount

for a specific size of company.

- As companies are becoming high performance, employees are recognized as being an important asset to the company success.

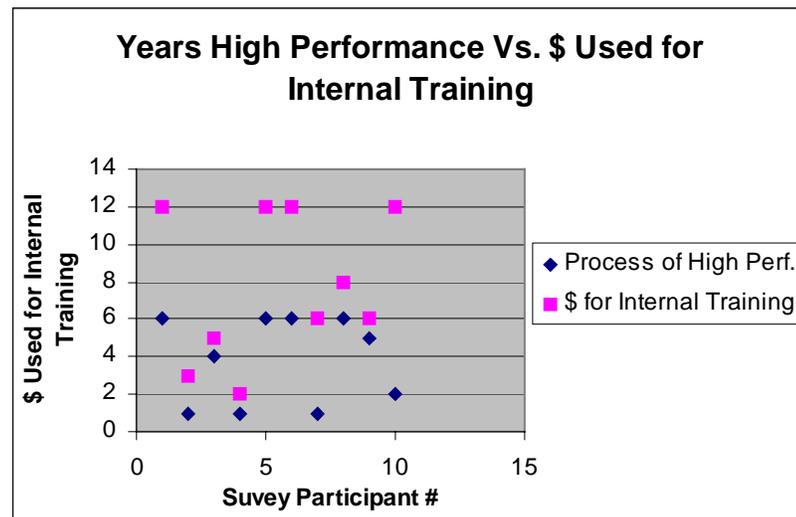
This

in turn results with developing employees through education and training.

- The longer a company has been in process of becoming high performance, the more money is used annually for internal and external employee training.

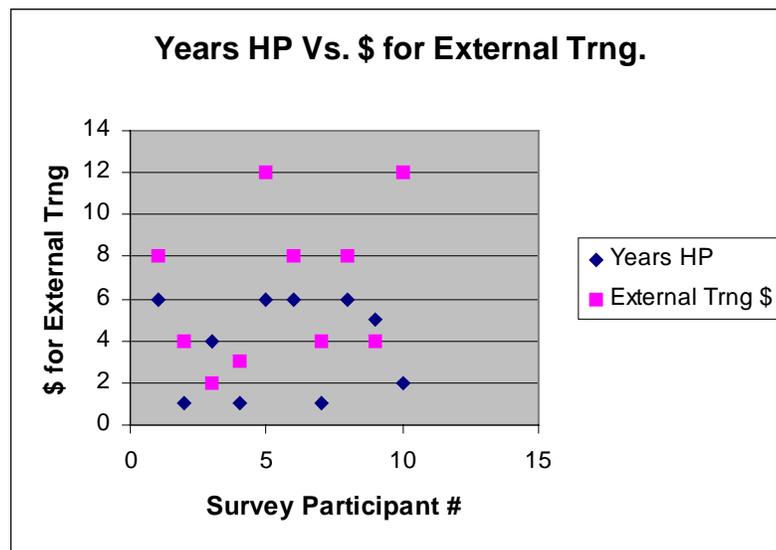
- One reason may be that the awareness and need for education and training for all employees increases.

Figure Example 14. Years for Becoming HP vs. \$ Used for Internal Training



As money used for training increases the company is further in the process in years to developing employees and becoming a high performance work system.

Figure Example 15. Years for Becoming HP vs. \$ Used for External Training



As the money used for external training for employees increases, the number of years for being in process to develop employees and becoming a high performance work system increases.

Conclusion 2

Clinic X appears to be spending a lower amount of money for training compared to the other high performance companies.

- In the American Society for Training & Development survey, it was found that the health care industry average was 1.1% and 7% is used by the top ten companies.
- This research found that a little over 1% is used toward internal training.
- Clinic X only spends about .43%, which is more than half the amount the average company in the industry spends.

Recommendation

Clinic X is below industry standard in investing money in the employees for training and education. Upon available resources, Clinic X should devote more money toward training. Bottom line shows productivity will increase. Different delivery methods should be used to reach more of the employees. Clinic X must also remember to implement the right training for the right needs.

Education and training has been found in the research to be a leading base developing factor in creating competent and satisfied employees. This leads to the ability for employees to be able to make quicker and better decisions.

Objective 6

Determine how the amount of training affects the yield, productivity, profit, turnover rate, and yearly injuries.

Conclusion 1

There is a positive relationship between performance/profit and the amount of training time per exempt employee per year.

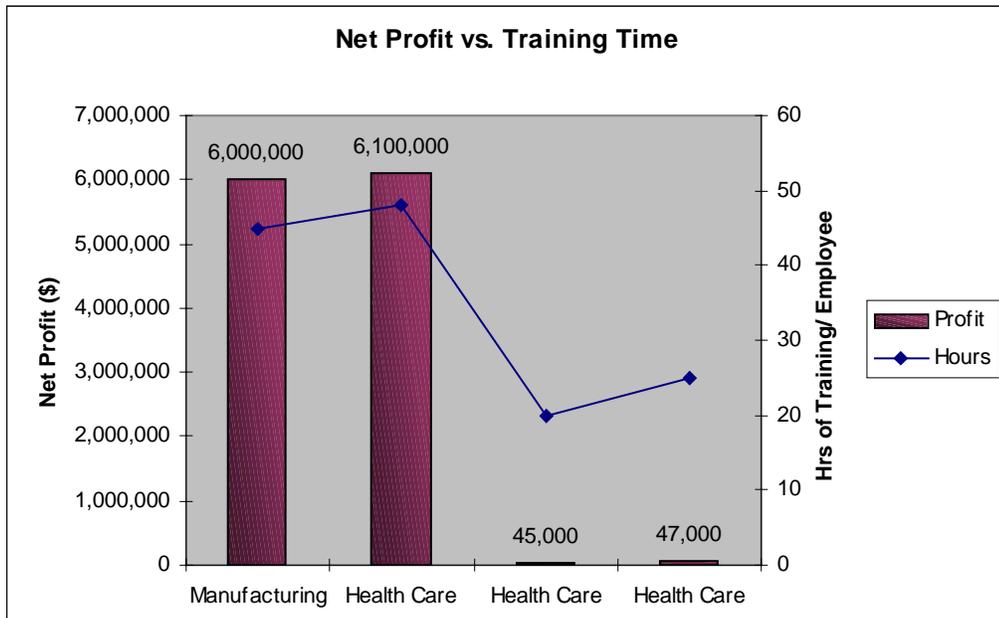
- Jack Phillips with American Society of Training & Development found that return on investment (ROI) ranged from 150 - 2,000% for top performing companies.
- This study found that a high performance manufacturing company has a 76% return on net assets (RONA).
- The study also found that a manufacturing plant that highly invested

safety training in the employees received a 5:1 return on investment.

The company found that \$500,000 a year is saved on loss time in injury due to the excessive training.

- There is a positive correlation of .987. The more training that occurs the more profit a company receives.

Figure Example 16. Net Assets vs. Training Time



The graph shows that as more hours of training are spent per employee, the higher the company profit is. The less hours of training, the lower the profit. The first two companies, Manufacturing and Health Care spent around 45 & 48 hours of training per exempt employee. In return they both made profits around \$6,000,000. The two Health Care organizations on the right invested 19 and 28 hours of training per exempt employee per year and only received around \$45,000 for profit.

Conclusion 2

The amount of training positively effects the performance measures.

- A negative correlation for training time versus turnover was -.87. As

less time was invested in training the turnover rate increased.

Studies

show that it costs \$40,000 for every employee lost. As more time is

spent in training the employees feel more valued and tend to remain

more loyal to the company.

- Absenteeism rate is lower than industry as employees become

more

involved and better prepared for their job through training. The employees feel more confident, valued, and less stressed. As a result 2

companies stated absenteeism rate at their company is lower than industry.

- The amount of injuries decreases as employees are more educated and aware of their actions and the importance of safety. This study

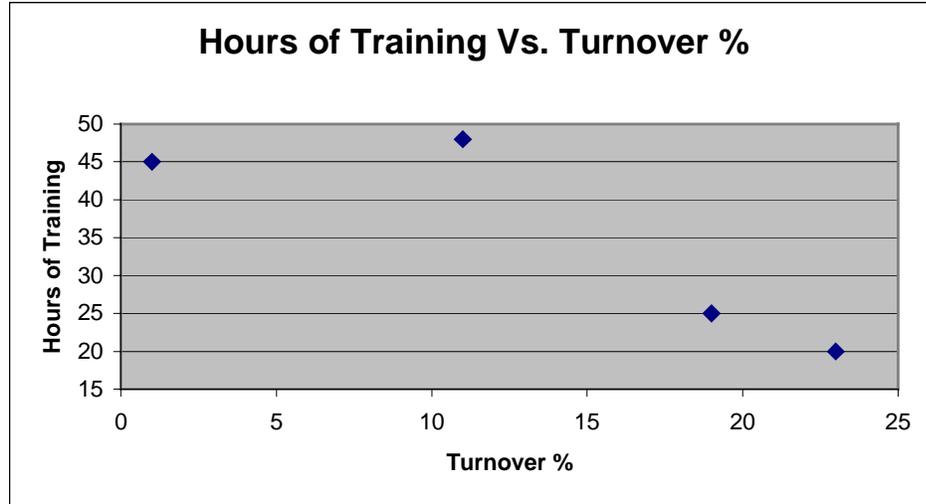
found

that a manufacturing company improved from 15.6% in 1987 of recordable incidents to 7.3% recordable incidents in 1999.

This

improvement was completed over 12 years of implementing the training.

Figure Example 17. Training Time vs. Turnover Rate



The graph shows that as less time is invested in training, the turnover rate increases. The first two industries invested 45 and 48 hours of training per exempt employee per year and have a 1% and 11% turnover rate for 1999. The two companies on the right invested 25 and 19 hours of training per exempt employee per year and have a 19% and 23% turnover rate.

Recommendation

Clinic X currently does not track return on investment for training. Showing the return on investment will help the organization validate and show the importance of training.

1. The organization should consider developing a tracking system for two

or three long-running training programs. McGraw Hill or Legal Side of Supervision would be good programs to review.

2. Clinic X might also try to find return on investment for sessions consultants start teaching and the trainers finish teaching. Comparing the amount of savings by how much it costs a consultant to do the training for all employees in relationship to how much a Clinic X trainer costs to train all employees after external contracted consultants. There should be a significant result.
3. Clinic X should consider starting pre-assessments on how employees' skills and wasted time is prior to training and after training. Managers of the employees can be involved with this process.

Recommended Future Research

- Research what training programs rate the best for the four Kirk Patrick levels of evaluation. This will help understand further what training works best for other companies.
- Research what leading delivery methods work best for training sessions in all industries and same industry as company.

- Research which training or education does not work for high performance work organizations.
- Research further what methods or measurements work best for health care, service, and manufacturing companies to find return on investment for training programs.
- Research how high performance companies successfully calculate return on investment for multimedia methods in training.

APPENDIX

APPENDIX A

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7. Do you do official educational training externally for your employees?
____ Yes ____ No
8. Do you do official educational training internally for your employees?
____ Yes ____ No

APPENDIX C

20 Successful Steps to Benchmarking

| Benchmarking Phase | Related Activities |
|--------------------|--|
| Phase I | <ol style="list-style-type: none"> 1. Identify what to benchmark 2. Obtain top management support 3. Develop the measurement plan 4. Develop the data collection plan 5. Review the plans with location experts 6. Characterize the benchmark items |
| Phase II | <ol style="list-style-type: none"> 7. Collect and analyze internal published information 8. Select potential internal benchmarking sites 9. Collect internal original research information 10. Conduct interviews and surveys 11. Form an internal benchmarking committee 12. Conduct internal site visits |
| Phase III | <ol style="list-style-type: none"> 15. Identify corrective action 16. Develop an implementation plan |
| Phase IV | <ol style="list-style-type: none"> 17. Gain top management approval of the future-state solution 18. Implement the future-state solution and measure its impact |
| Phase V | <ol style="list-style-type: none"> 19. Maintain the benchmarking database 20. Implement continuous performance improvement. |

(Harrington 1996)

APPENDIX D

University of Wisconsin - Stout
Masters of Science - Training and Development
Tara Mannigel

October 11, 1999

Are you wondering if your company is implementing the correct employee training? Are you wondering what other high performance companies are doing for training their employees? Training has become an important factor that develops your employees and allows your organization to successfully have a leading edge over your competitors.

Your organization is one of a small number in which being asked to give your opinion on training. In order that the results will truly represent the leading organizations' ideas for training, it is important that each survey be completed and returned by someone in the organization knowledgeable about employee training. Please return the completed survey in the self addressed and stamped envelope by **October 29, 1999**.

You can be assured of complete confidentiality. The return envelope has an identification number for mailing purposes only. This is so that I may check your name off of the mailing list when your survey is returned. Your name will not be placed or associated with the survey.

The results of this research will be used for my own thesis purpose for the University of Wisconsin - Stout, Masters of Science in Training and Development. If you are curious how your organization's training compares to other leading high performance companies, you can request a summary of results. Please write "copy of results requested" on the back of the return envelope, printing your name and address below it. Please do not put this information on the survey itself.

If you have any questions, please write or call me at (715) 389-2403. I look forward to reviewing your expert advice on training.

Thank you for your assistance and dedication to education.

Sincerely,

Tara Mannigel

APPENDIX E

High Performance Training Survey

Developed by Tara Mannigel
Graduate Student in Training and Development
University of Wisconsin – Stout

Description and Directions:

This High Performance Training Survey is designed to assess your training department and assist the data collection for Tara Mannigel's thesis on High Performance Training.

- ◆ The information below will be used for my thesis only. The answers will remain confidential and will not be used to identify individual companies.
- ◆ Read each of the questions and decide what answer best describes your organization's training.
- ◆ The word **High Performance** differs for each industry. Overall, high performance means utilization of company's human assets through values, practices, structures, and systems resulting in people being committed to achieve optimum performance and

continuous improvement so the organization has a sustainable competitive advantage.

- ◆ Answer each question to the best of company knowledge.
- ◆ Return the completed survey in the enclosed self addressed and stamped envelope by October 29, 1999.

The information below will be used for my thesis only. The answers will remain confidential and will not be used to identify individual companies.

Please check the answer that best describes you/your organization.

1. What is the industry of your organization?
 Service Manufacturing/Production Health Care

2. Would you rate your company as being a high performance organization?
 Yes No

3. Does your organization have a training department?
 Yes No

4. How many people are in your training department?
 less than 4 10 – 14 20 - 24
 5 – 9 15 – 19 25 or more

5. Has your company been in the process of becoming high performance?
 Yes No If yes, for how long?
 less than 2 years 6 – 8 years 12 – 14 years
 3 – 5 years 9 - 11 years 15 or more years

6. Does your organization do internal training? Yes No

7. Does you organization do external training? Yes No

8. How many hours of training does an exempt employee receive per year?
 < 9 hours 30 – 39 hours 60 – 69 hours 90 – 99
hours
 10 – 19 hours 40 – 49 hours 70 – 79 hours 100 –
149 hours
 20 – 29 hours 50 – 59 hours 80 – 89 hours > 150
hours

9. How many hours of training does a non-exempt employee receive per year?
 < 9 hours 30 – 39 hours 60 – 69 hours 90 – 99
hours
 10 – 19 hours 40 – 49 hours 70 – 79 hours 100 –
149 hours

- 20 – 29 hours 50 – 59 hours 80 – 89 hours > 150
10. How many hours of training does a new exempt employee receive per year?
- < 9 hours 30 – 39 hours 60 – 69 hours 90 – 99
 hours
 10 – 19 hours 40 – 49 hours 70 – 79 hours 100 –
 149 hours
 20 – 29 hours 50 – 59 hours 80 – 89 hours > 150
 hours
11. How many hours of training does a new non-exempt employee receive per year?
- < 9 hours 30 – 39 hours 60 – 69 hours 90 – 99
 hours
 10 – 19 hours 40 – 49 hours 70 – 79 hours 100 –
 149 hours
 20 – 29 hours 50 – 59 hours 80 – 89 hours > 150
 hours
12. What percent of company budget is used for in-house training purposes?
- < 1% 4-5% 8-9%
 2-3% 6-7% > 10%
13. What percent of company budget is used for external training purposes?
(seminars, classes, consultants, etc)
- < 1% 4-5% 8-9%
 2-3% 6-7% > 10%
14. What dollar amount does your company yearly spend on training internally?
- < \$10,000 \$150,000 - \$199,000 \$600,000 -
 \$699,000
 \$11,000 - \$49,000 \$200,000 - \$399,000 \$700,000 -
 \$799,000
 \$50,000 - \$89,000 \$400,000 - \$499,000 \$800,000 -
 \$899,000
 \$90,000 - \$149,000 \$500,000 - \$599,000 > \$900,000
15. What dollar amount does your company yearly spend on training externally?
- < \$10,000 \$150,000 - \$199,000 \$600,000 -
 \$699,000

___ Other, please list: _____

Thank you for your time, expertise, and support for education. Please return to Tara Mannigel in the self addressed and stamped envelope by October 29, 1999.

APPENDIX F

| Companies Sent Survey To | |
|---------------------------------|---|
| 1 | Synovous Financial Corp. |
| 2 | Southwest Airlines |
| 3 | Deloitte & Touche |
| 4 | MBNA |
| 5 | Hewlett - Packard Co. |
| 6 | First Tennessee Bank National Association |
| 7 | Frank Russell Co. |
| 8 | Axiom Corporation |
| 9 | Cisco Systems, Inc. |
| 10 | Microsoft Corp. |
| 11 | Merck & Co., Inc. |
| 12 | Great Plains Manufacturing, Inc. |
| 13 | Autodesk, Inc. |
| 14 | REI |
| 15 | BMC Software, Inc. |
| 16 | Owalcomm, Inc. |
| 17 | Whole Foods Marketing |
| 18 | Intel Corporation |
| 19 | Albany International Corp. |
| 20 | Allied-Signal Inc. |
| 21 | Amoco Oil Co. |
| 22 | AT&T |
| 23 | Chevron Corp. |
| 24 | Corning, Inc. |
| 25 | Delco Electronics Corp. |
| 26 | Fisher Controls International, Inc. |

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| 27 | Motorola, Inc. |
| 28 | Nestle USA |
| 29 | Owens - Corning Fiberglass Corp. |
| 30 | Procter & Gamble Co. |
| 31 | Rockwell International Comp. |
| 32 | R.R. Donnelly & Sons |
| 33 | SGS-Thompson Microelectronics, Inc. |
| 34 | Shell Oil Co. |
| 35 | U.S. Borax Inc. |
| 36 | Welch Food Inc. |
| 37 | Xerox Corp. |
| 38 | General Electric |
| 39 | WalMart |
| 40 | Blue Cross & Blue Shield |
| 41 | Kaiser Permanente |
| 42 | Wausau Hospital |
| 43 | Christina Care Occupational Health Services |
| 44 | John F. Kennedy Medical Center |
| 45 | NovaCare |
| 46 | U.C. Davis Medical Group |
| 47 | Hillcroft Medical Clinic |
| 48 | William B. Kessler Memorial Hospital |
| 49 | Hunterdon Medical Center |
| 50 | WorkCare |
| 51 | Doctor's Office Center |
| 52 | Bethesda Care-Blue Ash |
| 53 | John Deere Worldwide Comml. |
| 54 | Miller Brewing Company |
| 55 | Weasler Engineering, Inc. |
| 56 | Mayville Metal Products |
| 57 | Harley Davidson Motor Co. |
| 58 | Trek Bicycle |
| 59 | Chrysler Corp. Engine Div. |
| 60 | Mercury Marine |
| 61 | Navi Star |
| 62 | Boeing |
| 63 | IBM |
| 64 | Kimberly-Clark Corp. |
| 65 | BFGoodrich |
| 66 | Honeywell |

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| 67 | 3M Company |
| 68 | SAS Institute |
| 69 | Scitor |
| 70 | PeopleSoft |
| 71 | Goldman Sachs |
| 72 | Edward Jones |
| 73 | FINOVA Group |
| 74 | AFLAC |
| 75 | WRQ, Inc. |
| 76 | Janus Captial Corp. |
| 77 | J.M. Family Enterprises, Inc. |
| 78 | UNUM |
| 79 | Frank Moran CRA-Plante & Moran |
| 80 | Guidant |
| 81 | CDW Computer Ctr. Inc. |
| 82 | Continental Airlines Inc. |
| 83 | Capital One Bank |
| 84 | Ohio Natl. Finan. Svcs. |
| 85 | Wegmans |
| 86 | Marriott International Inc. |
| 87 | MeritCare Medical Group |
| 88 | Dean Medical Center |
| 89 | Duluth Clinic |
| 90 | Palo Alto Medical Center |
| 91 | Scott & White |
| 92 | Geisinger Health System |
| 93 | Sharp Rees-Stealy Medical Group |
| 94 | Gundersen Clinic |
| 95 | Virginia Mason Medical Center |
| 96 | HealthSystem Minnesota |
| 97 | Wichita Clinic |

APPENDI X G

Probing questions on ROI.

1. What is your Net Profit for 1999 fiscal year?

< \$49,000 1,000,000-4,999,000 100,000,000-499,999,000
 50,000-99,000 5,000,000-9,999,000 500,000,000-999,999,000
 100,000-499,000 10,000,000-49,999,000 1 billion - 5 billion
 500,000-999,000 50,000,000-99,999,000 > 5 billion

2. What is your Return on Net Assets?

<1% 9-15% 23-29%
 2-8% 16-22% > 30%

3. Do you do return on investment(ROI) on any training?

Yes No

4. If yes, what is the ROI?

<1% 9-15% 23-29%
 2-8% 16-22% > 30%

5. What training program achieved a positive ROI?

6. What is your 1999 fiscal year employee turnover rate?

<1% 9-15% 23-29%
 2-8% 16-22% > 30%

7. What is your 1999 fiscal year absenteeism?

8. What is your 1999 safety record for accidents?

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Communicating to Motivate Workshop | L | S | X | X | | X | X | | |
| Developing A Competency Based Training Program | S | S | | | | | X | | |
| Facilitating Teams Workshop | K | S | X | X | X | X | X | | X |
| McGraw Hill Supervisory Series - (11 Sessions) | W | S | | | | | X | | |
| Your Career, Your Future Certificate Series (10 sessions) | M | S | | | | | | | |
| Competency 3 - Change Leadership | K | K | X | X | X | X | X | | |
| Mentoring | K | S | X | X | X | X | X | X | X |
| Performance Management Workshop | K | S | | | X | X | X | | |
| Practical Health Care Management Strategies | S | S | X | X | X | X | X | X | X |
| Strategic Planning | K | S | X | X | X | X | X | | |
| Competency 4 - Professionalism | B | K | X | X | X | X | X | | |
| Balancing and Stress Workshop | L | S | X | X | X | X | X | X | X |
| Building Respect in the Workplace | B | S | | | | | X | X | X |
| Delegation | K | S | | | X | X | X | | |
| Diversity and Inclusion | K | K | | | | | | | |
| Interviewing Workshop/The Hire | B | S | | | X | X | X | X | |
| Effective Public Speaking | K | S | | | | | | | |
| Competency 5-Applying Business Knowledge | L | K | X | X | X | X | X | | |
| Advanced ICD-9 Coding | L | S | | | | | X | | |
| Basic ICD-9 Coding | L | S | | | | | X | | |
| Budgetary Policy & Process Workshop | L | S | | | X | X | X | | |
| CPT Coding | L | S | | | | | X | | |
| Financial Proforma Development Workshop | L | S | | | | X | X | | |
| Insight into Patient Care (12 sessions) | M | S | | | | | | | |
| Purchasing Policy & Process Workshop | S | S | | | | X | X | | |
| Understanding Compliance Workshop | S | S | X | X | X | X | X | X | X |
| Competency 6 - Accountability | K | K | X | X | X | X | X | | |
| Legal Side of Supervision Series (7 Sessions) | M | S | X | | | X | X | | |
| Orientation Sessions | K | S | X | X | X | X | X | X | X |
| People Problem Solving | K | S | | | | X | X | | |
| Semi-annual Safety Conference | S | S | | | | | X | | |
| Competency 7 - System Leadership | S | K | X | X | X | X | X | | |
| Running Successful Meetings | L | S | X | X | X | X | X | | |
| Teaching and Presenting | S | S | X | X | X | X | X | | |
| Team Problem Solving Tools-TQM (4 sessions) | S | S | X | X | X | X | X | | |
| Competency 8 - Personal Performance | L | K | X | X | X | X | X | | |
| Adult/Ped IM Injection Training on Vaccines (2 sessions) | S | S | | | | | | | |
| Confidentiality and the Medical Record | L | S | X | X | X | X | X | X | X |
| Critical Challenge | S | S | | | | | | | |
| Domestic Abuse Awareness | B | S | X | X | X | X | X | X | X |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| IV Insertion Training | S | S | | | | | | | |
| Latex Sensitivity | S | S | | | | | | | |
| Managing Efficiently: Time, Stress & Energy | L | S | X | X | X | X | X | X | X |
| Project Management Workshop | S | S | X | X | X | X | X | | |
| Sexual Harassment Training | K | S | | | X | | | X | X |
| TB Skin Testing (PPD) | S | S | | | | | | | |
| Teaching & Presenting on the Videoconference System | S | S | X | X | X | X | X | | |
| Utilizing Internet & Intranet Resources | L | S | | | | | X | | X |

KRISTI BRANDNER = B (12)

LAURA KRZARNICH = K (16)

SANDY LOBNER = L (14)

TARA MANNIGEL - M (3)

JULIE SEEHAFFER = S (16)

LINDA WOLFGRAM = W (2)