Presents

How to Develop an Effective Employee Training Program

No Train, No Gain!

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Whether it is training employees for customer service or helping supervisors become more effective leaders, she helps others become better at what they do.

As a swim coach, Ruby’s high school dual meet record was 47 wins and only 2 losses.

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Introduction

Regardless of whether your organization has one person or one thousand, one of the most important things you can do is develop an effective training program. Training provides many powerful benefits to your organization, and if done well will lead to increased productivity, a happier work environment and greater employee satisfaction. Every hour and dollar spent on training should pay for itself many times over.

This program was developed to help you create a training program that works! We’ll start off by pointing out some of the reasons that all great companies spend so much time and effort on training, and the problems you can encounter when you don’t train. Then we’ll talk about two important aspects of adult learning – the four stages of the adult learning model, and the one thing no one will learn without. We will then discuss each of the three levels of training: Level I - new employee orientation; Level II - job skills training and Level III - career development. I will then share with you a number of secrets that I have learned as a professional speaker and trainer over the past eight years. You can start using them and shave years off the learning curve!

I’ve also enclosed a number of great resources at the end of this booklet, including checklists, reminders, a five-page sample training checklist and a list of places to go for further information.

I am committed to helping you and your organization perform at your very best. If you have any questions or concerns, please call or e-mail. I am always happy to help.

As you begin, think about how much your organization spends on buildings and other physical improvements. But isn’t your capital really in your people? It’s important – perhaps even more important – to invest just as much in people as in bricks and mortar.

**Why do we train?**
The benefits of training are numerous!

Employees who are properly trained will:
- Stay with your organization longer, resulting in fewer turnovers.
- Experience fewer injuries on the job.

Employees who are properly trained will provide:
- Increased productivity
- Greater customer satisfaction
- Better quality products
- Better quality service

They will experience:
- Greater job satisfaction
- Greater peer acceptance
- Higher self-esteem

They will be afforded:
- Opportunity for Advancement (PROMOTION)
- A training program can give them tools and techniques to move up the ladder
- Higher Earning Power

A recent national study showed that **42%** of all on-the-job injuries are sustained by employees in the **first year on the job**.

“A well informed employee is the best salesperson a company can have.”

A 2000 study by the American Society of Training and Development (ASTD) shows that top companies invest **1.8%** of their payroll in training.
What are the costs of failure to train?

- Potential loss of customers. Both for businesses and municipal institutions.
- Negative image of institution.
  Poor training usually means poor customer service, and people leave with negative experiences and negative perceptions of your institution. This can be caused by something as simple as paying a bill and encountering difficulties with an employee or with the system – problems that could be avoided through proper training.
- Reduced sales and profits.
  Businesses will experience fewer sales and less profit. Municipal institutions will have fewer visits and less goodwill among members of the community.
- Increased liability.
  Poorly trained employees are at a greater risk to themselves, and pose a risk to your customers as well!

Some of the top excuses for not training:

- "Training is too expensive!"
  Good training costs money, but it saves much more in the long run due to fewer accidents, fewer complaints and less turnover!
- "Training takes too much time!"
  Good training takes time, but it saves much more in the long run due to fewer accidents, fewer complaints and less turnover!
- "Our employees don't like training!"
  Well-designed and delivered training is enjoyable and quickly seen as a benefit.
- "Our employees don't need it. They learn on the job."
  But how well do they learn on the job? Repetition of bad habits is still bad habits.
- "We never thought of doing training like that."

This booklet is your chance!

"The product of the office isn't paper, it's ideas. We are going to have to upgrade people even more than the technology. The key to the future is sharing knowledge internally. Knowledge increases in value when it is shared."

- Daniel Burros, author of *Technotrends*

**Adult Learning**

Have you noticed that you learn just a bit differently now than when you were a child? Remember when you were in grade school, how simple it seemed? It's not quite that simple with adults. If you want your employees to learn, you can't just stick them in a room and lecture to them! Nor does it work to just hand someone a training manual and say, “Here you go!” They won't read it!

So the first step of an effective training program is understanding how adults learn. There are two main parts to this understanding: (1) the Adult Learning Model and (2) understanding motivation.

**The Adult Learning Model**

This Model deals with consciousness and competence. Consciousness means simply being aware of what is going on around you. Competence is how good you are at a particular skill.
These are the four stages of adult learning:

Driving: An Example of the Adult Learning Model
Let’s use driving as an example. Think back to the first time you rode in a car. You probably can’t remember a time when you were in a car seat (or like some of us, it may be before car seats for children were invented!) – but think back to when you were five or six years old: you were essentially unaware of things people did to drive – and certainly you couldn’t do any of it! That is
Stage 1: Unconscious Non-Competence

Then one day when you were maybe 12 or 13, something clicked in your brain and you said, “Hey! I better pay attention! I will be driving this thing some day.” This is called AWARENESS. That’s the day you started to notice things – the blinkers, the pedals, the shift lever and so on. You noticed it all (you became conscious of it), but you couldn’t do any of it yourself (you hadn’t attained competence). That is
Stage 2: Conscious Non-Competence

So you watch and study, and then Mom or Dad shows you how to drive, you take Driver’s Ed and eventually you are able to actually drive the car. This is LEARNING. Remember how you drove on the day of your first driver’s test? You had to concentrate totally on driving (so you are conscious), and now you CAN do it! (You are competent). Now you are at
Stage 3: Conscious Competence

Now jump to the present time. When you drove this morning, do you even remember making a turn? Or putting the vehicle into gear? Does it really take any attention at all to drive? No! You do it without thinking about it! Due to all those years of PRACTICE, you are competent, but unconscious. So you are now at:
Stage 4: Unconscious Competence

(In fact, sometimes we are so unconscious that you might do what I did a few years ago. I drove home, not thinking about it at all. Unfortunately, I drove to a house we had sold six months previously!!!) The most important thing about the Adult Learning Model is that you have to go through the steps one at a time. You take them through each one of the levels, and then you experience the “ah-ha” of learning.

But it’s not an overnight process.

So when you develop training programs, you have to first make people conscious of the issues, then competent. After they leave training, the skills will become unconscious.

The Importance of MOTIVATION
Maybe you’ve had the experience of trying to teach someone something and they had no idea they even needed to know it. You can’t just say “Open wide, we’re cramming it in!” It just doesn’t work that way!

You have to make it important enough that they really want to know it. You have to create an environment where they are excited about learning it – where they see how important it really is. They have to be motivated!
As a trainer, you have to make people uncomfortable enough that they are motivated to change. And just about the time they make that decision, “Wow, I better pay attention here, this is important stuff” THEN… you give them the meat.

Today we will share with you the tricks of the trade I have learned as an educator and speaker.

**Level I Training (Employee Orientation)**

A new employee to any organization is in a unique position. They are usually nervous, they want to do everything right and they are anxious to learn.

They have “new employee brain.” Do you remember that? It’s like a sponge – watching for every little detail, soaking up every little bit of information.

The new employee orientation is critical to the success of any organization. It should be friendly, complete and done soon after the employee arrives, while they still have “new employee brain.”

Take just a moment to evaluate your own orientation training by filling out the quiz in Appendix A. How was your orientation? Did you even get one? Often employees get absolutely NO orientation on the job. (“Welcome! Here’s the keys! Have a good day! Good Luck!”)

**Components of a New Employee Orientation**

*Get ’em early, keep ’em long!*

Here are some of the critical areas that should be included in a new employee orientation. There is also a checklist of these items in Appendix B.

The new employee orientation should include a warm welcome to the organization. Once when I got a new job, one of my supervisors called me at home at 7:30 p.m. just to say “Welcome” and to see if I had any questions. I was flattered that they took the time to see how my first day went and to go that extra mile to make me feel welcome.

A new orientation should include basic information about the agency, including history, mission, vision and goals. Make every new employee proud to work for your organization by showing them what you do, how you help, and what role you play in the community. I once asked a municipal employee who had been with the city almost ten years, “What is the mission of your organization?” She said, “Uhhmmm, I’m not sure. I think it has something to do with service.” If they don’t know what the mission is, how can an employee get on the bandwagon?

They should be given an organizational chart with names and titles. Sometimes employees don’t really understand how big an organization is, or what is done within the organization. Take steps to give them the “Big Picture.” It should include an outline of programs and services provided by the agency.

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One study at Corning Glass Works found that new employees who went through a structured orientation program were **69% more likely to be with the company after three years**, than those who were left on their own to sort out the job.

A similar 2-year study at Texas Instruments concluded that employees who had been carefully oriented to both the company and their jobs reached full productivity **two months sooner** than those who weren’t.
It's very important to have safety information, along with detailed emergency procedures and how to deal with accidents. You should include a map of the property and tour of the facility. I had one employee for over a month before she knew that there were special staff restrooms located close to the front desk. Since no one had ever shown her, she had been walking to the far end of the building whenever she took a break! Show employees where to park, where the lunchroom is, and so on.

Be sure to include a directory of resources with phone numbers. We went through so many receptionists at one place I worked that we took Polaroid pictures of everyone, wrote their extension number and name on the photo and placed it on a bulletin board behind the switchboard. It worked so well, we decided to keep doing it so everyone got to know each other a little bit better! That is one more way to make a human connection.

During the orientation, explain the dress code, break and lunch break guidelines and where and when employees can eat.

Make sure they understand compensation details. When is payday? How do you submit time sheets? What is the overtime policy? It's been my experience over years of supervising people that an awful lot of them like getting paid! When explaining the time sheet process, it is a great opportunity to point out how much of an impression can be left throughout the agency by just completing your time sheet correctly and submitting it on time. Explain the benefits and privileges of employment. This can include vacation plans, healthcare plans and so on.

Go over a detailed job description and work schedule. It isn’t uncommon for people to start a job without really knowing exactly what they are supposed to do. Part of this is explaining the Performance Appraisal process and discipline procedures. How will you evaluate whether they are doing their job correctly or not? One of the most common complaints employees have is that expectations were not clear. From the beginning, it should be emphasized what is expected, and what standards they will be held to during the performance appraisal process.

Introduce the new employee to co-workers and establish a buddy system. This helps them get to know one another and makes it clear that the new employee should go to others to answer questions so they don’t always have to come to you! Go over key policies and procedures and let the employees know where to find the manuals. Don’t expect them to read the manuals, just to know how to look something up when they need it. (I’ve especially noticed that many of our younger workers seem almost allergic to manuals!)

Provide a copy of a meetings schedule and a list of training opportunities and schedule. Let them know from the very beginning that training is important, fun and a benefit of employment.

**The Training Checklist**
By this time, it may be obvious that a lot of things need to be covered in the employee orientation, and we haven’t even started on the specific job skills yet! This is why it is so important to come up with a **Training Checklist.** I have included a sample training checklist (from Foothills Park and Recreation District) in Appendix C.

At one time I was hiring over 100 new employees a year! It got to the point where I
couldn't remember who had been trained on what! The training checklist was a godsend. (But I recommend you use the training checklist even if you only get one or two new employees per year.)

It lists all the skills they need to know, and has a space for their initials, those of the person who trained them, and the date they were trained. The trainee doesn't initial it until he or she is comfortable that they understand the particular skill.

This checklist has many advantages. First, it sets the stage at the very beginning that the employees are expected to take initiative – in this case, responsibility for their own training. Second, it ensures that all the details that might be overlooked are covered for each and every employee. Third, it allows the employees to learn at their own speed. Fourth, it lets others within the organization assist in training. Few things make people feel better about their job than the opportunity to teach someone else about it. And finally, coming up with a training checklist will help you become very clear on what is important for your employees to know to do their jobs well.

Some hints:
I recommend you give the training checklist to the employee to keep track of. I used to keep them all in my office, but it was just a big hassle. So now we give the form to the employee and put a date in the top corner “To be completed by __________.” It helps create responsibility and lets the employee learn everything at his or her own pace.

You may want to divide your checklist into different time periods. Perhaps some tasks need to be learned in a week, others within a month, and others may take two or three months to complete.

Put a reminder in your calendar to make sure that you check in with the employee about half way through the time period you have allowed. This helps prevent them from putting everything off until the last minute.

Tell your new employees that although they have one month to fill out the training checklist, they have six months to learn their job. During those six months, when confronted with a situation they don’t understand, they are encouraged to say, “I don’t know. Let me find out for you.” Make it OK for them to not know everything – but make it clear that they need to find the answer and not just send the customer away.

Your checklist will always be a work in progress. As employees go through, you will learn which items need to be added and which items are no longer necessary.

**DISNEY – New Employee Orientation Done Right!**
If you want to do something well, look at how the experts do it. Disney is fantastic at employee training. They hire thousands of employees every year, and their employees perform to very high standards. Let’s take a look at how Disney trains their new employees.

**PRE-APPLICATION:**
Before you even fill out an application to work at Disney, you go to a group session in a large auditorium (which is very “magical” looking, since, after all, it is Disney!) and watch a video. The video includes: how much you will be paid and what Disney expects of you, including availability, flexibility and transportation. It makes it clear that if you’re hired, you are expected to be comfortable with a very unpredictable schedule,
which may change from week to week. You are expected to have reliable transportation. Appearance is also stressed. (If you've been to Disney, you know that the “Disney look” isn’t really heavy into tattoos and body-piercing.)

At this point in the process, before any applications have been filled out, about 14-15% of the participants decide Disney really isn’t for them. They “deselect” themselves and leave, saving Disney the time and expense of reviewing applications for people who probably wouldn’t work out. In addition, those who choose to stay have by now received an incredible amount of information they will need if they are hired. By the way, according to Disney, they don’t “hire” “employees” at all. They have “auditions” for “cast members.” Everyone you encounter at Disney is a “cast member.” Even with their choice of terms they are starting to let employees know what will be expected of them.

**NEW EMPLOYEE ORIENTATION DISNEY STYLE:**

Assuming you stay and Disney makes you a “cast member,” you go into the new employee orientation. It lasts a full day and a half, and each class has about 45 people. Disney has so many workers that they run two or three of these classes every week!

**Name Tag:**
The first thing that happens is you get your name tag, and this process feels almost like a sacred ritual. The name tags are custom made and treated with great respect. They include your first name and where you are from, and are waiting for you when you arrive. Right off the bat, this makes people feel special, like they are really wanted and expected – a member of the team, a member of Disney!

**Video:**
Then everyone watches movies. The movies cover the history of Disney – the life of Walt, the early cartoons, the characters, the history of the Disney properties and so on, so everyone learns about the company, the “Disney traditions,” and so on.

**Front Line Facilitators:**
Then, they have facilitators chosen from the front line. The facilitators are chosen from current cast members to come to the orientation and explain what their experiences have been – say, for example, what it’s like to wear a Mickey costume in 100 degree weather! Who better to tell than someone who survived it? And it is a great honor for the cast members who were chosen to participate in these large orientations.

**The QUIZ:**
And perhaps the most brilliant thing I’ve ever heard of anyone doing in a training program: they give a quiz. But not just any quiz.

They gather everyone in a room that has all the Disney characters on the walls, and hand out the quizzes. However, just as soon as that is done, someone comes in and tells the facilitator, “Joe, you’ve got an important phone call!” He leaves. Everyone is scratching their heads trying to figure out the questions, such as “What are the names of the seven dwarfs?” Suddenly someone notices, “Hey! The names of the seven dwarfs are right here on the wall mural!” He calls them out, everyone writes them down. And so it goes for each question, “Where did the idea for the Disney Castle originate?” Someone reads it from the wall. And so on until all the questions are completed.
Just about that time, the instructor walks back in. “OK, is everyone finished?” Everyone nods and smiles. “Now, no one talked to each other during the exam, did they?” Everyone looks down, until someone sheepishly admits what they did. The instructor looks directly at them.

“That is fantastic,” he says. “That’s great! Because you just learned one of the most important lessons here at Disney. We are all on the same team! So when you don’t know the answer, ask somebody else! Don’t make something up, or miss the opportunity to learn something! This room contains your best resource here at Disney – your fellow cast members!!"

Isn’t that a wonderful way to make sure people are indoctrinated from the beginning in what Disney has decided is one of the things that they want, which is teamwork? It works like a charm.

**Summary of Level I Training**
Level I, or orientation training, is critical. You have a one-time opportunity to make the employee feel welcome and a part of the team, and to establish from the beginning the expectations you have for them. Don’t miss the opportunity!

**Questions to evaluate your level I training:**
Are transfers and promoted individuals given a new orientation in your agency?
What does your agency do to orient employees to the organization?
Do you have a training checklist?
Do employees feel comfortable starting work?
Do they feel WELCOME on their first day?

**Suggested Exercise:**
Copy the quiz in Appendix A and give it to your three most recently hired employees.

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**Please remember!**
Employees who are transferred from other departments and those who are promoted also need orientation training!
Level II training is basic workplace skills.

What skills do people need to do their job? These are the skills you provide for this level.

**Level II Training Topics**

Your list will be unique. But it may include:

- Technical Skills
- Customer Service
- Safety
- Annual Certification
- Communication Skills
- Listening Skills
- Computer Skills
- Diversity Training
- Sexual Harassment Training
- Safety
- Public Speaking
- Paper Management (filing skills, when to discard)
- Respect
- Time Management
- Initiative (Being a self-starter)

**The Most Important Rule about Level II Training**

Once I did training in a city far from Colorado. Thirty seconds prior to class, six people walked in looking like prisoners on a chain gang. Only no chains, just a mean supervisor. The supervisor introduced me. “You guys are so terrible at customer service we had to fly this lady in specially to try and help you. So sit down and learn something – if you can!”

Needless to say, they learned nothing that day. In fact, many of them didn’t even sit down but remained standing all four hours, hands crossed over their chests, giving me angry looks. That was pleasant!

You can’t force adults to learn something they don’t want to learn! So one of the most important components to a successful training program:

**Make sure the people want to participate.**

I gave the exact same training program at another institution only a few days later. But the supervisor there was completely different. Everyone arrived excited to have the training. During the training, the supervisor would interrupt when I was covering specific areas to point out employees who were particularly skilled in that area. It made them feel wonderful to be noticed in front of the group. During breaks, he would ask people if the training was working for them, and make sure their concerns were being addressed in the seminar. Before long, everyone was participating and offering their ideas and suggestions – they all had fun, they learned a lot, and I walked away with a
number of great suggestions and stories. Just because it was set up as an *opportunity* and not as punishment.

The success of the training is often in how you set it up. Are the employees excited about training, or is it just an interruption of their busy schedule?

**Make sure the employees find the training important.**
One of the most common complaints employees have about training is that it isn’t something they need! There are two ways to handle this.

First, get the employees involved! Ask them what they need! The simplest thing to do is often overlooked: just ASK the employees what they would like to be trained on.

Secondly, if the training has been mandated for one reason or another, make every effort to get employees to understand WHY the training is important and HOW it can benefit them. Also, instead of using a canned training session, adapt it to make it more applicable while still containing all the mandated requirements. Often a discussion-type seminar is effective for this type of training, where employees can brainstorm their own solutions to problems they are encountering.

Although disciplinary action may be by definition part of Level II training, it is critical that you not make regular training part of discipline.

**Handling a Difficult Situation**
What do you do when you HAVE TO do training as part of a disciplinary action? Do everything you can to get the employee to buy in to the training. And as a trainer, make sure you acknowledge the fact up front. “OK, I know some of you would rather be someplace else today. Is that true?” “Fair enough. But since we are all going to be here, let’s do what we can to make sure this training is of the most benefit possible to YOU. Here are some of the benefits that you might enjoy. What are some of your ideas?”

**Some Other Ways To Train Your Personnel**

**“Bite-Sized” Training**
When we think of training, we often think of sitting down in a seminar or lecture. But there are many other ways to train! Many of these provide frequent “bites” of training:

- **Newsletters** – small articles in the organization’s newsletter can help educate everyone (i.e. an article on “Five Tips for Holding Better Meetings”).
- **Kiosks** – at Disney, they have kiosks in the underground tunnels that cover the park and allow the cast members to move from place to place unseen (i.e. “There is a group of 600 Japanese business people from ‘Qwando Corporation’ in the park today…”).
- **Bulletin Board** – this may be a great place to display some tips on safety, for example. Perhaps in the break room, or next to the coffee machine.
- **Paycheck stuffers** – an inexpensive way to get information out, and a place where everyone is certain to look!

**Online Training**
Online training is becoming increasingly popular. It is expensive to set up, but once it is, the per unit cost is very low. People can do it at their own speed, at their own pace and sometimes in the comfort of their own office.
Procedure Manuals

Procedure manuals can be valuable tools as long as you remember that few people will actually read them entirely. Three quick rules for getting the most from your procedure manuals:

1. Make sure people know they exist and know how to use them. This should be part of the orientation training. I've seen supervisors spend months creating detailed procedures, but the staff doesn’t even know they exist!

2. Make sure they are available when and where they are needed. If a situation arises at 8 p.m., but the manual is locked up in your office, it is useless. Even if someone has to get up and go down the hall they probably won’t look at the manual. Make sure the manuals are within hands reach at any time they might be needed.

3. Personally demonstrate using the manuals when asked procedural questions. “Let’s see, I think that is in Chapter Six of the manual. Let’s take a look together…”

Videos

Videos have traditionally been expensive to create, but it may be worth the expense in some cases since they are a great public relations tool and can be used over and over again at no cost.

One example I enjoyed was a video on the Americans with Disabilities Act that was produced by the International Arena Managers Association. I used it when training the guest relations staff for the new Denver Broncos Stadium, and it was very good!

Disciplinary Meetings

One part of Level II training that few people enjoy is the disciplinary meeting. I have identified eleven steps to holding a successful disciplinary meeting. It sounds like a lot, but I’ve found that by making sure everything on the checklist is followed, most disciplinary meetings turn out to be beneficial for everyone involved.

The checklist itself is printed in Appendix D.

1. First, determine what you’re going to say to the employee well beforehand! “We are here today to clarify performance expectations and to discuss solutions.”

2. Secondly, think about any possible rebuttals or excuses you may get from the employee and be ready to counter them. For example, if the employee is chronically late and has been using the excuse of his car breaking down, you may be prepared with something like,

“I understand you have had some difficulty with transportation. What steps can we take to get you here on time for your shift?“

3. Hold the session in private. Make sure it is discreet, so that everyone else in the building isn’t talking about the meeting as it’s going on! Meet in a neutral site. It may be that your office isn’t the best place to hold the meeting since that is definitely on “your turf.”

4. Be sure to follow the protocol for handling discipline situations established by your agency. Disciplinary actions are often fraught with legal difficulties, complaints and so on, so make sure your ducks are all in a row before you
suggest any actions or take any actions. Suspension first, if warranted, then reviews with your supervisor before taking further action.

5. If an employee gets emotional during the meeting, stop and wait until they calm down before you proceed. Make sure you have allowed adequate time for the meeting so you don’t feel rushed if something like this happens.

“Let’s take just a minute before we proceed.”

6. Be specific about the appropriate behavior you require of the employee. One of the biggest mistakes we make in organizations is not being clear about expectations. They must be clear, and they must be specific. You can’t just say—“You need to have a better attitude.” Who can define what “a better attitude” is, exactly? Instead, try clear, behavior-specific expectations:

“We expect staff to arrive early so that they can begin their shift on time, well prepared.” Or “We expect that staff will greet customers promptly as they enter, and smile at them in a warm manner.”

7. Seek the employee’s ideas on ways to improve their performance. If the employee comes up with the idea, the chances are much greater that they will follow through with it. People, especially when under stress, want to maintain some sense of self-direction.

“You have demonstrated your reliability in the past. What steps do you think we can take to ensure that you arrive for your shift on time?”

8. Always be flexible in listening to what an employee has to say. This is often very difficult in the middle of a disciplinary session. Good supervisors know when to bite through their tongue in order to avoid correcting, chastising or disagreeing with the employee. It’s a good time to nod, and listen.

“So what I am hearing you say is...”

9. Even though you want to hear what an employee has to say, don’t let the worker sidetrack you by bringing up unrelated issues. Occasionally an employee will want to blame someone else (“Well, Bill is never on time either, so why should I?”), or bring up another problem entirely. (“Why is this so important when the dang heating system is never working properly?”) A good response is,

“We need to take one subject at a time, right now, let’s focus on....”

10. At the close of the session, summarize any actions you expect the employee to take, as well as any agreements you reach with the worker.

“Thank you for agreeing to be on time to start your shift prepared. Your continued employment will be based on your ability to meet these requirements.”

11. Document the conversation and have the employee sign it. Give the employee a copy and place a copy in their personnel file if this is standard procedure for your agency. The document should include a clear warning if further infractions occur. You need to make sure whatever you say and do is consistent with your institutions’ policies! This makes sure there are no questions in the future about what exactly was discussed, and what would happen in the future if things don’t change.

“Failure to follow these guidelines can result in disciplinary actions up to and including termination.”

A Final Note:
Disciplinary meetings are something that most people don’t enjoy, and many people put them off because of this. This is the wrong thing to do. Experience shows that the longer you ignore a problem with an employee, the worse it gets.
Summary of Level II - Job Training

Questions for you to evaluate your Level II training:

- Does everyone in your agency get training to do his or her job more efficiently and effectively?
- Is training perceived to be fun, beneficial and helpful?
- Do your employees look forward to training?
- Does training address the needs of your employees, as they perceive them?
- Have you determined ahead of time what a successful outcome of training would be?
- Are disciplinary meetings held promptly, professionally and to everyone’s benefit?

Level III Training (Career Development)

Level III training is career development: – making sure the employee is ready to go to the next level. All too often we promote an employee who is doing well at their current level, but we don’t prepare them ahead of time. We wait until they struggle for about six months, and then come dragging in saying, “Help, Please! I need help!” And then we give them the training.

I believe it should be the opposite. We should train employees for advancement BEFORE they are promoted! When someone shows potential for advancement, we can ask them, “What steps do you think you need to take to go to the next level?” And then take the time to create that opportunity for them before they go to that level.

How can you provide training like this?
Most of the techniques used for Level II training can be used for Level III training; it’s just that the topics are different.

Here are some other options:
- Classroom training about specific skills.
- Invite junior employees to training designed for their supervisors.
- Asking the employee to give training about skills they might need (Teaching someone else is the best way to learn something!).
- Having the employee assist you in supervisory tasks; such as:
  - Developing procedures and standards
  - Scheduling
  - Program development
  - Handling problems and complaints
  - Interviewing applicants

Summary of Level III - Career Development

Questions to help you evaluate your level III training:

- Does everyone in your agency get training before they get their promotion?
- Is training available for personnel who are interested in a future promotion?
- Are employees able to help with “higher level” duties if they desire?
- Do you encourage your employees to strive for advancement?
- When you have an opening at mid-level or higher, are you usually able to promote from within?
- Do employees feel they are being assisted in moving to a higher level?

A Quick Training Tip

When training, avoid the word “Don’t.” Instead, use positive phrases. When people hear “Don’t do X!,” often all they hear is the “X!”

Example: Don’t look at the footnote on the bottom of this page!*
Tips for Excellent Training Sessions
These are tools I have developed (or borrowed) over eight years as a professional speaker and trainer.

• The first, and most important thing to remember: **It’s about the audience.** Trainers often get carried away with themselves and what they are saying, and the audience is totally bored! Pay attention to the audience!
  What do they need?
  What do they already know?
  What are the PROBLEMS they are having that will be solved by the training?

• Remember, everyone is tuned to radio station **WIIFM.** We all arrive at training asking “*What’s in it for me?*”

• Plan the training by **focusing on results.**
  Here is a **million dollar question:** “*What behavior change would we like to see that would show us the training was successful?*” Training isn’t done for training’s sake. It is done in order to get results. The first step of any training should be getting clear on what you want the results to be in terms of specific behavior changes.

• Before I start any program, I ask myself the following questions: After the training is over, what do I want each participant to Know, Feel and Do as a result of the training. I use the answers to these questions to outline my program. If it doesn’t have to do with any of my answers to these questions … it doesn’t go in the program.
  Identify what you want participants to:
    **KNOW** – Information
    **FEEL** – Attitudes
    **DO** – Skills and Actions

• Ensure that participants are **invited** to attend. Not forced, coerced, kicked or beaten. **Invited.**

• Create a **friendly** and **collegial** atmosphere. Welcome people as they arrive. Smile. Treat everyone with respect.

• Make sure the **room** is conducive to learning: it shouldn’t be too hot or cold; it should be quiet and afford few distractions. Consider the environment, location and setting.

• During the training, **get everyone involved!** Adults won’t just sit still and be spoon-fed information. They want to participate!
  - Have people think about and answer questions about their **own jobs** and circumstances.
  - Ask often: “**How does this apply to you?**” Give them time to think and to write the answers.
  - Ask participants to **discuss** things with a partner or in small groups, and then have each group pick someone to present their findings to the large group.
- Ask for volunteers to assist with the program. I ask for a Break Monitor and a “CDO” (see below) to help during my seminars.
- Encourage people to ask questions! When they do, thank them and treat the question with respect.

*On behalf of the participants, remember the MMFI-AM philosophy - Make Me Feel Important About Myself.*

• Encourage activities that **allow introspection without making a judgment.** Have employees write down what problems they are having, but don’t force them to share it. Let people talk about problems without criticism.

• **Take breaks** often enough to avoid “buttitis”! *The brain cannot absorb what the rear-end cannot endure!* Make sure you allow plenty of time for breaks. Here are some of my techniques:

  - Get a volunteer to be the **Break Monitor** who rings a bell when he or she feels it’s time for a break.
  - Ask the entire audience to vote on how long a break should be. “Do you want this break to be five, seven or nine minutes long?” (Using odd numbers helps people remember when the break will end.)
  - Use bells, a **chime** or some other soft noise to remind people when it’s time to return from break without appearing bossy or rude.

• Use **personal stories** to create a connection and make it memorable. You can connect with your audience much better if you use stories. Particularly good are stories about mistakes you have personally experienced! People love that and they can learn from your mistakes.

• **Divide information into logical chunks.**

• Utilize **visual aids** to increase retention. It’s “Velcro for the mind.” You can use audio, video, flipcharts, magic tricks, demonstrations using real people, chalkboards, white boards, just about anything except standing up lecturing for an hour!
  - I always have three or four small visual aids (like stuffed animals, magic tricks, small odd-looking things, etc.). I build these into the presentation to help drive home a point by using an analogy (i.e. “This is sometimes hard as a rock” – and I have an actual rock!).

• It has to be **fun** for the trainer!
  - A rule of thumb for any trainer: if YOU aren’t having a good time, your audience isn’t either! Make sure you enjoy the training and feel passionate about what you’re teaching!

• Use **games** to energize the learning environment. Some good examples are versions of
  - Jeopardy
  - Trivial Pursuit
  - One of my favorites is called “Cooperation Squares”

• **It has to be fun** for the participants!
  - I almost always bring a large bag of Hershey Kisses to any seminar, and ask for a volunteer “CDO” Candy Distribution Officer – to assist by giving lots of chocolates to people who participate (and usually Kisses are flying around the room by the end of the day!)
• Utilize technology. I travel everywhere to present with a LCD projector with laptop computer (for PowerPoint slides). I usually have about 50 slides ready to go for each hour I plan to present. I keep a list of each slide in front of me. That way, when someone asks a question, or when I need to skip ahead because we’re running out of time, I can easily punch it into the computer and go directly to the slide I want.

• Evaluate, test, track and monitor the training. It is difficult to develop programs, and they won’t be perfect the first time. See what works and what doesn’t work.

• Ask: “What information can be immediately implemented?” Encourage participants to commit to making one change TODAY from something they learned at the training.

• Ask participants to make a “Keeper Page.” On this page they write down 3 or 4 things that are really important to remember from the training. I tell people: Whenever you have an “ah-ha,” write it down on the keeper page. This dramatically increases retention.

• Resources for additional information are provided to the participants.

• After the program there is a way to follow up about what was learned.

• ALWAYS!! ALWAYS!! ALWAYS!! END ON TIME. (Always!) People hate it worse than death when you go over time, and they won’t listen to what you say anyway! Always end on time.
Summary

• One of the best investments you can make is in training your personnel.
• The Adult Learning Model tells us adults must learn in a logical progression.
• People will learn only when they feel motivation.
• A well-planned New Employee Orientation can decrease turnover and accidents.
• Providing Level II training can increase productivity and decrease complaints.
• Level III training is essential to encourage upward mobility within your agency.
• Whenever you give a training session, keep in mind everyone is tuned to radio station WIIFM. They are wondering “What’s in it for me?”

GOOD LUCK!

“You don’t improve service and quality in general. You improve service and quality in specific.”
-Dr. Rodney Dueck

Appendices

The following pages are useful tools for your training programs and have been designed to be duplicated for your programs.

A. How Did Your Orientation Rate? Quiz
B. New Employee Orientation
C. Sample Training Checklist
D. Eleven Steps for Holding a Disciplinary Session
E. Checklist for a Good Training Session
F. Online Training Resources
Appendix A

How Did Your Orientation Rate?

Think back to when you started your current job. Read each statement and circle either T (True) or F (False) as it relates to the orientation you received.

1. I was made to feel welcome. T F
2. I was introduced to other members of my work group. T F
3. My boss paid attention to me and made me feel welcome. T F
4. My orientation seemed well planned. T F
5. Company benefits were well explained the first day. T F
6. My office or workspace was set up and waiting for me. T F
7. I received a tour of the organization by a qualified person. T F
8. All the necessary paperwork and forms were available, and I received assistance in completing them properly. T F
9. I received a copy of relevant literature, such as the company’s Employee Handbook, Operations Manual, etc. T F
10. I learned about the company’s history and future plans. T F
11. My boss reviewed my formal job description with me. T F
12. I was invited to lunch the first day by my boss or a key individual he/she selected. T F
13. I met people from other departments. T F
14. I was able to observe colleagues at work before starting a task. T F
15. I was given a specific job assignment along with instruction or training. T F
16. Office hours, dress code, sick leave and other policies were explained to me. T F
17. I was shown how to use the phone system. T F
18. I had opportunities to ask questions. T F
19. Payroll policies (and withholding) were covered my first day. T F
20. At the end of the first week I felt like a member of the “team.” T F

Total Number True_____________ Total Number False ______________

How did your orientation rate?

18-20 True: Your orientation was outstanding, I hope it was appreciated.
15-17 True: Your orientation was above average. You are in a position to make some improvements.
11-14 True: Unfortunately you received a typical orientation. There is a lot you can do to help your organization with future orientations!
10 or less: You should be congratulated for sticking it out!
Appendix B

New Employee Orientation

A New Employee Orientation should include:

• A **warm welcome** to the organization
• Basic information and **history** about the agency
• **Mission, vision** and **goals** of the agency
• **Organizational chart** with names and titles
• Outline of **programs and services** provided by the agency
• **Safety information**
• Detailed **emergency procedures**; how to deal with accidents
• **Map** of the property and **tour** of facility
• **A directory of resources** with phone numbers
• **Dress code**
• Break and **lunch break** guidelines – where and when they can eat
• **Compensation** details – how and when, overtime
• **Benefits** and privileges of employment
• **Job description** and work schedule
• **Introduction** to co-workers – establish buddy systems
• **Performance Appraisal** process and discipline procedures
• **Meetings** schedule
• **Key policies and procedures** – manuals
• List of **training** opportunities and schedule

• **A Training Checklist** – *A list of all the information they will need to know, with completion date*
# Appendix C

## SAMPLE TRAINING CHECKLIST

Foothills Park & Recreation District  
Recreation Center Associate Training

Name ______________________________ Home Phone ___________________
S.S.# ______________________________ Work Phone ____________________
Anniversary Date ______________________ Availability ______________________
Address ____________________________ Keys __________________________
Birthday ____________________________ Emergency Phone________________
Uniform Checkout _______#_______Size __ Name Tag ______________________

### I. Staff Information

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A. Time Sheets
   1. Completion/Turning In
   2. Break Policy
   3. 40-Hour Policy
   4. Pay Periods

B. Organizational Chart

C. Part-time Benefits

D. Employee Policies/Procedures

E. Dress Code

F. Substitution Procedures

G. Job Descriptions

H. Mailbox – Locker

I. Staff Meeting Attendance

J. Evaluation

K. Work Schedule

L. Worker’s Compensation Procedures

M. Safety Manual

### II. Communication

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A. Maintenance Staff

B. Front Desk Staff

C. Pool Staff – LG Only

D. Day Care/Preschool

E. Other Programmers

F. Staff Bulletin Board

G. Shift Report

H. Notification of Supply Shortage

### III. Admission

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A. Passes – D/ND
   1. Family, Individual, Youth
   2. Annual
   3. Summer
   4. Sign In Procedures
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<th>B. Punch Cards – D/ND</th>
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<td>1. Daily Admission</td>
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<tr>
<td>2. Aquacise</td>
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<tr>
<td>C. Coupon Books – D/ND</td>
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<tr>
<td>D. Complimentary Passes</td>
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<tr>
<td>E. Dollar Day</td>
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<tr>
<td>F. Free Gym</td>
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<tr>
<td>G. Child Care</td>
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<tr>
<td>IV. Building</td>
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<tr>
<td>A. Security</td>
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<tr>
<td>B. Opening Procedures</td>
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<tr>
<td>C. Closing Procedures</td>
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<tr>
<td>D. Familiar with Entire Center</td>
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<tr>
<td>E. Location of Light Switches</td>
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<td>F. Location of Breaker Boxes</td>
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<td>G. Door Alarm</td>
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<td>H. Lowering Gym Curtain</td>
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<td>I. Room Partition</td>
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<td>J. Room Calendars</td>
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<tr>
<td>K. Equipment Set-Up/Tear Down</td>
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<tr>
<td>1. Hoops/Backboards</td>
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<td>2. Gymnastics</td>
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<td>3. Volleyball</td>
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<tr>
<td>4. Closet Arrangements</td>
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<td>L. Emergency Procedures</td>
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<tr>
<td>1. Fire Evacuation</td>
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<td>2. Chlorine Leak</td>
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<tr>
<td>3. Tornado Procedures</td>
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<tr>
<td>4. Need to Call 911</td>
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<td>5. Need to Call Sheriff</td>
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<td>V. Cash Register/Transactions</td>
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<tr>
<td>A. Basic Transactions</td>
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<tr>
<td>(Pre-programmed Keys)</td>
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<td>1. Cash</td>
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<td>2. Checks-ID for $20 or More</td>
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<td>B. Voids- Turn In Slips</td>
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<td>C. Pro Shop – Tax-Slips</td>
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<tr>
<td>D. Coupon Procedures</td>
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<td>E. Master Card/Visa</td>
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<td>F. Refunds/Vending/Video</td>
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<td>G. Water World Tickets</td>
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<td>H. Gold C Books</td>
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<tr>
<td>I. Transactions that Can't Go Through Register</td>
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<tr>
<td>1. Initial Each “No Sale”</td>
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<td>2. Money Balance at the End of Each Shift</td>
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# VI. General Information

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<td>B. Lost and Found</td>
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<td>C. Patron Concern Form</td>
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<tr>
<td>D. Basketball Check Out – ID Required</td>
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<td>E. Video Games</td>
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<td></td>
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<td>F. Community Service</td>
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<tr>
<td>G. Pool Rules/LG Only</td>
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<td>H. Locker Keys – ID Required</td>
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<td>I. Other District Facilities</td>
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<tr>
<td>J. Vending Machine (Repair)</td>
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<td>K. Gym Attendance</td>
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<td>L. Hourly Walk Through</td>
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<td>B. Philosophy of ID System</td>
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<td>C. Camera Procedure</td>
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<td>1. Changing Film</td>
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<td>2. Cleaning Rollers</td>
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<td>D. Replacing Jackets and Inserts</td>
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<td>E. Expiration Dates</td>
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<td>F. Employee ID Cards</td>
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<td>B. Facility Walk Through</td>
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<td>C. Fans Away at Night</td>
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<tr>
<td>D. Call Out Procedures</td>
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<td>E. Location of Material Safety Data Sheets</td>
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<td>F. Location of Supplies and Vacuum</td>
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# IX. Phone Procedures

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<td>C. Taking Messages</td>
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<td>D. Public Use of Phone</td>
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<td>E. Voice Mail</td>
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# X. Racquetball

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<td>C. Walleyball</td>
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XI. Registration

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<td>B. Swim</td>
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<tr>
<td>C. Other Programs</td>
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<td>D. Phone Registration</td>
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<tr>
<td>E. Sports Information</td>
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<tr>
<td>F. Accepting Checks</td>
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<tr>
<td>G. Transfer/Credit/Refund</td>
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<td>H. Closed and Cancelled List</td>
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<td>I. Computer - Shutdown</td>
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<td>J. Pro Lesson Tickets</td>
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<td>K. Programmers' Responsibility List</td>
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<tr>
<td>L. Initial and Date All Registrations</td>
<td></td>
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<tr>
<td>M. Receipts for All Cash (Then Drop in Safe)</td>
<td></td>
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XII. Rentals

<table>
<thead>
<tr>
<th>A. Facility Use Forms:</th>
<th>DATE</th>
<th>TRAINER</th>
<th>TRAINEE</th>
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</thead>
<tbody>
<tr>
<td>1. Basic Rentals</td>
<td></td>
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</tr>
<tr>
<td>2. Pool Birthday Parties</td>
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<tr>
<td>3. Fees</td>
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<tr>
<td>4. After Hour Policies/ Fees</td>
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</tr>
<tr>
<td>a. Profit/Non-Profit</td>
<td></td>
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<tr>
<td>B. Picnic Kit Rental</td>
<td></td>
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<tr>
<td>C. Racquets</td>
<td></td>
<td></td>
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<tr>
<td>1. Class Policy</td>
<td></td>
<td></td>
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<tr>
<td>D. Ping Pong Table</td>
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<tr>
<td>E. Home Owner's Association Meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Sports Association Meetings/Clinics</td>
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XIII. Completion of Paperwork

<table>
<thead>
<tr>
<th>A. Incident/Accident</th>
<th>DATE</th>
<th>TRAINER</th>
<th>TRAINEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did the Person Leave After Accident or Return to Activity</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. No Abbreviations</td>
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<tr>
<td>3. Review w/ Co-Worker</td>
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<tr>
<td>4. Locations of Incident &amp; Injured Body Part Must Be Clearly Defined W/O Diagnosis</td>
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<tr>
<td>a. Minor Accident Log</td>
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<tr>
<td>b. Incident Report/2 Parts</td>
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<tr>
<td>c. Major/Red Folder</td>
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<tr>
<td>B. Daily Cash</td>
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<tr>
<td>1. Preparing a Business Deposit</td>
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<td></td>
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<tr>
<td>C. Room Calendars</td>
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<tr>
<td>D. Monthly Cash Report</td>
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<tr>
<td>E. Vending Report</td>
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<tr>
<td>F. Racquetball Report</td>
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<td></td>
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<td>TRAINER</td>
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<tr>
<td>G. Pro Shop Report</td>
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<tr>
<td>H. Security Call Out Sheet</td>
<td></td>
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<tr>
<td>I. Legibility</td>
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<tr>
<td>J. Closing Checklist</td>
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<tr>
<td>K. Shift Report</td>
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<tr>
<td>L. Safety Concerns</td>
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<tr>
<td>M. Purchase Orders</td>
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XIV. Weight Room

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<tr>
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<th>DATE</th>
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</thead>
<tbody>
<tr>
<td>A. Checking Out Equipment</td>
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<tr>
<td>B. Age Policy</td>
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</table>

XV. Customer Service Standards

<table>
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<tr>
<th></th>
<th>DATE</th>
<th>TRAINER</th>
<th>TRAINEE</th>
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</thead>
<tbody>
<tr>
<td>A. Greetings</td>
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<tr>
<td>B. Phone Etiquette</td>
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<tr>
<td>C. Using The Customer’s Name</td>
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<tr>
<td>D. Program Registration</td>
<td></td>
<td></td>
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<tr>
<td>E. Dealing with Upset Customers or Complaints</td>
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<tr>
<td>F. Philosophy in General</td>
<td></td>
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<tr>
<td>G. Refunds</td>
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<tr>
<td>H. Employee Empowerment</td>
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XVI. Center Rules

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<th></th>
<th>DATE</th>
<th>TRAINER</th>
<th>TRAINEE</th>
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</thead>
<tbody>
<tr>
<td>A. Discipline Policy and Procedure</td>
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<tr>
<td>B. Tennis Courts</td>
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<td></td>
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<tr>
<td>C. Open Gym</td>
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<tr>
<td>D. Open Volleyball</td>
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<td>E. Gang Activity</td>
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XVII. Additions

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<tr>
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<th>DATE</th>
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The above procedures have been reviewed with me and I fully understand my job responsibilities.

x_________________________________________ x_________________________________________  
Recreation Center Associate Date Recreation Specialist
Appendix D

Eleven Steps for Holding a Disciplinary Session

1. Consider what you’re going to say to the employee beforehand.
   “We are here today to clarify performance expectations and to discuss solutions.”

2. Think about any possible rebuttals or excuses you may get from the employee and be ready to counter them.
   “I understand you have had some difficulty with transportation. What steps can we take to get you here on time for your shift?”

3. Hold the session in private. Meet in a neutral site.

4. Be sure to follow the protocol for handling discipline situations established by your agency. Suspension first, if warranted, then review with your supervisor before taking further action.

5. If an employee gets emotional, wait until they calm down before you proceed.

6. Be specific about the appropriate behavior you require of the employees.
   “We expect staff to arrive early so that they can begin their shift on time, well prepared.”

7. Seek the employee’s ideas on ways to improve their performance.
   “You have demonstrated your reliability in the past. What steps can we take to ensure that you arrive for your shift on time?”

8. Always be flexible in listening to what an employee has to say.
   “So what I am hearing you say is.....”

9. Even though you want to hear what an employee has to say, don’t let the worker sidetrack you by bringing up unrelated issues.
   “We need to take one subject at a time, right now, let’s focus on....”

10. At the close of the session, summarize any actions you expect the employee to take, as well as any agreements you reach with the worker.
    “Thank you for agreeing to be on time to start your shift prepared. Your continued employment will be based on your ability to meet these requirements.”

11. Document the conversation and have the employee sign it. Give the employee a copy and place a copy in their personnel file if this is standard procedure for your agency. The document should include a clear warning if further infractions occur.
    “Failure to follow these guidelines can result in disciplinary actions up to and including termination.”
Appendix E

Checklist for a Good Training Session

☐ Share objectives from the beginning.

☐ Identify what you want participants to:
  Know - Information
  Feel - Attitudes
  Do - Skills and Actions

☐ Clarify Expectations.
  Customer Service Standards

☐ Ensure that participants are involved in the planning.
  WII-FM Philosophy - What’s In It For Me?

☐ Ensure that participants are invited to attend.
  MMFI-AM Philosophy - Make Me Feel Important About Myself.

☐ Create a friendly and collegial atmosphere.

☐ Divide information into logical chunks.

☐ The room is conducive to learning:
  Environment
  Location
  Setting

☐ Maximize audience participation.

☐ Employees at all levels are encouraged to be involved in the program.

☐ Clarify how the employees can apply the information to their circumstances.

☐ Offer repetition without it being repetitive.
  Jeopardy example

☐ Encourage activities that allow introspection without making a judgment.

☐ Evaluate, test, track and monitor the training.
  Orientation checklist

☐ Ask: “What information can be immediately implemented?”

☐ Resources for additional information are provided to the participants.

☐ After the program there is a way to follow up about what was learned.
Appendix F

Online Training Resources

www.astd.org  American Society for Training and Development  800.628.2783
ASTD is the world's leading association of workplace learning and performance professionals, forming a world-class community of practice. ASTD’s 70,000 members come from more than 100 countries and 15,000 organizations.

www.nsaspeaker.org  National Speakers Association  480.968.2552
As the leading organization for experts who speak professionally, NSA provides resources and education to advance the skills, integrity and value of its 4,000 members and the speaking profession.

www.cttbobpike.com  The Bob Pike Group  866.262.7453
They have provided participant-centered train-the-trainer programs to its private and public sector clients since 1970. They have delivered and modeled successful performance solutions to over 80,000 client trainers.

www.LearningWare.com  LearningWare, Inc.  800.457.5661
Create your own classroom or self-directed game show style games, quizzes, tests and surveys using Learning Ware’s software templates. Their mission is to make learning fun.

www.TrainingSupersite.org
Subscriptions available on this site:
Training Magazine is the source of timely and accurate information about corporate learning.

Creative Training Techniques Newsletter.  In each issue, editor Bob Pike presents easy-to-learn, inexpensive and effective tips, tactics and techniques that enliven training and improve end results. It’s designed for professionals at every experience level from full-time professionals to occasional trainers to managers and executives who make frequent presentations.

Presentations Magazine is written for individuals and organizations that create and deliver presentations. It tracks the latest trends, provides information on presentation hardware and software, helps readers build their creative and delivery skills and identifies best practices.

FREE to qualified subscribers. Online Learning Magazine is the single-source, must-read magazine for the latest information about trends and developments in the e-learning industry.

FREE to qualified subscribers. Online Learning News provides you with the hands-on how-to’s you need to make E-learning work in your organization – including breaking stories and ideas from your peers about the latest e-learning practices and processes.
Past Park and Recreation professional, internationally renowned speaker and professional motivator: Ruby Newell-Legner is the ultimate coach! Ruby utilizes her expertise to motivate both supervisors and associates, and specializes in providing training for Park and Recreation agencies. As the presenter of over 800 programs, she helps others become the best at whatever they do!

Need hands-on training help? Call for a training session with Ruby. Perfect for seasonal orientations or staff development.

www.RubySpeaks.com  Phone: 303-933-9291
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- [ ] S&S® Discount Sports
  
  Durable action games, board games, puzzles, team sports and more. We feature indoor and outdoor activities for all ages.

- [ ] S&S® Active Learning
  
  Our 2005 S&S® Active Learning catalog is filled with high-quality products, activities and educational resources for hands-on learning. Specifically geared toward Pre-K through Grade 3.

- [ ] S&S® Recreation
  
  Our 484-page full-line S&S® Recreation catalog contains arts, crafts, activities and all the related supplies needed to enhance your program.

- [ ] S&S Primelife®
  
  Primelife® features a complete line of products for Therapists and Rehabilitation Professionals. In addition to our popular craft projects and supplies, you’ll find a variety of games, equipment and accessories for occupational, physical, sensory and recreation therapy.

- [ ] Sally® Party & Novelty
  
  Your partner for fun products! Sally® Party & Novelty is filled with unique prizes, toys, gifts, party products and novelty items.

S&S® Worldwide is proud to support the following organizations...

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- YMCA
- Boys & Girls Clubs of America

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E-mail service@ssww.com
Visit us on the web at www.ssww.com