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ABSTRACT

This volume contains technical and supporting materials that supplement Volume I, which describes upward mobility programs for disadvantaged and dislocated workers in the service sector. Appendix A is a detailed description of the project methodology, including data collection methods and information on data compilation, processing, and analysis. Appendix B discusses theoretical frameworks relevant to the key concepts addressed in the project and issues concerning evaluation of upward mobility programs. Four theories are examined: human capital, dual economy, industrial segmentation, and career development. Four methodological issues are discussed: measurement ambiguity, quantitative outcome measures, qualitative measures, and unit of analysis. Appendix C contains eight examples of upward mobility programs, found in various service sector firms, that provide a broad overview of the range of programs existing across different types of service industries. Appendix D provides case study summaries of six upward mobility programs conducted to examine exemplary programs in great detail. These summaries illustrate the complexity of factors that impinge upon each program. Appendix E is a subject matter expert interview guide. Appendix F is a case study protocol used in the study. (YLB)

Upward Mobility Programs in the Service Sector for Disadvantaged and Dislocated Workers

Volume II: Technical Appendices

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UPWARD MOBILITY PROGRAMS IN THE SERVICE SECTOR FOR DISADVANTAGED AND DISLOCATED WORKERS

VOLUME II: TECHNICAL APPENDICES

May 1992

Report Number 91-06B

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APPENDIX A

PROJECT METHODOLOGY

The purpose of this report is to describe upward mobility programs for disadvantaged and dislocated workers in the service sector. Specifically, the report addresses the following topics:

- The types of service firms that are likely to have upward mobility programs;
- General characteristics of these programs and how they vary in different types of firms;
- Factors that contribute to program success; and
- Factors that hinder development of upward mobility programs.

The descriptions focus on career mobility opportunities for workers that fall into any one or more of the three groups described below:

- Low-skilled workers that constitute a large group of persons with limited work-related training, who are found at low levels of the occupational ladder, and who have limited access to job rewards;

- Economically disadvantaged groups including, but not limited to, working-age individuals whose income is near or below government poverty criteria; and

- Dislocated workers who either have been, or are likely to be, laid off from their jobs.

Upward mobility programs refer to corporate policies and procedures designed to provide workers with career development opportunities. They may include information about promotion opportunities and practices as job rotation, formalized training, apprenticeship and certification programs, job posting, and succession planning. Such upward mobility programs emphasize career development and are thereby distinguished from educational programs that focus on teaching specific job skills.

For this report, the service sector includes: transportation and public utilities; wholesale; retail; finance, insurance, and real estate; and general services such as hotels, health, and business services.

A. DATA COLLECTION

In order to address all objectives of this project, a three-pronged approach to data collection was undertaken: (1) a review of the professional literature concerning upward mobility; (2) interviews with subject matter experts (SMEs) representing the human resource development field, the service sector, trade associations, labor unions, and government agencies; and (3) case studies of specific firms.

Literature Review

The literature review began with extensive searches in the following on-line databases:

- ALADIN;
- Psych LIT (also called PSYCH INFO);
- Educational Resources Information Center (ERIC); and
- Business Periodicals Index.

The ALADIN database is the on-line catalog of the collections contained in all nine member libraries of the Washington Research Library Consortium (WRLC) including:

- George Washington University;
- The Catholic University of America;
- Marymount University;
- The University of the District of Columbia;
- Gallaudet University;
- George Mason University;
- Georgetown University; and
- George Mason Law Library.

Psych LIT is an electronic catalogue of Psychology Abstracts from 1974 to 1990. It contains summaries of articles from over 1,400 journals and other serial publications representing the world's literature in psychology, sociology, education, training, and business. ERIC is also an on-line catalog of social science periodicals. Additionally, it provides listings of unpublished works, such as master's theses and doctoral dissertations, and proceedings of conferences and symposia. Business Periodicals Index is an on-line computer database containing a listing of articles in management, training, and business trade journals.

The on-line searches were based on keywords such as:

- Career development, career ladder, career advancement;
- Occupational mobility, upward mobility;
- Job training, employment training;
- Low-skilled workers, semi-skilled workers; and
- Dislocated workers, displaced workers.

These keywords were searched individually and in combination with names of the major service industries listed below:

- Transportation;
- Public utilities (utilities);
- Wholesale;
- Retail;
- Finance;
- Hotels;
- Restaurants;
- Tourism;

- Health services;
- Education; and
- Business services.

In addition to the on-line literature searches, additional materials were collected from organizations we contacted for SME interviews and case studies and the bibliographic sections of all documents we collected. In all, approximately 230 documents were reviewed: 53% articles from periodicals; 30% books; 10% government reports; and 7% from other sources.

Subject Matter Expert (SME) Interviews

Semi-structured SME interviews were conducted either by phone or in person. They were generally guided by the interview protocol shown in Appendix F, but with flexibility to expand on issues relevant to respondents' areas of expertise. Approximately 50 SMEs from 35 organizations were interviewed, representing service industry firms, trade associations, human resource development organizations, labor unions, and government agencies. These organizations are listed in Table A-1. At least two project staff attended each interview to lead the discussion and to take notes.

In addition, the project staff attended the following meetings and collected information relevant to this project:

- Skills Enhancement Training (SET) graduation ceremony, Department of Labor, Washington, DC, August 9, 1991;

- Secretary's Commission on Achieving Necessary Skills (SCANS) Commissioners' Meeting, Alexandria, VA, September 20, 1991; and

- National Alliance of Business (NAB), 23rd Annual Conference and Exposition, Washington, DC, October 6-9, 1991.

Table A-1. Organizations Represented in the Subject Matter Expert Interviews

SERVICE INDUSTRY FIRMS
- Aetna Insurance Company, Hartford, CT
- Dayton Hudson Department Stores, Minneapolis, MN
- George Washington University, Washington, DC
- Guest Quarters Suite Hotels, Boston, MA
- Potomac Electric Power Company (PEPCO), Washington, DC
- Sears, Roebuck, and Co., Chicago, IL
- United Parcel Service (UPS), Atlanta, GA

TRADE ASSOCIATIONS
- American Institute of Banking, Washington, DC
- Edison Electric Institute, Washington, DC
- National Alliance of Business (NAB), Washington, DC
- National Restaurant Association, Washington, DC
- National Retail Federation, Washington, DC

HUMAN RESOURCE DEVELOPMENT ORGANIZATIONS
- American Society for Training and Development (ASTD), Alexandria, VA
- American Vocational Association, Employment and Training Division, Sacramento, CA
- Ohio State University, Center on Education and Training for Employment, Columbus, OH
- PLAN Incorporated, Washington, DC
- Ruttenberg, Kilgallon & Associates, Washington, DC
- State University of New York-Albany, Department of Sociology, Albany, NY
- Work, Achievement, Values, and Education (WAVE), formerly 70001, Washington, DC

LABOR ORGANIZATIONS
- AFL-CIO, Education Department, Washington, DC
- AFL-CIO, Human Resources Development Institute (HRDI), Washington, DC
- Food & Beverage Workers (Local 32), Skills Enhancement Training Program (SET), Washington, DC
- Independent Union of Flight Attendants (IUFA/IAD), Alexandria, VA
- National Union of Hospitals and Health Care Employees, Washington, DC
- Service Employees International Union (SEIU), Workplace Education Department, Washington, DC
- Service Employees International Union (SEIU), Local 6, Seattle, WA
- Service Employees International Union (SEIU), Hospital Workers Union, Local 767, Hyannis, MA
- The Alliance for Employee Growth and Development, Inc. [AT&T, Communication Workers of America (CWA), International Brotherhood of Electrical Workers (IBEW)], Somerset, NJ
- United Food & Commercial Workers (UFCW), Communications & Research Department, Washington, DC

GOVERNMENT AGENCIES
- Arlington County Employment Center, Arlington, VA
- Department of Education, National Center for Research in Vocational Education, Washington, DC, Berkeley, CA
- Department of Education, Office of Vocational and Adult Education, Washington, DC
- Department of Labor, Employment and Training Administration, Washington, DC
- Department of Labor, Labor-Management Relations and Cooperative Programs, Washington, DC
- Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS), Washington, DC

Case Studies

Case studies were conducted of service sector firms, representing a range of characteristics, to obtain in-depth accounts of specific programs. The selection and preparation of companies for case studies involved the following steps:

- Initial telephone contacts with companies in representative service industries. Based on information from the literature review, SME interviews, and common knowledge, several companies were identified in each of the key service industry types. In most cases, the initial telephone contact was with corporate headquarters staff. A brief interview guide (see Appendix F, Initial Phone-Contact Screening Questions) was used to determine (1) whether or not the companies have career advancement programs and policies pertinent for this study and (2) their willingness to participate in the case study. Table A-2 lists all companies contacted by industry.

- Telephone Follow-up Interview. For companies that indicated availability of pertinent programs and a willingness to participate, follow-up discussions were held by phone with corporate personnel familiar with the type of programs and policies targeted in this project (see Appendix F, Phone Follow-Up Questions). These corporate personnel were mostly personnel, human resources, and/or training managers. During these conversations, the project staff obtained additional information about upward mobility programs provided by these companies and explained the activities involved in the case studies (e.g., interviews with company personnel and tour of work stations). In these follow-up phone contacts, the final agreement from companies to participate in the case studies were obtained.

- Scheduling the site visits. The last step in preparing for the case studies was to coordinate with the point-of-contact personnel from the companies to schedule site visits and general itineraries. The case study protocol (see Appendix F, Case Study Activities) was provided prior to the visits so that contact persons could prepare appropriate personnel and materials for the site visits.

From the companies listed in Table A-2, the following five were selected for case study site visits:

- ARA Food Services, Pentagon, Washington, DC;
- AT&T, Richmond, VA;
- ZQ Hotel, Northern Virginia;
- Omni Hotel, Baltimore, MD; and
- Virginia Power Company, Richmond, VA.

The site visit lasted approximately one working day at most of the five companies studied. In general, the visits included the following activities:

- A preliminary meeting with key management staff;
- A tour of the company with a focus on employee work areas;
- Meeting(s) (similar to focus group discussions) with managers and supervisors of entry-level or relatively low-level employees;
- Meeting(s) with employee groups;
- Meeting(s) with union representatives, if appropriate;

- Review of records and documents related to personnel management and training; and
- A final debriefing with point-of-contact personnel.

Table A-2. Companies Contacted for Case Study

Accommodations	Guest Quarters Suite Hotels, Boston, MA ZQ Hotel, Northern Virginia* Omni Hotel, Baltimore, MD
Amusement and Recreation	Kings Dominion Amusement Park, Doswell, VA
Communications	AT&T and The Alliance, Richmond, VA MCI, Arlington, VA
Financial	Aetna Insurance Company, Hartford, CT Crestar Bank, Falls Church, VA Dominion Bank, Springfield, VA Perpetual Savings and Loan, Springfield, VA Signet Bank, Arlington, VA
Food	ARA Food Service, Pentagon, Washington, DC Giant Food Store, Landover, MD McDonald's Corporation, Chicago, IL Safeway Food Store, MD TGI Friday's, Dallas, TX
Health	Arlington Hospital, Arlington, VA Columbia Hospital for Women, Washington, DC Georgetown University Hospital, Washington, DC George Washington University Hospital, Washington, DC Johns Hopkins Hospital, Baltimore, MD Sibley Hospital, Washington, DC
Retail	Dayton Hudson Department Store, Minneapolis, MN Hecht Company, Fairfax, VA Sears, Roebuck, & Co., Chicago, IL Woodward & Lothrop, Alexandria, VA
Transportation and Freight	American Airlines, Dallas, TX Delta Airlines, Atlanta, GA National Airlines, Chicago, IL Pan American Airlines, Alexandria, VA Preston Trucking, Ardmore, MD United Postal Service, Landover, MD Yellow Freight System, Inc., Wichita, KS
Utilities	Baltimore Gas and Electric Co., Baltimore, MD Potomac Electric Power Co., Washington, DC Virginia Power Co., Richmond, VA

* NOTE: This hotel chose to remain anonymous.

The five organizations chosen are not intended to represent a random sample of those with existing programs, either nationwide or local. However, some effort was made to select a range of organizational types and service industries that offer these programs. While all site visits involved locations in the mid-Atlantic area, many of the companies included in the SME interview and the case studies have branches across the country. Information provided from their corporate headquarters on employee training programs applies to all geographic areas covered by these companies.

Another caveat for the case study approach concerns the issue of unit of analysis (see Appendix B for a discussion). Upward mobility programs may be implemented on a variety of organizational levels (e.g., corporate headquarters, branch office, individual company, multiple organizations). Once a particular organizational site was selected for a case study, we collected information on all programs and policies available at that site, regardless of whether they were representative of the general corporate policies or those offered at other corporate sites.

After the case studies were completed and summaries were prepared, the individual companies were asked to review them for accuracy. Companies were also asked to choose whether they would like to be identified by name in this report, or whether they would like to remain anonymous. Only one company preferred to remain anonymous. As a result, the name for this company was changed to "ZQ Hotel."

In addition, detailed descriptions of upward mobility programs at the following health care organizations in the Seattle, Washington, area were obtained through extensive telephone conversations with staff of the Service Employees International Union, Local 6: Swedish Medical Center Hospital, Group Health Cooperative, and The Laboratory of Pathology. (Summaries of these programs are included in Appendix D.)

B. DATA COMPILATION, PROCESSING AND ANALYSIS

To aid in organizing data collected for this project, a PC-based database (dBASE IV) was developed to record reference information of each document reviewed. In addition, the database contained fields in which we coded information such as service firm/industry type, target worker population, type of upward mobility program, and outcome criteria. These coding categories also helped to focus the literature search and review processes.

Narrative notes from the materials reviewed were compiled into electronic text files, as well as all notes from the SME interviews and case study site visits. Data generated from the literature review, SME interviews, and case studies lent themselves most effectively to qualitative content analysis. Information gained from the literature was particularly useful in identifying critical issues relevant to this project, factors likely to affect the availability and effectiveness of upward mobility programs for the disadvantaged workforce, and conceptual frameworks to explain the relationships among these factors. Such information, in turn, was used to identify sources of SMEs and to sharpen the topics covered in the SME interviews and case studies.

The SME interviews proved to be a rich source of information on programs currently being developed and implemented; valuable "lessons learned" from specific, recent efforts to implement new programs; and insightful explanations of a complex interplay among factors that affect program outcomes. The SMEs also provided valuable guidance on candidates for case studies.

The case studies allowed for examination of multiple aspects of negotiating, planning, designing, implementing, maintaining, and improving what is considered by many to be an extremely difficult undertaking (i.e., job skills and career upgrading of low-skilled, economically disadvantaged or dislocated workers in the present economic and labor market environment). The case study approach provided an opportunity to observe, in real physical, social, and organizational settings, many of the issues that had been studied indirectly through the other methods.

For example, we detected marked differences in the assessments by workers and the management about the same training program; observed spacious, clean, and pleasant facilities provided by some companies for employee training; and witnessed an open-door policy in operation and signs of mutual respect between a service worker and a senior manager during one of our interviews. We also listened to a group of workers who insisted that hardly anyone knows about the company's "tuition reimbursement program" and therefore cannot take advantage of it. In short, the case study approach allowed us to verify and further improve our knowledge of how skills and career development among disadvantaged workers might be promoted in the service industries.

This meshing of several data collection approaches maximized the amount of information we derived from the data. Moreover, this process of data collection, analysis and review allowed the development of new insights from the data which, in turn, served to continually refine and inform the project framework.

APPENDIX B

RELEVANT THEORIES AND ISSUES CONCERNING OUTCOME EVALUATION

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RELEVANT THEORIES AND ISSUES CONCERNING OUTCOME EVALUATION

A. THEORIES OF CAREER MOBILITY

In order to organize inquiries about upward mobility programs as well as the interpretation of data collected, we examined existing conceptual frameworks from the fields of organizational and social stratification studies. Four theories examined are: human capital theory; dual economy theory; industrial segmentation theory; and career development theory. Outcome measurement issues are also discussed at the end of this appendix.

Human Capital Theory

Human capital theory casts management and worker participation in training within a cost-benefit framework: for both management and labor, the "costs" of investing in training are weighed against the "returns" accrued from program provision and/or participation. In providing programs, employers typically make capital investments in the form of allocating direct funds, providing training resources, and/or release time. On the other hand, in choosing to participate in programs, workers also make investments in terms of committing their time and resources. With regard to the latter, frequently workers must agree to absorb the indirect costs of training such as books, tuition, and reductions in income while in training.

The fundamental assumption of human capital theory is that education and training enhance an individual's stock of human capital, thereby increasing that person's productive potential. Thus, the theory links education and training directly to enhanced productivity. Moreover, since earnings are related to productivity, it follows that those with more human capital will generally receive higher earnings than those with less.[1]

Ideally, returns on training have both a management and a worker component. For employers, this translates into increased productivity, reduced turnover rates, and a more stable pool of trained workers. For workers, "returns" take the form of increased mobility opportunities, either internal or external to the employing firm, increased wage and/or salary benefits, and employment security. However, given that human capital investments are typically not realized immediately but rather over the long-term, both parties must be willing to suspend their expectations regarding short-term returns.

The model acknowledges two broad classifications of firm-sponsored worker training programs: (1) general training, commonly called basic skills training, and (2) job-specific training. These types differ in how well the acquired skills can be transferred. Basic skills training provides skills that are readily transferable across many firms and industries. Job-specific training tends to provide skills that are of use only in the firm that provides the training.[2]

Since general training for basic skills is transferrable to the external labor market, many employers do not consider it advantageous in a competitive labor market to invest in general training. Thus, employees themselves often must bear the brunt of training costs, by either directly paying a "tuition" or by agreeing to work for lower wages as in "apprenticeship."

Conversely, in specific skills training, the firm, rather than the employee, derives primary benefit from training, assuming there are no other firms competing for these specialized skills and services. Thus, employers who provide this type of training need not pay their specifically skilled workers any more than the unskilled wage even though, subsequent to the completion of training, their productivity exceeds that of unskilled workers.

However, this does not suggest that workers' employment mobility is restricted to their flexibility within the external labor market. The cost of "turning over" an employee with job-specific skills is considerably greater than that of losing his or her generally skilled counterpart. This provides a heightened incentive for firms to retain workers with specific skills.[3]

Thus, firms are more invested in the continued employment of their specifically trained workers than of other workers. An exchange relationship thus develops between employer and employee as a means of maintaining the employment bond. Both parties acknowledge that the maintenance of the bond is in their mutual interest. For the employer, it is a means of minimizing the high cost of turnover; for the employee it serves to maximize employment security, given that firm-specific skills may not translate into higher wages in the external labor market.[4] Particularly within the service sector, it is often the firm's internal labor market (ILM), rather than the external one, that provides the vehicle for upward mobility.

Dual Economy Theory

Dual economy theory views industry as divided into two distinct economic sectors: a "core" or monopoly sector and a "peripheral" or competitive sector.[5] These two sectors have different organizational makeups, human resource policies, and external labor market control. The core sector is composed of large firms with considerable control over their product markets and thus social and economic clout. Within this type of firm, jobs are structured to maintain continuous production and skills acquisition through internal labor markets.[6] The core firms, which tend to have internal labor markets, provide distinct job ladders not regularly available in the peripheral sector. Thus, the careers of workers in core industries tend to be more "orderly"[7] than the careers of workers in periphery industries.[8] Conversely, the competitive, peripheral sector mainly consists of small firms that have relatively little resources and minimal control over their product market. These firms are unlikely to invest in worker skills upgrading, are characterized by a high turnover rate, and often lack an internal labor market infrastructure.[9]

These sectoral differences affect employment conditions substantially. Jobs in the peripheral sector are more likely to be low-wage jobs requiring minimal skills. As such, they provide little or no employment security to workers, but there tends to be slightly more career mobility than in the core.[10] Frequently, employment is unstable or intermittent, as in the case of seasonal work.[11] During economic prosperity, the periphery sector generally has the highest unemployment.[12] Conversely, workers in the core sector generally earn higher wages, have greater employment stability, better non-wage benefits,[13] and obtain more specific occupational training beyond their formal schooling than those engaged in comparable jobs in the peripheral sector.

Within the service sector, workers in labor-intensive industries are more likely to experience unstable careers than are those in capital-intensive ones.[14] For example, within the transportation industry, taxi and bus services have been judged as peripheral while railroad, trucking and air transportation services have been categorized as core.[15] Retail trade, business and repair services, personal services, and entertainment and recreation services have been consistently designated as peripheral.[16]

Industrial Segmentation Theory

Industrial segmentation theory, an outgrowth of dual economy theory, extends the distinction in the overall industrial structure to corresponding differences in the actual labor market experiences of workers.[17] The core versus periphery distinction is used to classify both workplaces and the nature of the employment experience of the workers within them.[18] Monopoly corporations found in the core sector are characterized by stable job structures and internal relations. Conversely, competitive corporations, found in the peripheral sector, are characterized by job instability and high rates of employee turnover. Further, research results indicate that it is relatively difficult for workers, especially older workers, to move from one sector to the other.

Career Development Theories

Career development theorists view upward mobility as a series of stages through which individuals progress as they advance in their careers or as "the flow of individuals along sequences of jobs."[19] Advancement through each stage allows workers to build upon prior successes and failures in their careers. At the same time, attitudes regarding advancement, personal ability and success, and the nature of the work itself, continue to evolve.[20]

As individuals advance through their careers, they continue to learn more about their career interests and abilities. Critical to this process is the amount of socialization and support that the employee receives from co-workers and immediate supervisors. High levels of supervisory support also make employees feel as though they are an important part of the organization which maximizes the likelihood that they will be successful within the organization.[21]

Within this general career development framework, several avenues of personnel progression, which derive from the supervisor-employee relationship, have been explored. Two distinct systems of career mobility have been identified: contest mobility and sponsored mobility.[22] Contest mobility describes a relatively open system of upward mobility in which all employees are free to compete for available career opportunities within the firm. This is made possible because supervisors and other managers decline to pre-select an initial pool of candidates. Conversely, in sponsored mobility systems, individuals' ultimate career destinations are determined early in their careers by supervisors who select them to pursue a particular career path. Thus tracked, they have little or no freedom to depart from the designated avenue.

In a third career mobility model, tournament mobility, careers are conceptualized as a sequence of competitions, each of which has implications for an individual's mobility chances in all subsequent selections.[23] "Winners" and "losers" are distinguished at each selection point. Winners have the opportunity to compete for positions at higher levels; losers are restricted to competing either at lower levels or not at all. The result is a progressive "winnowing down of the winners' cohort at each successive stage."[24]

Integration of Theoretical Approaches

Models such as the four presented above serve to inform the existing knowledge base concerning the functions of an organizational labor market. Additionally, they provide a framework for relating organizational structure at the macro-level to the micro-level of employee perceptions, attitudes and behaviors.[25]

Common to all economic explanations of ILMs is the view that this arrangement is an optimal, or at least an adaptive, solution to some economic problem. Moreover, there is general agreement on the specific form that the solution will take -- cooperative relations between employers and employees extending over time. The differences lie in identifying the problem to be solved -- is it primarily a problem of efficient structuring of work or of maximizing human capital?[26]

B. ISSUES CONCERNING OUTCOME EVALUATION

As the awareness for the need for upward mobility programs grows, there is a parallel recognition of the need for systematic, valid methods to evaluate the effectiveness of various programs and approaches. This section presents a discussion of methodological issues relative to evaluating upward mobility programs.

Measurement Ambiguity

Currently, little systematic work exists to describe the effectiveness of upward mobility programs. The few evaluation studies that do exist are largely idiosyncratic, subjective and unstandardized. From a methodological standpoint, these frequently lack a control group, an experimental prerequisite which technically must be satisfied in order to attribute a causal effect to the training.[27] For example, in one study workers' pre- and post-training performance on specific tasks was compared.[28] Positive effects attributed to training were measured in terms of a reduction in scrap rates and customer complaints and an increase in individual output.

Other studies have used established management department objectives as criteria, and progress toward these objectives has been measured before and after training.[29] In one study interview data were collected from superiors, peers, and subordinates in order to assess changes following performance training.[30] However, the inaccuracy of employee self-reports concerning their performance has been documented in the training literature.[31] Finally, a survey of 100 sizeable firms that reported undertaking "significant" efforts to evaluate their managerial training revealed the following: while over 75% measured participant reaction to training, less than 50% measured knowledge or skills learned, and less than 15% assessed on-the-job work performance results.[32]

Training researchers report that "While hundreds of millions are spent annually on employee development and training, a review of the academic practitioner literature reveals little attempt to measure increases in trainee income or employer profits from training expenditures."[33] This may be attributed to three sources of measurement difficulty: the difficulty of identifying common training objectives agreeable to a variety of actors involved in training decisions; interdisciplinary conflicts regarding what to measure and how; and technical difficulties in producing rate-of-return estimates.[34]

Moreover, a fourth difficulty is a motivational one involving the attitude, on the part of managers involved in training decisions, that the costs of obtaining such information outweigh the benefits.[35] Therefore, trainers more frequently point to reduced costs, increased revenues and/or support of the corporate business plan when seeking to defend their activities.[36] However, these tactics are often manifested in a reluctance to prepare and recommend needed training programs due to a lack of definitive cost-effectiveness measures.[37]

Yet another problem is that few evaluation studies distinguish between short- and long-term outcomes when assessing the degree to which either worker or organizational goals have been met. To rectify this conceptual issue, training which aims at short-term outcomes may be distinguished from development which aims at creating long-term change.[38] Specifically, training is designed to enhance knowledge, skills and abilities to meet an "immediate, identifiable need."[39] Conversely, development is a longer-run process designed to equip employees for some future role of higher value. Most desired training outcomes, such as job progression, have both a short- and a long-term component, particularly when the organization has a defined internal labor market.[40]

Quantitative Outcome Measures

Even in the face of many measurement difficulties, methods exist that can be used to assess the outcomes of training and development programs. For example, a study of state financed retraining programs concluded that evaluation procedures follow more rigorous approaches than those used in the past.[41]

Three recommendations are provided for the development of training outcome measures:

- Outcome measures must be tied to specific behavioral objectives based upon the strategic plans of the organization. Examples of this type of measure relevant to upward mobility would be the speed at which individual workers advance through an organization's hierarchy.
- Training and development programs must be related to improved labor productivity.
- The relationship between labor productivity and company performance must be examined.

A number of areas for measuring labor productivity and company performance that have been suggested include the following:

- Customer sales and service,
- Product design and manufacturing engineering,
- Management information systems,
- Production process,
- Quality control,
- Product cycle,
- Facility management and maintenance,
- Material management and control, and
- Administrative support.[42]

Some of these areas may be useful as outcome measures in evaluating the effectiveness of training programs. For example, in the area of customer sales and service, increased ratings in customer satisfaction surveys could be a measure of program success. Job upgrading and increased earnings may be related to training and development programs, but this outcome depends upon the type of compensation system used by the organization. For example, in companies where earnings are relatively fixed and based on wage grades and seniority, as in many collective bargaining agreements, the effects will be difficult to detect. On the other hand, if the company uses a performance-based compensation system, training is more likely to be related to career advancement and pay increases. Nevertheless, earnings should not be the main measure of training program success.[43] Success is a product of a complex interplay of multiple factors, and level of earnings also depends on many factors in addition to training effectiveness.

Qualitative Measures

The subject matter experts interviewed for this project corroborated the paucity of definitive outcome measures. In addition, they often cited the "qualitative" measures of program effects such as heightened employee morale, organizational loyalty, and team-building resulting from participation in basic skills training. One training specialist stated, "The employees become more loyal to the company. It is an intangible loyalty. Employers get this glow from employees. It does a lot of team building."[44]

Qualitative measures may be viewed as a useful short-term alternative to long-term, quantifiable measurement.[45] Qualitative measures, such as reports of focus groups and surveys gauging how employers and employees each feel about programs, were suggested as means of developing a generic process model to guide program development. Moreover, outcome criteria may be specific to each company setting, with "survival" constituting the only definitive measure of whether a program has succeeded or failed, both in terms of corporate longevity and worker employment stability.

Interviews with staff and participants of a basic skills training program underscored the impressionistic nature of assessing outcomes. For example, when asked to identify positive changes in employees who had completed the program, one corporate executive who is actively involved in the program responded:

> How do you measure the smile on someone's face? How do you measure after more than 20 years on the job, an employee suddenly having the confidence to initiate a conversation with you? Whether that lasts forever or only for the next six months, it was worth it because many of these people never had a chance before.[46]

Unit of Analysis

A major source of the difficulties cited above is a lack of agreement among researchers concerning what constitutes the appropriate unit of analysis for measuring effectiveness. There may be situations in which an individual worker outcome, as measured by relative income progression of trainees versus non-trainees, improves while organizational effectiveness, as measured by work unit performance, remains the same.[47] For example, a review of 70 empirical studies of managerial training programs resulted in the conclusion that managerial training is, on the average, effective.[48] However, the review did not address issues of program cost-effectiveness, the relative efficacy of various methods, or their interactions with individual differences.

A temporary remedy to resolve such measurement issues is to judge effectiveness in terms of whether training and development (T&D) programs accomplished what upper management intended as well as in terms of economic returns.[49] If the two measures are not congruent, in that returns to training were low but program objectives were met, it may suggest a misconceptualization, on the part of management, of corporate training needs rather than a failure of the training program per se.

While most employer-sponsored upward mobility training programs operate on a return-on-investment principle, little is known about the returns from managerial training and the relative effectiveness of alternative types of training and methods of instruction.[50] The confusion concerning outcome measures in the training evaluation literature is largely attributable to the rift between the disciplinary perspectives of psychology and economics. Psychologists may tend to measure training outcomes in terms of behavioral change while economists tend to focus on outcome measures such as employment stability or earnings.[51] The culmination of this debate is a continuing uncertainty as to what to measure and how.

For the individual, success is typically assessed in terms of increased career opportunities and job satisfaction.[52] In this vein, greater productivity and job satisfaction were found among trained work groups as compared to those who did not receive training.[53] Similarly, employees who participated in an in-house education program reported increased work effectiveness.[54]

For the organization, changes in employee behaviors that are associated with better job performance are typically used as criteria for success. Behavioral change is frequently operationalized in terms of employment stability, as indicated by a low rate of employee turnover. For example, five of the six professional occupations receiving training in a petrochemical operation had lower turnover relative to those with no comparable training.[55] Improved performance is often conceptualized in terms of increased productivity. A large-scale survey of organizations revealed that firms which sponsor formal career training programs experience positive returns in labor productivity.[56]

While the pursuit of a return-on-investment measure continues, the overall consensus appears to be that the exact contribution of training, in terms of dollars and cents, remains largely unknown.[57]

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APPENDIX C

EXAMPLES OF EXISTING UPWARD MOBILITY PROGRAMS

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The literature review and SME interviews provided examples of upward mobility programs implemented in various types of service firms. They are presented below to illustrate the diversity of approaches and extent of coverage among programs existing in the service sector.

EXAMPLE 1: Interfacing Corporate Career Development Programs with Public Employment Programs

Following is an example of a comprehensive career development program that is made available to economically disadvantaged workers. Local JTPA and welfare offices are used to find potential applicants. The program was developed by the corporate headquarters and is distributed throughout its units.

Guest Quarters Suite Hotels has developed a comprehensive career development and training program that spans the entire range of career development from pre-employment training to corporate succession planning. These programs use federal government resources, such as JTPA and Welfare-to-Work, as a source of funds and recruitment. Through these sources Guest Quarters has been able to hire approximately 80% of its workforce. What follows is a description of the program that has been implemented at the national level. Each individual hotel uses this program as a guideline in developing specific training programs. (See Omni Hotel case study, Appendix D, for a specific example of the Guest Quarters program implemented at an individual hotel.)

Employment Marketing and Recruitment Plans

The first step in the corporate human resource management process involves conducting an Employment Marketing Plan. Employment needs are projected for each hotel in the organization. This forecasting system is accurate to within 5% of the number and types of human resources required in each location and position. The results of the Employment Marketing Plan are used to develop a recruitment campaign. A variety of advertising approaches are used for recruitment including major industry trade journals, job fairs, local employment agencies, and JTPA and JOBS offices. Employees are selected based on their level of motivation, desire, and communication and interpersonal skills. The biggest source of recruits come from the local employment and JTPA offices. These offices not only act as a source for new workers, but also serve as a screening device for the Guest Quarters human resource departments.

Training and Development Programs

New employees of Guest Quarters engage in a highly structured training and development program that tracks their progression through the company from the early stages of their careers to the corporate levels. Training plays a crucial role in the Guest Quarters system of advancement. This is especially true given current economic conditions as the company attempts to retain those employees who exemplify the qualities of a good worker.

A Training Strategic Plan is developed and revised yearly. This plan describes competency levels and skills required for all disciplines and positions and identifies and supports the need for conducting competency based performance reviews. The Training Strategic Plan is developed from a training needs analysis conducted on a regular basis. The analysis includes the effectiveness of employee training programs, development of new training materials, training schedules for each job category, and updated task lists. The results are then presented to all hotel management staff. This information is then transformed into a number of training programs described below.

Orientation and Thirty-Day Follow-up Interview: All new employees attend a one-day orientation program when they begin work. Topics included in the orientation involve general hotel requirements, fire safety, and introduction to each of the departments in the hotel. One month after a new employee begins work, a follow-up meeting is arranged with the Hotel Training Manager.

Specific Skills Training: For each job category, training standards guide the development of the training program and training manuals. From these standards, key task lists are developed that identify the tasks performed in the position. Following these task lists, the manual provides specific step-by-step instructions for each task. Employees are expected to learn the materials in the manual then, following the guide of a trainer, receive hands-on training in the proper application of the material.

Specialized Training Modules: Specialized training modules are specific to the needs of the hotel and are determined by the hotel training needs analysis. They include specific skills training programs designed for each position within the hotel. For each module, a detailed training manual is developed based upon the key tasks to be performed by the position and the knowledge and skills required. Training includes such courses as Fire Safety and Front Office/Reservations Training.

Guest Treatment Training Modules: The Guest Treatment Training Modules are specific examples of specialized training modules described above. These modules train employees in proper customer service skills. The six modules include issues involved in raising employees' awareness of the importance of Guest Treatment to the hotel's profitability; reinforcement of desirable attitudes and effective behavior; and introduction of Guest Treatment concepts and skills such as guest service, and satisfaction, treating guests as important people, and building guest treatment skills. Each module ranges from one-half hour to one hour in length. Each hotel is required to conduct the program on an ongoing basis.

Retraining Sessions: These sessions pertain to refresher courses that provide new information about procedures and policies of the hotel. These include departmental training sessions required to update workers' skills. Often they are provided in the form of monthly meetings or in the form of OJT.

Management Skill Training Modules: In addition to the specific job skills described above, Guest Quarters also provides management training seminars designed to equip managers and supervisors with the skills required for advancement in the Guest Quarters organization. The modules are presented on a yearly basis at each hotel by the Director of Human Resources. The modules are classified into two groups.

Basic Management Skills. Included in this category of modules are essential supervisory concepts and techniques that every manager or supervisor needs to effectively perform their duties. Topics such as interviewing, effective meetings, progressive discipline, motivation, delegation, time management, and performance appraisals are included in this group. Each module lasts from 1 hour to 2 ½ hours. All management staff are expected to complete these modules.

Advanced Management Skills. This group of courses is geared toward higher level management staff in the hotel. There are four courses offered in this category: stress management, problem solving, communication, and team building. Each course lasts 4 to 8 hours.

Career Path Planning Program

Guest Quarters' policy is specifically geared toward promoting from within the organization. Approximately 75% of the positions within the organization are filled internally. In order to support this policy the organization has developed a structured career path program designed to help workers move into higher positions. The basic career path involves movement from line worker to lead trainer, followed by a supervisory position, then on to an assistant manager position.

Included in the program is a job development model that identifies the skills and knowledge required to perform specific management positions and the resources available for developing those skills. A Self-Development Survey is also used in the program that assesses employees' interest in and training requirements for advancement opportunities. This information is applied to a Manpower Flow Chart which integrates the results of all Self-Development Surveys. This flow chart is then forwarded to the National Manpower Planning Committee.

The length of the track from line worker to supervisor is approximately 18 months. Upon reaching the supervisory level, employees are eligible for consideration in the corporate level management recruitment program. When a vacancy occurs at any of the properties in the Guest Quarters system, qualified personnel already employed by the company are given first priority. The employees who are qualified have already been identified by the Manpower Planning Committee, and their names have been submitted to the National Director of Recruitment. Potential candidates are contacted in order of eligibility and offered the position. If accepted, the Director of Recruitment coordinates the reassignment process (if required).

Results of Programs

The integrated system of career development and upward mobility, in effect since the early 1980s, has had a positive impact. Ratings of employee opinion surveys have been in the 90% range on the questions regarding program effectiveness. Also, turnover is very low -- approximately 30% in an industry in which the national average is about 140%.

Application to Smaller Companies

Attempts to transfer the process to small companies have met with much resistance. Small companies are extremely hesitant to implement such large-scale programs all at once. They must approach the development of training programs based upon their own needs and capabilities to make it acceptable.

Other Guest Quarters Programs

Welfare-to-Work Program: Guest Quarters has developed a pre-employment training program in partnership with local community agencies to provide hotel service training to welfare recipients. Funding is initially provided through the Job Training Partnership Act (JTPA); at the end of the funding period, support of the program is assumed by the human resources department of the hotel.

Upon completion of the pre-employment training, participants are guaranteed jobs with Guest Quarters. The program was first implemented in Philadelphia, Pennsylvania, as a 2-year demonstration project for the Department of Labor, and a similar program is now being implemented in Boston, Massachusetts. Plans are currently being made to implement similar programs in Austin, Texas, and Tampa and Ft. Lauderdale, Florida. To date, these programs have met with great success. Over 400 welfare recipients have been trained with an 80% retention rate.

Culinary Arts Programs: Another program implemented by the Guest Quarters group is the Culinary Arts Program. According to management staff, it is difficult to find qualified workers in the culinary field. As a result, they have decided to develop their own in-house training program. Guest Quarters is currently seeking funding from the Department of Education to support this program. Trainees begin work in positions one level higher than the entry level. The program involves cross training in all phases of restaurant operation, as well as any necessary basic skills training. A career path is also included in this program.

EXAMPLE 2: Workplace Literacy Program Shared by Several Food Service Companies

This example describes a basic skills training program used by several companies which employ the unionized workers. The training program is supported by a grant from the Federal Government and in-kind contributions from the participating businesses and the union.

In 1987, the Food and Beverage Workers Union, Local 32 was chartered by the Hotel Employees and Restaurant Employees (H.E.R.E.) International Union. Local 32 and the companies which employ the union members established the Food and Beverage Workers Union, Local 32 and Employers Benefits Fund in 1988. The primary purpose of the Fund was to provide health and educational benefits for food service workers of the participating companies.

In 1990, this Fund became the recipient of a workplace literacy grant from the U.S. Department of Education. At that time, the Skills Enhancement Training (SET) Program was created. SET is the result of a joint effort by the Food & Beverage Workers Union, Local 32 and Employers Benefits Fund, with the Human Resources Development Institute (HRDI) of the AFL-CIO serving as the educational partner. The grant from the Department of Education provides 70% of the program budget. The remaining 30% comes from in-kind contributions (e.g., personnel time, classrooms, use of telephones, computers, copying, books, and supplies) from the union, participating companies, and the Fund.

The SET program participants are cafeteria workers who provide service to Capital Hill lawmakers, university students, Smithsonian museum-goers, and government workers throughout the Washington, DC, area. The participating companies are: ARA Food Service; Canteen Corporation; Carlson Food Service; Daka Food Services; Gardner Merchant; Government Printing Office; Guest Services, Inc.; Harbor Square Condominiums; Macro Service Systems; Marriott Corporation; Morrisons; Ogden Food Service; Seilers Dining Service; and Service America Corporation.

The program offers 72 hours of classroom instruction and consists of an integrated program of reading, writing, math, problem solving, and workplace communication skills. Several features contribute to SET's strengths, including:

- The joint support from a consortium of companies and a local labor union, with technical support from the educational branches of the AFL-CIO;
- Participation from workers at all stages of program development beginning with pre-proposal focus group discussions through task analyses at the worksites and post-program interviews;
- Expertise in union worker-support activities;
- A program director experienced in non-traditional adult education; and
- An emphasis on instructor training in work-based teaching as it pertains to the food service business environment.

The program has received strong support from employers for several reasons. First, it provides a means to pool the training resources of several firms, including a few small businesses. Second, it is viewed as a way of assuring the availability of a stable, experienced, and well-trained food service workforce that can provide quality work for any food service company in the Washington, DC, metropolitan area. This type of resource is particularly valuable since the same pool of workers tend to continue to work at a given dining facility (such as a cafeteria in a large government building), even as the companies that are contracted to service the facility may change frequently over time.

From the workers' point of view, improvements in basic literacy and numeric skills enhance their employment security and general quality of life. In addition to workplace literacy, the program also provides training in job-specific skills, computer literacy, general communication skills, and "hospitality" skills. Courses are taught on-site at participating company locations convenient for the workers. Most classes are held during the week after regular work hours. For those who cannot attend these classes during the week, Saturday classes are offered at the union hall and at selected worksites.

The program was fully operational in October 1990. By the summer of 1991, over 100 persons had graduated. Preliminary evaluation results show sizeable gains in worker performance in the form of better problem-solving and communication with supervisors, co-workers, and customers; higher self-esteem and self-confidence; and greater interest in continuing education.

EXAMPLE 3: Career Ladder Program for Hospital Service Employees

The following offers a description of a comprehensive career path program. The program is sponsored jointly by labor and management, with specific policies described about career paths, enrollment and eligibility guidelines, fees, etc. This example illustrates many of the program characteristics described in this report, including a variety of training methods and policies regarding career advancement.

In 1982, Cape Cod Hospital, Hyannis, MA, and the Hospital Workers Union, Service Employees International Union, Local 767, AFL-CIO, agreed by contract to a Career Ladder Program. This contractual agreement emerged from the mutual concern for delivering optimum patient care and providing long term and expanding career opportunities for the hospital workers. The Career Ladder Program was established and is administered by a Joint Career Development Committee with representatives from Local 767 and hospital management.

Through many months of negotiation, the basic principles and guidelines that underlie the career advancement system emerged. During this process, the Committee developed the basic program design that was subsequently approved by the hospital administration and the union. The program plan was presented in three documents: Statement of Principle, Letter of Agreement, and Standards of Implementation.

The stated goals of this program for the employees are: to increase knowledge and skills, to upgrade job positions, and to advance career or professional status without compromising continuous employment and benefits. The career advancement system is based on an internal promotion structure, using seniority for qualified employees as the primary determinant for education, training, and advancement.

Career Ladder Program

Definition: A system of education, training, and advancement that enables workers to qualify for promotions and upgrades. The program is based on policies jointly developed by the union and hospital to ensure that vacant job positions are filled by promoting/upgrading employees who already work within the hospital.

How does the program work? The program is administered by the Joint Career Development Committee composed of three representatives from hospital management and three union members. The Committee is responsible for overall development and monitoring of the career ladder system. The Committee meets on a regular basis to:

- Plan for specific training and education programs;
- Ensure that all job postings, placements, and promotions are consistent with agreed upon career advancement policies; and
- Identify and implement any necessary changes or improvements in the system.

There are two types of career advancement possibilities at Cape Cod Hospital: advancement within the same department, or "Career Ladder"; and movement between two different departments, or "Career Change."

Types of Training and Education Opportunities: Individuals who meet the qualifications for the following programs will be accepted according to seniority.

On-the-Job Training (OJT) Programs: Certain job positions require skills that can only be obtained/learned after an individual is placed in the position. Some examples include Unit Secretary, Dietary Assistant, and Central Processing Assistant.

In some job positions, successful completion of OJT will automatically lead to promotion to a higher classification. Examples of this type of position include Nursing Assistant I, which provides OJT leading to Nursing Assistant II; and Medical Clerk I, which provides OJT for Medical Records Clerk II.

Traineeships: Traineeship is a type of specialized training that a new employee must complete before entering into the new position. Individuals selected for traineeships are granted release time from their current jobs to participate in the required training. The Joint Committee assists in the scheduling arrangement between departments.

A few examples of the types of traineeships available include the following: CAT Scan Technician, Central Processing Technician, Cook, Fireperson (High-Pressure Boiler Technician), General Maintenance, Medical Records Clerk, Nursing Assistant, Phlebotomist, and Tumor Registrar.

In-House Programs: The following courses are available to employees: Typing, Medical Terminology, Communications, Introduction to Data Systems, Nursing Assistant, and Basic Math.

Outside Programs: There are some education and training courses approved by the Joint Committee and taught outside the hospital at local high schools or colleges. Some examples include the following: Computer Programming, Anatomy and Physiology, Advanced Typing, Medical Transcription, and Word Processing.

Career Advancement Policies

Eligibility and Selection: All Local 767 member employees of the hospital are eligible for participation in the career advancement program. Position vacancies are posted at career ladder training locations. Applicants who meet the requirements are selected according to seniority pending appropriate release time arrangements. Prior to final selection, the Joint Committee works with Personnel and Department Heads to review applicants and discuss release time arrangements.

Costs: A course fee ranging from $5 to $20 is charged to the student/employee to be refunded upon completion of the course. Participants in the course are responsible for purchasing the required books.

Scheduling: Whenever possible, in-house training programs are scheduled to overlap shifts so that the course time contributed is shared equally by the hospital and the employee. Upgrade and promotional tests, if possible, are offered during employees' paid work hours.

Promotion: Upon completion of the appropriate education and/or training programs, and satisfaction of all qualifications for a job position, individuals are promoted by seniority and at the earliest possible time according to job vacancy or availability.

EXAMPLE 4: Mentorship for Young, Single Mothers

The following example describes a program for providing economically disadvantaged women with an opportunity to enhance their job prospects. It is an example of the use of mentorship as a training method for new workers.

Dayton Hudson Department Stores, headquartered in Minneapolis, MN, is a large retail sales chain with 63 stores and 38,000 employees. In 1985, the Minneapolis branch implemented the JobPlus program, a three-year pilot effort to provide basic work orientation, life skills, and general counseling to young, single mothers, particularly welfare recipients. Initially, Dayton Hudson funded local community service organizations such as Young Women's Christian Association (YWCA) to provide job training. Dayton Hudson then began providing jobs and mentors for participants.

Some aspects of the program have changed over time. For example, Dayton Hudson no longer funds the job training component. Participants receive job training from local non-profit organizations that, in turn, are funded by the state government. They are referred to Dayton Hudson and apply for either entry-level or mid-level slots, depending upon their backgrounds. Entry-level slots include positions in customer service and telephone and credit departments as data entry and accounting clerks. Currently, the number of trainees accepted into the program is determined by the number of available vacancies in appropriate job positions. Even though the program trains relatively few prospective employees, it is still supported by the company on the basis of good job retention outcomes.

The program operates on a mentorship basis in which each new employee is matched to a "partner" for the first six months of her employment. Partners are seasoned employees responsible for providing support to incoming employees including explaining the employee's particular job and department, as well as appropriate attire, where to eat lunch, etc.

Currently, the program is being tested in other locations through a grant to the YWCA of the U.S.A. While the program provides considerable support to employee upward mobility in the form of job postings, etc., it is not based on established career paths for entry-level positions. Rather, paths are negotiated between management and employees on an individual basis.

EXAMPLE 5: School-to-Work Program for Service Repair Technicians

A successful program, recently piloted by Sears, Roebuck, and Company, focuses on providing high school juniors and seniors with specific job skills before they graduate. This program illustrates numerous training approaches, both on- and off-site, including OJT, computer assisted training, and vocational and technical training.

In an effort to obtain a highly qualified workforce, Sears, Roebuck, and Co. implemented a program that provides standard upward mobility opportunities for all its service repair technicians. They have also set in place a method of preparing students for work upon graduation from high school. The training staff at Sears has been piloting a school-to-work transition program in combination with a career pathing program in the Du Page County area, a Chicago suburb. These programs were developed in conjunction with the Davea Career Center, and the National Alliance of Business (NAB). Management at Sears was interested in offering an opportunity for high school students to get an early start in their careers, and in having a well-trained workforce upon the students' graduation.

The key elements of the program involve:

- A collaborative effort between Du Page County area high schools, Davea Career Center, Sears, and NAB;
- The provision of structured OJT for participants;
- The integration of learning techniques;
- Employer-based and school-driven programming;
- The provision of training in an individualized, self-paced format; and
- The provision of an industry-based career path.

The integrated program is offered to juniors and seniors in high school. The high schools provide basic math, science, and literacy courses for part of the students' day, followed by training in the practical application of these science and math concepts (e.g., basic electricity, appliance diagnosis, and appliance repair) at Davea Career Center. Students then work part-time during the school year and full-time during summer at a Sears Service Center, where they receive technical OJT. Upon successful completion of the program and graduation from high school, students are hired by Sears at a higher-level position and with better pay than regular entry-level applicants.

There is a discrete career path through which service technicians can progress. The entry-level position is the installer/parts helper. Technician I is the second level of the career ladder, and involves repair of mechanical products such as lawn-mowers. Level II technicians repair electro-mechanical products such as washers and dryers. It is at this level that school-to-work participants enter the workforce after graduation. Level III technicians begin to work with electronic equipment and heating and air conditioning systems. Finally, Level IV technicians repair high-tech equipment such as VCRs and camcorders.

Progression up the career ladder is based on employees' voluntary completion of training at their particular level, as well as on motivation and merit. For most levels, the employees begin training by completing a correspondence course and some OJT. Upon satisfactory completion of this phase of training, employees are sent to one of three regional learning centers where they receive hands-on training in their technical area. Sears has implemented "Standards of Competency" which identify a specific level of mastery required for successful completion of training. Once the employees have achieved this level of mastery, they are certified.

The school-to-work program is still in its infancy. Plans are currently under way to implement the program across the country. However, in the short time that these programs have existed, technicians have indicated a stronger sense of pride in their work. In addition to worker satisfaction, the quality of work and customer relations will provide a source for measuring outcomes. Even in the initial phase of the program, members of the Sears training staff are pleased with the program and have high expectations for its success.

EXAMPLE 6: Integration of Pre-Employment and Work-Based Basic Skills Training

The following example of an upward mobility program describes a variety of programs provided to economically disadvantaged youth, including pre-employment, basic skills, GED, and other training programs. Additional supports such as tuition reimbursement and work release options are offered as incentives for workers to participate in training programs.

In an effort to obtain and maintain a qualified workforce, Aetna Insurance Company has implemented several work-based and pre-employment training programs. Two of the targeted groups are youth and the economically disadvantaged.

For the past five to six years, Aetna has been working with the National Puerto Rican Forum, located in Hartford, Connecticut, on a pre-employment program. This program is designed to prepare low-skilled workers for employment at Aetna. The National Puerto Rican Forum is an outside group to Aetna.

Another training program conducted only at the Hartford office involves basic skills training for these target groups. The participants are taught office skills, basic math skills, writing skills, telephone etiquette, dress codes, typing skills, low-level technical skills, and various "living skills." Participants are taught skills beyond those needed for work.

Aetna operates two separate programs for youth. The first is a training and employment program for local inner-city high school youth. The students come into the company one to two times a week after school to learn about Aetna and the types of work the company conducts. The objective is to develop these students into future employees. The second program for youth is called Saturday Academy. Participants attend school during the week, then on Saturdays they go to Aetna to learn skills such as computer operations, public speaking, and writing.

Aetna offers tuition assistance to all employees. If employees want to take a "self-help" course, the company will reimburse them. If employees take a college course or other degree program and maintain a passing grade, they will be reimbursed. All courses are approved on an individual basis. Aetna also pays for GED training.

A training institute is located directly across the street from Aetna's Hartford office which is convenient for employees to take offered courses. Although some courses are available after hours, most of the employees are allowed work release time during the day with approval by their immediate supervisors. The types of courses that are approved for work release time are ones that are needed for the employee to become more proficient at his or her current job or for future promotion. Although employees can request to take any course they desire, the supervisor may "advise" the employee to take certain additional courses. The courses taught at the training institute are free to all employees. While the completed course is necessary for a promotion, promotion is not guaranteed.

There is no specific career ladder at Aetna Insurance Company. Generally, an employee is promoted if his/her job performance is good on the current job, he/she has been working on the current job for at least one year, and he/she has taken courses voluntarily. Although not common, some employees occasionally cross over departments for promotion (e.g., mail clerk to accounting department).

Job postings are updated and displayed weekly which state the requirements for the position, where the job is located, whether or not the company is looking inside or outside the company, and a name and telephone number of a person to contact. In order to transfer to another job, the employee must have been working in his or her current job for one year. If this is the case, the supervisor writes a statement of qualification about the employee, and the employee goes through an interview process as if he/she were coming from outside the company.

EXAMPLE 7: Trade Association Helping Small Businesses with Worker Training

As noted earlier, small businesses face much difficulty in providing the resources necessary for training and developing their workers. The following example illustrates a case in which small businesses obtain training for their workers at reasonable costs through the services of a national trade association. Even though the programs do not have direct impact on upward mobility practices of individual businesses, they provide a means for workers to enhance their mobility potentials.

The American Institute of Banking (AIB) is the educational branch of the American Bankers Association (ABA). It oversees numerous activities relevant to the career advancement of all levels of the banking workforce. Training programs offered by the AIB are available to all ABA member banks. AIB's programs are especially useful to smaller banks that are unable to provide the resources to train their workforces. The programs are delivered locally through a network of 300 ABA-chartered AIB chapters and through a national correspondence study program.

The AIB training programs include all phases of banking services and employ "Personal Economics Programs" offered to elementary and high school students who will be future users of banking services. There are also pre-employment, workplace literacy, and other educational programs for entry-level employees. Pre-employment programs are geared toward a variety of individuals including economically disadvantaged and dislocated workers seeking assistance through JTPA programs. Basic and specific skills courses, and workplace literacy programs prepare individuals for entry-level jobs in the banking industry. Finally, AIB offers Executive

Education Programs geared to the development potential of senior executives in the banking industry.

Once employed in a banking institution, the employee is able to enroll in a number of educational training programs available through AIB that lead to certificates or diplomas similar to an Associate's Degree. These Professional Development Programs are offered in conjunction with local banks and community colleges and are paid for by the employee's bank. While satisfactory completion of these programs does not mean automatic promotions, it can contribute to career advancement potential.

Although not directly involved with the actual career development of employees in individual banks, AIB does provide the means for individuals in banks from across the country to influence their career potential through enrollment in courses and educational programs. Approximately 50 different career path options are available in the banking industry, depending on the size of a given bank. These career paths are not always very formal or clearly defined. However, most banks have a number of entry points with numerous advancement options available. Career paths that are also available to disadvantaged and dislocated workers are found in occupational areas such as accounting and auditing, branch bank services, data processing and computer operations, international banking, trust and financial management, and lending occupations. Each of these occupational groups is comprised of a number of levels through which employees can progress. Selection is usually based on individual interest and ability, as well as completion of related training.

Career opportunities in the banking industry have changed due to changing economic and regulatory conditions. In earlier times, when banks were smaller and legally confined to operating within state boundaries, promotion from within was practiced more often than reliance on external sources. Now, many banks are able to expand their services across state lines and have developed a regional or national orientation. Because of this and the faltering economy, banks are facing a need to become more competitive, and may be less inclined to promote from within, opting instead to hire externally for high ranking positions on the basis of the applicant's qualifications. Some management jobs have also been eliminated as banks "downsize" or cut costs to stay competitive. Nevertheless, numerous opportunities still exist in the banking industry and, with the aid of AIB, workers in this industry have the opportunity to further their careers.

EXAMPLE 8: Management-sponsored Career Training for Economically Disadvantaged Workers

This example illustrates the utilization of JTPA and other Federal and state funding sources to hire economically disadvantaged workers. Also described is a proposal that seeks Federal funding to develop a new program that will be provided to this population of workers.

The United Parcel Service (UPS) is rapidly expanding its market share of the transportation industry. Because of this, the need to hire entry-level workers is also increasing. Consequently, UPS is focusing more of its efforts on hiring from the growing pool of economically disadvantaged individuals. A recent survey conducted by UPS estimates that approximately 1% of its over 250,000 employees fall into the category of low- or unskilled worker, many of whom are also considered economically disadvantaged. Many of these workers were hired using the services of local JTPA offices and other community based organizations, who provide the initial screening of applicants.

In addition to the current utilization of local JTPA and community based services, UPS has recently submitted a proposal to the Department of Education to develop a career-based training program aimed at developing the skills of economically disadvantaged workers. UPS will work with community-based organizations in providing outreach to people who may lack the education required to operate the technology used by UPS.

Program Description

Training will be conducted on-site by a combination of certified teachers from local community colleges and experienced UPS training managers who have knowledge of the job-specific skills. UPS plans to pilot test the program on the East Coast with an initial sample of approximately 60 trainees.

UPS, like many other firms in the service sector, has experienced the impact of technological advances. The result is the increased use of automation to perform even "entry-level" job tasks. For example, UPS workers occupying the position of "preloader" are responsible for preparing the daily delivery routes to local areas. Computerized "tracking" systems now facilitate this process by allowing UPS to trace customer packages as they pass through each stage of delivery. However, electronic tracking also requires a higher skill level on the part of employees, who are responsible for keying the appropriate information into the system and then using the computer program to monitor its progress. In order to effectively utilize the technology, which is increasingly defining this rapidly growing service field, it is essential to have access to a workforce with at least minimum competency in these skills. The career-based training program will focus on this type of training.

Other Education Programs Provided by UPS

At the same time that technology is advancing, an increasing number of workers are entering the workforce lacking in reading, writing, and math skills. Fewer employees are competently prepared to occupy even entry-level positions. To upgrade workers' basic skills, UPS also sponsors two worker education programs: a General Educational Development (GED) program and an English-as-Second Language (ESL) program. Both of these programs give employees the opportunity to enhance their reading, writing, and speaking skills while working at UPS.

APPENDIX D

CASE STUDY SUMMARIES

APPENDIX D

CASE STUDY SUMMARIES

Case studies of six upward mobility programs were conducted to examine exemplary programs in great detail. The case study summaries in this section are intended to illustrate the complexity of factors that impinge upon each program. These summaries contrast with the "example program descriptions" presented in Appendix C which provide a broad overview of the range of programs that exist across different types of service industries.

CASE STUDY 1: OMNI HOTEL

TOP-LEVEL MANAGERS INTERVIEWED

Director of Human Resources
General Manager
Director of Housekeeping
Director of Sales
Director of Food and Beverage
Director of Front Desk
Director of Engineering
Comptroller

The Omni Hotel in Baltimore, MD, presents a case in which comprehensive career enhancement program was applied to a new site. Attempts to "transplant" and customize personnel training programs developed at one site to another often involve many difficulties and challenges. In the case of Omni Hotel, there were two major, additional challenges. First, the original package, developed by Guest Quarters Suite Hotels (see Appendix C), was a top-down, management-driven program. Omni Hotel is the only site where this package was applied to a unionized workforce and modified through a process of labor-management negotiation. Second, when Beacon Hotel Corporation assumed management of Omni Hotel, the hotel employees met the new management team with much skepticism, even hostility, based on their negative experiences with the previous owners. Thus, the Beacon Hotel Corporation personnel management and training approach had to be "sold" to an initially unreceptive audience. This case study describes the management and employees' assessment of this process and its outcomes.

GENERAL DESCRIPTION OF THE OMNI HOTEL, BALTIMORE

The hotel, which was built 24 years ago as a Hilton franchise, was the first new hotel in the city for nearly 50 years. The initial structure consisted of approximately 360 guest rooms. From the beginning, it has been a union operation. The construction of a second tower to double the size of the hotel placed Hilton into severe financial straits. Around 1980, the hotel was sold to an

Arab company whose additional improvements to the property resulted in further financial decline. At that point, it was still unionized. It was then bought by a local entrepreneur and millionaire. Through the local government, Omni was hired as the managing company from 1984 until 1987 when the owner formed his own management group. However, by 1988, the owner had lost excessive dollars on his investment and was eager to be rid of the property. In April 1989, the hotel was turned over to Beacon Hotel Corporation as the asset managers. In June 1989, Beacon Hotel Corporation assumed full management of the hotel.

Number of Departments at Baltimore

The Omni Hotel consists of the following ten major departments:

- Rooms: front office, reservations, guest services, and housekeeping;
- Food Services: catering staff, chefs, stewarding, control and administrative functions, food storage, and food purchasing;
- Beverages;
- Horticulture: maintains hotel grounds;
- Sales and Marketing;
- Convention Services;
- Property Operations;
- Laundry;
- Cafeteria; and
- Valet and Guest Services.

Personnel

Types of Employees: One-hundred percent of the lower-echelon employees are union members and represent those occupying restaurant, housekeeping, and guest services positions. Roughly 25% of the staff were economically disadvantaged prior to employment by Omni. Approximately 20% of the people hired in the last six months, particularly those in the engineering department, were previously dislocated from the downsizing of local firms.

Turnover Rate: The personnel turnover rate varies considerably by type of department. For example:

- Among the maid staff, between 10% and 15% of the employees have worked at this Omni for 20 to 25 years. Thirty percent of those who start out in housekeeping do not make it to six months.

- Prior to the second year of Beacon Hotel Corporation operations, 15 out of 30 waiters were long-term employees and the other 15 were always turning over. Now, 25 are long-term employees and only five are turning over.

TRAINING PROGRAMS AND PERSONNEL MANAGEMENT PRACTICES AT OMNI HOTEL, BALTIMORE

Personnel Management, Training Philosophy, and Policies

Omni has a Human Resources Department on-site, along with a Director of Training. The management develops, updates, and conducts most of the staff training programs. Omni spends 3% to 5% of its overall payroll on training, or five to seven million dollars a year, not counting direct costs in support of training (e.g., to develop training modules). Beacon Hotel Corporation brought to Omni a very strong human resource policy based on the philosophy that the employees come before the customers. The corporate management of Guest Quarters and Beacon Hotel Corporation believes that if the management takes care of the employees then the employees will take care of the customers, who in turn will become repeat customers.

While the hotel has experienced effects of the recession, as have other businesses, the management is now somewhat more able to recruit better-qualified employees, particularly at the supervisory and management levels. However, neither the local nor national economy has changed the types or the extent of training.

Employee Orientation: On the first day at work, new employees attend a half-day orientation, which includes fire safety, hotel requirements, and a half-hour session with the General Manager. The latter serves as an "ice breaker" for new employees, who attend as a group, and as a chance for management to get to know employees as persons (e.g., who are you, where are you from, are you married, etc.). The overall goal is to impart to new hires the sense of being part of a team.

Performance Appraisals: On a quarterly basis, the department heads update each individual's performance review. A complete review is done annually. The review involves identification of the employee's strengths as well as weaknesses. When weaknesses are identified, a program is suggested by the manager to remedy them. Recognizing that all persons have weak points, managers included, Omni concentrates on moving an employee from being a 'good' employee to being an 'excellent' one.

Employee Opinion Survey: A 52-item survey is administered annually to all employees. Each employee indicates his or her department and whether he or she works full or part-time. In order to insure confidentiality and to maximize honesty of responses, employees are not required to identify themselves on the survey forms. The types of questions inc , but are not limited to: length of employment with the hotel; rating of benefits offered by the hotel; job performance assessment and employment practices; and employee facilities, supplies, and services. Upon completion, the employees mail the survey forms directly to a Boston contracting firm which analyzes the data. Within two weeks, the results are returned to the hotel where both managers and employees see them for the first time. The managers of each department meet with their staff to discuss the results. Across the 52 questions, the overall corporate goal is 90% positive. In their last survey, the hotel had attained an overall positive rating of 87%.

Open-Door Policy: This policy enables employees to speak to any manager in the hotel to express any issue or concern. This policy is intended to keep the line of communication open between line workers and managers and to resolve problems efficiently and expediently. All interviewees in the case study agreed that line employees have to be judicious in exercising this policy. Most preferred to follow the "proper" channels of confronting their direct boss before bringing the issue to the attention of upper-level management.

"Disadvantaged" Employee Recruitment and Hiring: Following the general guidelines established by the Guest Quarters Hotels, Omni recruits job applicants from two publicly-funded employment programs for the economically disadvantaged workers: the Arbor Group and the Goodwill Program. Positions offered are typically entry-level, most notably the guest room attendant (GRA) position.

- The Arbor Group is a government-funded (both Federal and state) training program for low-income individuals. It consists of one week of off-site training. After 90 days, the hotel is reimbursed by JTPA for half of the trainees' salary. New employees are evaluated every 90 days for the first year and then annually thereafter.

- The Goodwill Program is a training program for those who are on welfare. Goodwill staff screen applicants and enroll them into the program. The program consists of six weeks of on-the-job training. After the six weeks, Omni has the choice of whether or not to hire the trainees. If the hotel hires a trainee, Goodwill reimburses the hotel for half the new employee's salary. Goodwill trainers work in conjunction with the hotel supervisors to train prospective employees. The hotel hires about 30% of the trainees referred from Goodwill, and their turnover rate is about 50%.

<u>Description of Training Programs</u>

Several types of training are offered at Omni, Baltimore. Some involve general skills such as CPR classes and telephone training; others are targeted for specific employee groups (e.g., a sanitation class for kitchen workers). More structured programs have been developed for new hire training and job-specific skills training.

New Hire Training: Every position at Omni has a corresponding training manual. The manuals contain the job description, its duties, and step-by-step instructions on how to perform the specific tasks involved in that position (e.g., "how to make a bed" for employees in the housekeeping department). The manual is used as part of the orientation for new hires. It includes instructions designed for ten days of task-oriented training. Each day, the new employee learns something new within the department or the specific position. At the end of the day, there is a checklist: "Have you learned this today?"

In-House Job-Specific Training: The Omni Hotel provides job-specific skills training at regular intervals in each of the departments. These training programs are provided to prepare employees to perform their specific jobs, as well as prerequisites for advancement. Specific examples are described below.

<u>The Grille and Corner Bar</u>: The Baltimore Omni has three restaurants: (1) The Baltimore Grille; (2) Jackie's Cafe; and (3) The Corner Bar. Training for the Grille and Corner Bar includes eight hours of classroom training in which the trainees proceed through several training modules. For example, one of the modules involves a 320-page bartenders' training manual.

Before Omni opened The Grille to customers, all customer service procedures were tested and practiced in a "mock up" using other staff as stand-in customers. The employees served 600 meals in The Grille and Corner Bar before its actual opening. Real food and beverages were prepared, and staff "customers" were told what to order, what method of payment to use etc., so that serving staff could practice making different kinds of drinks, handling different methods of payment, etc. to accommodate customer requests.

Now that the Grille and Corner Bar are running efficiently, new employees are required to have two weeks of training, and three generic manuals are taught on an on-going basis for all employees. Similar training was conducted for Jackie's Cafe.

Front Desk: Employees who work for the Front Desk Department go through a three week training period. The first week involves hands-on experience at the front desk and reservations. In the second week, new employees meet with staff from every department for an overview of all departments and how they interface with each other. During the last week, the Director of the Front Desk takes new employees on a tour of the city to meet with their counterparts in other hotels in the city.

Housekeeping: For the first two weeks on the job, the new housekeepers go through extensive training guided by a training manual. Upon completion of the training manual, they are evaluated to determine whether they have satisfactorily acquired the necessary job skills. The Housekeeping Department's three employee motivation programs are discussed below.

A Day With the Boss: The lead trainers and selected guest room assistants (maids) attend one of the housekeeping management meetings. After the morning session, they are invited to either breakfast or lunch in one of the hotel restaurants. Employees continue to attend the afternoon session with the managers to learn how the whole housekeeping department works.

The Ninety and Above Club: Employees who achieve or exceed 90% positive on their room inspection become members of "The Ninety and Above Club." Managers from housekeeping and other departments rate the rooms, according to various criteria (e.g., cleanliness). An employee's score is the average across all raters. If the average is 90% or above, then the employee receives a recognition pin and is initiated into the club.

The Quest for Quality Commission: This program involves seven employees from the Housekeeping Department who meet once a month for two hours. This "team" operates off of a quality circle model: Middle managers establish the goals and team members work toward the solutions. The program is designed to empower line workers to deal with the types of problems that challenge managers and to integrate worker perspectives with those of managers.

Engineering: In the Engineering Department, initial training follows an apprenticeship model whereby a more experienced senior person takes a new employee under his or her wing for two weeks. After that period, the new hire can enroll in a departmental certification program by reading and completing designated books within various skill areas (e.g., plumbing, electricity, air conditioning, refrigeration) and passing a competency exam. Certification means that the employee is eligible for promotion to a higher position when a vacancy occurs in his or her certified job area.

"Omni People Make a Difference": Each department manager within Omni participates in the delivery of this informational program to employees. The program is designed to facilitate employee indoctrination into the company as well as team-building by providing an interdepartmental perspective. To this end, the program focuses on providing employees with a baseline knowledge and appreciation of the role and responsibilities of other departments as they contribute to the functioning of the hotel as a whole.

Off-Site Programs: Off-site programs are typically held in conjunction with local colleges, whose curriculum provides courses that are commensurate with some aspect of working in the hotel. The Baltimore Culinary Institute conducts courses on restaurant management for cooks and chefs. Essex Community College in Baltimore has a restaurant hospitality program for managers. At six month intervals, the college conducts seminars in which the top managers of Omni work with the mid-level managers on skills such as team building and problem solving. Computer classes offered by Hartford County College are available to those in the Sales and Marketing Department.

Tuition Reimbursement: Employees become eligible for tuition reimbursement after they have worked in the hotel one year. At that time, they may receive up to $1000 annually in reimbursement for successful course completion (a grade of C or above). An additional stipulation is that courses must be approved by management as commensurate with the employee's job function or career path.

Measures of Program Success

Tracking of program effectiveness began three years ago. Each year the management compares the results of the Employee Opinion Survey to the previous year's rating. In 1990, the hotel had 87% positive results, compared to 80% in 1989.

Factors Contributing to Program Success

Management staff identified two main reasons for program success: the dedication and involvement of the supervisory staff; and employees' internalization of the corporate policy (i.e., if the company treats the employees well then the employees will treat the customers well).

EMPLOYEE ASSESSMENT OF CAREER/SKILLS UPGRADE OPPORTUNITIES

Twenty-seven line workers, floor supervisors, and mid-level managers attended two group interview sessions and provided their assessment of the Omni's personnel development program to the research team. The departments and positions they represented included: Engineering; restaurant; housekeeping; banquet service; convention services; sales/marketing; accounting; security; food server; server attendant; cook; and front desk agent.

There appeared to be marked variations in how personnel development is managed in different departments, largely reflecting individual managers' philosophy and commitment to workers' welfare. Differences were reported in the efficiency of methods for advertising educational and training opportunities, most notably the tuition reimbursement program, and in the provision of career guidance and on-the-job training.

Tuition Reimbursement Program

The tuition reimbursement program is initially introduced during employees' orientation, along with a plethora of other packages and procedures. However, most employees in the case study interview reported some difficulty in obtaining information about the program. One employee stated that her manager had never encouraged her to take advantage of the program despite repeated attempts on her part to do so. However, another stated that her manager constantly encouraged her to use the program to continue her formal education. Moreover, many employees asserted that the stipulation that they pay for the tuition up-front and then await reimbursement discouraged them from using the program.

Suggestions for Improvement

There were several suggestions provided to the case study team to help improve the gap in information and also to help promote some of the training benefits. For example:

- Tuition reimbursement should be available to employees after working at the hotel for six months instead of one year;
- During the departmental meetings, there should be a topic concerning the types of training benefits offered by the hotel, including examples of the types of courses that would be acceptable for tuition reimbursement;
- Career pathing should be offered and explained to all employees, not just selected ones;
- The orientation session should not exceed two hours; the current five-hour program might be delivered over several days; and
- There should be more career-oriented training for line employees, in addition to existing training for job-specific skills.

UNION REPRESENTATIVES' ASSESSMENTS OF CAREER/SKILLS UPGRADE OPPORTUNITIES

Three union shop stewards from the Hotel and Bartenders Union, Local 7, were interviewed by the case study team. They have been with this hotel for 10, 17, and 20 years, respectively. Although they voiced some concerns with the present management practices, they also described improvements in employee benefits and career support, equal employment practices, and worker-management cooperation since Beacon Hotel Corporation assumed management. Before Beacon Hotel Corporation took over operations, conflicts with managers were common, particularly around contract negotiation time. Now, relations between employees and managers are cordial, if still somewhat guarded. Loyalty to the hotel, as the only unionized hotel in downtown Baltimore, was high.

CONCLUSION

In the meeting with top-level managers, all seemed genuinely committed to providing career development opportunities to **all** Omni employees. They admitted that few line workers use Omni's tuition reimbursement program, which they attributed to a low level of worker interest.

However, meetings with both line employees and mid-level management seemed to suggest that this vision has not been translated consistently to employees across departments. While some mid-level managers may actually encourage and empower employees in this respect, these "promoter" managers may be the exception. Mid-level managers' key focus seemed to be on specific job-skills training and incentive programs. Line employees themselves asserted that daily training is extensive and quite good.

In summary, mid-level managers were collectively enthusiastic about their own career development opportunities within the hotel, which seemed to be quite rich. However, they appeared, as a group, to be less interested in line worker career development. Both line workers and managers seemed to agree that working conditions within the hotel have improved dramatically since Beacon Hotel Corporation took over.

CASE STUDY 2: ZQ HOTEL

PARTICIPANTS

Director of Human Resources
Manager of Guest Relations/Loss Prevention
Front Office Manager
Senior Catering Manager
Banquet Chef
Restaurant Supervisor
Director of Housekeeping Services
Human Resources Assistant
Lead Server in Restaurant
Room Service Operator
Gift Shop Attendant

GENERAL DESCRIPTION OF THE COMPANY

ZQ was established in the 1920's as a restaurant chain. The first ZQ hotel opened in 1957. The ZQ hotel selected for the case study is located in Northern Virginia and has been in business since August, 1989.

ZQ is divided into two major lines of business: lodging and services. Lodging consists of a variety of hotel types including:

- Time-sharing resorts;
- Full-service hotel and suite operations designed to cater to business and leisure travelers and convention groups (of which Northern Virginia ZQ is a member); and
- More basic hotel services designed specifically for the needs of business travelers and other price-conscious customers.

A number of other services are provided by ZQ. A food and services management company provides meals and other services to more than 3,000 business, health care, and education clients. International services provide airport facilities serving food, beverages, and merchandise; and other travel services provide toll-road full-service and fast-food restaurants, snack bars, gift shops and vending centers. ZQ also provides senior living services in retirement centers providing living facilities and health care services to older people.

ZQ HOTEL, NORTHERN VIRGINIA

<u>Number of Departments</u>

The ZQ Hotel in Northern Virginia consists of the following departments:

- Human Resources;
- Loss Prevention;
- Engineering;
- Housekeeping;
- Laundry;
- Sales;
- Front Desk and Guest Services;
- Banquet;
- Valet; and
- Food Services.

Organizational Structure

The hotel's organizational structure includes four major managerial levels: The Executive Committee; Administration and Engineering; Food and Beverage Services; and Sales and Catering. All are ultimately accountable to the General Manager.

Executive Committee: The Executive Committee consists of the General Manager, Director of Human Resources, Director of Marketing, Food and Beverage Director, Controller, and Chief Engineer.

Administration/Engineering: There are eight major departmental positions below the General Manager. These are: Director of Human Resources; Controller; Chief Engineer; Director of Security; Director of Services; Food and Beverage Director; Director of Marketing; and the Front Office Manager.

Food and Beverage: There are five main managers under the Director of Food and Beverage: Convention Service Manager; Catering Services Manager; Banquet Manager; Lounge Manager; and Executive Chef/Restaurant Manager. The latter is responsible for the Sous-Chef and the Banquet Chef.

Sales and Catering: The Director of Marketing answers directly to the General Manager. He or she, in turn, is the supervisor of the Director of Catering. Under the Director of Catering, there are four Catering Managers, two Sales Managers, and one Executive Meeting Manager.

Personnel

Types of Employees: There are approximately 300 employees, of which 200 are hourly workers. Approximately 60% of the current hourly staff work full-time (i.e., 30 hours a week) and thus receive full benefits. A 30-hour week, rather than a 40-hour one, is designated as full-time in order to compensate for interdepartmental differences in the length of shifts (e.g., the standard shift for health club attendants is only 5 hours).

New employees bring with them a variety of educational backgrounds: some have four-year and two-year college degrees while others have a high school diploma or less. A large percentage of employees is Hispanic.

Since this hotel opened, approximately 10 hourly employees were recruited through the Targeted Job Tax Credit program, a federally-sponsored program designed to secure employment for economically disadvantaged workers by reimbursing employers for 26% of employees' salaries.

Turnover Rate: The turnover rate for hourly wage associates, which is calculated on a monthly basis, was 32% for October, 1991. This represents a decrease over the previous year. According to the Director of Human Resources, this could be attributed to the age of the hotel. Specifically, last year marked the hotel's first anniversary and thus served as a "ceiling" on turnover.

Records Maintained in Employee Files: The following records are kept in each employee file:

- Job application;
- Tax forms;
- Statements signed at orientation verifying receipt of:
  - Employee Handbook;
  - OSHA regulations; and
  - Safety training;
- Performance evaluations;
- Written or verbal warnings on performance or behavior;
- Credit Union withdraws; and
- Any transfer applications.

TRAINING PROGRAMS AND/OR PERSONNEL MANAGEMENT PRACTICES

Company Philosophy and Policies

At ZQ Hotel, all employees are referred to as "associates." ZQ recognizes that customer satisfaction and, therefore, corporate growth, are closely linked to associate satisfaction (i.e., "If we take care of our associates, the associates will take care of the customers").
As such, corporate policies focus on creating both long-term customer and associate relationships.

ZQ is very concerned with cross-training. Cross-training promotes flexibility and, ultimately, progress and movement for both associates and the company as a whole. According to the Director of Human Resources, "It is better to have four to five individuals who can perform various job functions across departments than twenty people who are only trained in one job or area."

Description of Programs and Practices

Transfer System: Employee transfers are available both within and across departments within the hotel as well as across other ZQ hotels. Two criteria guide the "match" between the transferring employee and the vacant position. First, the employee must have worked for ZQ for at least six months. At the site level, this policy may be modified to allow an employee to move from one job to another within the hotel. This is seen as a positive alternative to losing the employee altogether. Second, the employee must meet the prerequisite job criteria, as would an external applicant, such as the ability to speak English, completion of required training, etc.

Operationally, transfers are arranged by having the interested employee complete a transfer request form, which has to be signed by various levels of management.

Specific Skills Training: The hotel has ongoing training for associates within each department. For example, there is ongoing wine training for food and beverage servers. During "promotions" of specific wines, representatives from the given winery are invited to come on-site to deliver training concerning their product. However, most training is obtained on-the-job: ZQ has a "buddy system" where a trainer is designated to prepare a new employee for his or her position.

Management Training: Corporate policy mandates that every manager have a minimum of 40 hours of training per year. Some managers are able to fulfill this requirement within a one week-long training session. However, most are encouraged to exceed the 40 hour minimum. Training for management is conducted both inside and outside the hotel. Internal training includes classes on topics such as customer service and conflict and time management. Off-site training varies based on needs.

Quality Certified Training (QCT) Programs: QCT, which is available to all employees, enables employees to become "certified" for a given position within their department. For example, an employee who began as a server can, after successful completion of QCT, become a lead server. Lead servers are certified as trainers who are qualified to deliver on-the-job training to new hires. Ideally, a new employee should only receive his or her training from a qualified trainer. Following certification, a lead server may go on to train for a supervisory position.

ID Programs: The ID Program consists of a book of tasks for each department within the hotel. The tasks are to be learned daily. At the end of each lesson, there is a check list to insure that the new employee has mastered the information for that particular day. The program lasts between six months and a year. After successful completion of the program, employees receive internal certification in their area and are then eligible for promotion to a supervisory position.

Empowerment Training: Empowerment training is designed to enable, or "empower," employees to make decisions autonomously in situations where it is impractical or unnecessary to go through the process of locating a manager and obtaining authorization. For example, if an item in the gift shop is damaged, the employee on duty may adjust the price according to his or her own discretion. While empowerment must be exercised within limits, it has been demonstrated to be an effective means of broadening employees' sphere of influence while allowing managers to devote more time to their other responsibilities.

Educational Assistance Program: All full-time employees are eligible for tuition reimbursement after completing one year of service with the company. The associate receives reimbursement for 90% of tuition costs, up to $1,000 per calendar year, for courses approved by division policy. Approved courses must be pertinent to the employee's current job or career path. Applicability is determined by management, namely the HR Department and appropriate departmental manager. Presently, the largest usage of this program is by Hispanic employees enrolled in English as a Second Language courses to improve their English.

"Bounty Hunter": This is a hotel-sponsored incentive program whereby the hotel pays $100 to any associate bringing in a friend for employment, who remains at ZQ for at least 90 days.

According to the HR Director, last year this program was the most successful recruitment program.

On-Property Training (OPTs): In order to avoid the time and cost of duplicating training programs across sites, ZQ consolidates management training seminars at certain sites. By allowing personnel from various sites to gather for training at one location, both training efficiency and corporate team-building are maximized.

While most of the training topics are generic to the corporation as a whole, one program, The Wellness Program, is specific to the site included in The Case Study. It includes health fairs and exercise and nutrition information.

EMPLOYEE ASSESSMENT OF CAREER/SKILLS UPGRADE OPPORTUNITIES

All restaurant employees are trained on basic protocol, such as how to approach a table, and on quality and quantity control, food production, and wine selection. In wine training, servers are trained to recognize which wines best complement certain foods. This enables them to respond to customer inquiries and to make suggestions when needed.

At the suggestion of the Director of Human Resources, associates in the restaurant and catering departments have formed a task force to identify and resolve problems and issues in their department. Based on a quality circle model, participants outline each problem or objective and then work together to generate solutions. Issues that might arise are discipline or food quality. Plans are currently at hand to extend this model to other departments as well, such as room service.

Several suggestions for improving the quality of work life at ZQ were made by employees:

- There should be more cross training. Everyone should know the responsibilities of each department;

- There should be an opportunity for associates to trade jobs for a day in order to learn more about other positions within the hotel (e.g., a housekeeper become a bell boy for the day); and

- There should be on-site courses to teach people both English and Spanish, as needed, in order to facilitate communication between English- and Spanish-speaking associates.

CASE STUDY 3: ARA FOOD SERVICES

PARTICIPANTS (All are staff members at ARA Food Services, Pentagon)

Deputy General Manager
Personnel Manager
Two Food Service Directors
Assistant Food Service Director
Location Supervisor
Production Manager
Head Cashier
Two Union Shop Stewards

GENERAL DESCRIPTION OF THE COMPANY

ARA Food Services provides dining and vending services to over 5,000 business and government facilities nationwide, including many Fortune 500 companies. A large part of ARA business is operating cafeterias in corporate and government offices, schools, college campuses, health care facilities, and correctional institutions. Additional services include refreshment stands, "fine dining" facilities, convention center services, vending machine management, linen services, and a book and magazine division.

There are approximately 50 ARA units in the Baltimore-Washington area; the range of services depends on the need and size of each account. Each ARA unit operates as an autonomous company under the general corporate support of the national headquarters office in Philadelphia and of its respective regional corporate office.

ARA-PENTAGON

ARA Facilities at the Pentagon

ARA has been under contract with the Department of Defense to operate food services at the Pentagon since 1972.

ARA at the Pentagon, currently serving 24,000 clients a day, consists of the following facilities:

- Two main cafeterias;
- An executive dining room;
- Six snack bars or mini-cafeterias;
- A pastry shop;
- Vending bars, two of which are open 24 hours a day; and
- A banquet facility for catering special events at the Navy Annex, currently under renovation. (The Annex personnel belong to the ARA-Pentagon office.)

In addition to customer-service workers in the dining facilities, ARA service employees work in the following areas:

- Bake shop: all bakery items are made on the premises except sandwich breads and rolls. A night baker comes in at 11 p.m. to make donuts, croissants etc., for the next morning. The shop also supports a catering business.
- Production kitchen: all workers are cross-trained to assume other positions, as needed.
- Pot and pan room where utility workers work.
- Maintenance shop: 7 men are assigned to repair equipment, vending machines, etc.; other ARA sites do NOT have their own maintenance shops.
- Dishrooms on two floors of the Pentagon.
- Salad room where pre-made salads, salad bar items, jello salads, etc. are prepared.
- Production room where one of the cooks prepares eggs for breakfast and cooked vegetables for lunch.

<u>**Personnel**</u>

Currently, ARA at the Pentagon has 266 employees. Many of them have worked in food services at this location since the Pentagon was built over 40 years ago. The employees consist of 52 managerial and 214 hourly-wage workers. Of these, 198 are union members; 16 are grandfathered non-union members. Unlike most other ARA units, there is a separate Personnel Department with three full-time staff: a Personnel Manager, a Personnel Assistant, and a Merchandising and Nutrition Specialist.

Average Salary Levels:

- The salary levels of hourly-wage positions are divided into Level 1 and Level 2 classifications. Level 1 positions involve greater leadership and technical responsibilities such as the additional responsibility of using a meat slicer. Persons in Level 1 positions make ten cents an hour more than Level 2 workers ($8.50 versus $8.40 an hour). For example, a lead cook makes between $8.79 and $9.59 an hour because he/she does batch cooking.
- Some of ARA employees work part-time, averaging 7 hours per day with a minimum of 20 hours a week. Part-timers make more money per day than full-time workers. When they work less than 6 hours, they receive an extra dollar an hour. For example, part-time cashiers work 4-hour shifts; a lead cashier makes $9.04 to $10.04 an hour working the 4-hour shift.

Employee Demographics: Most of the hourly-wage staff represent racial/ethnic minority groups. They range widely in age -- from twenties to seventies, both males and females. Further breakdown of employee characteristics by job type is as follows:

- Total of 49 cashiers consisting of 40 females, 39 minority;
- Total of 18 cooks include 7 females, 11 males; and
- Total of 69 food service workers consisting of 59 females.

Personnel Turnover Rate: ARA monitors their personnel turnover rate on a monthly basis. The average monthly turnover rate is 3%; the highest was 4% in November 1990. These rates are very low, especially for this industry. The management attributes the consistently low rate to:

- A pleasant working environment;

- Employment stability and security, based on ARA's extended tenure at the Pentagon and on union representation;

- Higher salary rates than food service workers elsewhere (e.g., fast food restaurants pay around minimum wage for the same type of work); and

- A good health benefit package through both the union and ARA (workers are responsible to pay only for dependents).

TRAINING PROGRAMS AND PERSONNEL MANAGEMENT PRACTICES AT ARA-PENTAGON

Human Resources Management Policies and Practices

ARA-Pentagon is different from many other ARA units in that it has a separate personnel department with three full-time staff members to perform personnel-management functions, including personnel administration, training, performance appraisals, and salary reviews. On a quarterly basis, a human resource representative from the corporate office visits ARA-Pentagon to review and discuss human resource issues, such as the new disabilities act, company policy on sexual harassment, and the employee handbook. Otherwise, all personnel training and career development activities are under the purview of the ARA-Pentagon management.

Employee Orientation: On the first day, new employees watch the "Spirit of Service," a film providing a 6-hour introduction and orientation on how to handle (and how not to handle) various job situations. During the orientation, the following information is covered:

- Job description;
- Hours and breaks;
- Time clock location and procedures;
- Personal appearance standards;
- Pay period;
- Health benefits;
- Vacation time and scheduling; and
- Organizational charts.

New employees are also given a two-volume Employee Handbook which contains general company policies and rules, including regulations on attendance, personal appearance, and customer service do's and don'ts. (Many other ARA units are either in the process of developing such handbooks or have none.)

Performance Appraisal: The personnel manager prepares the performance appraisal and discusses it with each employee. Together, they develop an individual career development plan for that employee (i.e., where they want to be in a year).

Employee Incentive Programs: Several incentive programs have been instituted to acknowledge exemplary workers at all levels. Examples are: "We're Glad You're Here" for snack bar workers, sponsored by the National Restaurant Association; the "Employee of the Month" award; and the "Hats Off to You" award.

Employee Disciplinary Procedures: New employees are eligible to join the union after a 30-day probationary period. In the event of unsatisfactory work performance, the following corrective steps are taken by the management:

- Verbal warning;
- Three write-ups with a counseling session for each conducted by supervisors with the union shop steward present;
- `uspension; and
- Termination (following the fourth write-up).

Records Maintained in Employee Files: The following records are kept in each employee files:

- Training sheets listing all hazardous or abrasive materials they have been trained to use;
- Workshop participation tracking sheets that are sent to the corporate headquarters office in compliance with corporate training standards;
- Job description for every employee position (developed by management), including guidelines such as how long each task should take;
- "Write-ups" of employee infractions, following verbal warnings by location managers;
- Attendance sheet that records information such as vacations, times left early, suspension, and bereavement leave taken;
- Health insurance and tax information;
- Confidential employee profile (address, title, hourly wage, number of hours work per week);
- Sheet with signature to verify receipt of Employee Handbook; and
- Security clearance form.

CORPORATE-SPONSORED TRAINING PROGRAMS

ARA-Pentagon provides a wide range of employee training programs. Some are open to all employees while others are designed for specific target groups. The key training programs are described below:

Job-related Training

- Safety Training - Personnel Department staff offers continuous training on workplace safety. These sessions are scheduled to accommodate to each unit's work shifts. Instructive video tapes, or "Safety on Wheels," are shown at various work stations.

- A two-day sanitation class conducted every six months for new employees.

- Workshops on specific job-related information. Examples are: (1) a new video, "Food Safety Is No Mystery," being developed by corporate headquarters; and (2) programs to train cashiers on a standardized key pad so that they can work in more than one dining area.

- Career Pathing Program: ARA-Pentagon is developing career paths for hourly employees to provide a structured support for career advancement, starting with more selective hiring guidelines. The current practice is less systematic, primarily based on individual employee's perception of what constitutes career enhancement (e.g., a job that pays more; offers "better" hours for child care needs or for a second job). The ARA corporate policy does not provide a centralized vacancy tracking system for employees to apply for upgrade positions nationwide. However, personnel managers at each ARA unit may advise employees of such upgrade opportunities which the employees themselves may elect to pursue.

- Management Upward Mobility Opportunities: ARA-Pentagon sends some managers to the Culinary Institute operated by the National Restaurant Association, and to seminars on personnel management. There is a management-level job posting across ARA units nationwide and a management training program for college graduate recruits.

Skills Enhancement Training (SET) Program

The Skills Enhancement Training (SET) Program is a basic skills program designed to enhance cafeteria employees' skills in the areas of reading, writing, mathematics, and hospitality. It represents a joint effort between the Department of Education, the Food and Beverage Workers Union, Local 32, and a consortium of 14 food service companies in the Washington, DC area. The program was initiated in October, 1990 at five locations in the Washington, DC area, including ARA-Pentagon. All classes, except the computer class, are available to unionized ARA personnel on-site at the Pentagon location. Classes are held during the week after regular work hours (e.g., from 3:30 p.m. to 6:30 p.m.) and also on Saturdays at the union hall location. (Additional information on the SET Program is provided in Appendix C.)

Program Selection, Eligibility Criteria, and Requirements: The program is open to any ARA worker with union membership who is interested in enhancing his or her basic skills.

Participation is strictly voluntary, and there is no fee to the employees for training. Students must commit their own time to attend classes and bear any incidental costs (e.g., extra child care).

Employees were informed about the initiation of the program from the SET Program staff who held recruitment sessions during workers' lunch breaks. At the beginning of the program, each student was tested for the baseline skills assessment in order to tailor classes to his or her special needs. Upon successful completion of the program, each graduate received a $200 company-paid bonus.

SET Program Outcomes for the ARA-Pentagon Personnel:

- Participation Rate: During the first 18-month phase, 38 workers enrolled in the program. This represented 18% of all ARA hourly employees. Of these 38 workers, 31 graduated, representing a completion rate of 84%.

- Assessment of program outcomes by the management included the following comments and observations:

  - In its early stage, the program has shown no detectable effect on personnel turnover, largely due to consistently low turnover rate at ARA-Pentagon. Many of the students have had a long, stable employment with this company.

  - "With the SET Program, you can't measure outcomes in dollars and cents. The biggest thing we noticed was an increase in the workers' self-esteem and improvement in the customer-service skills. The graduates became more assertive, confident, and articulate; improved their work habits and abilities (e.g., quoting prices and adding up customers' bills); and were more willing to initiate positive interactions with co-workers and customers."

    "One employee opened a checking account for the first time in her life since learning to write through SET. The positive effects disseminated to other employees by word-of-mouth. Other employees seem to emulate the positive behavior of SET graduates." The managers began to receive more positive customer comments.

- Impediments for participation included:

  - Reluctance among some employees to admit their need for basic skills training;
  - Lack of time due to working at a second job; and
  - Lack of transportation.

- The managers suggested the following approaches for program enhancement: add more emphasis on customer-service, communication skills, business writing, customer awareness, and basic economics. Another suggestion was to incorporate field service at other participating food service establishments to expand workers' experience.

- The workers' and union representatives' responses to the program included the following:
  - The workers had felt a need for improving basic skills, and the program helped to sharpen their basic academic and communication skills.
  - The program was described as "enjoyable," "a great experience," and "not a waste of time."
  - The graduates now feel more comfortable in interacting with customers, managers, and fellow workers.
  - The management encouraged all employees to take advantage of the program.
  - Participants constantly talked about the program among themselves and encouraged everyone else to participate.
  - In the program, the instructors asked ARA participants to suggest specific topics of interest to them. This allowed the students to partly direct the course contents.

KEY OBSERVATIONS AND IMPLICATIONS

ARA Food Services at the Pentagon is different from other ARA units in that it has a Personnel Department with full-time staff. All of the location managers indicated that this made their jobs much easier and allowed more time to devote to improving their immediate work station and to dealing positively with employees. The availability of this extensive personnel support seems to be a key factor that contributes to worker satisfaction and retention at ARA-Pentagon. While distinct career pathing has not yet been implemented to date, workers here do indeed seem to have "a good deal."

Relations between employees and managers appear very cordial; managers are on first-name basis with employees. In the work stations, everything seems to be run efficiently with little or no management supervision. The kitchens, the eating areas, etc., are extremely clean and orderly for a mass-production establishment.

In summary, this case study confirms several of the conclusions drawn from the literature review. ARA-Pentagon has three characteristics which the literature consistently cites as positive indicators of internal labor markets (and by extrapolation, of upward mobility programs). These are organizational **size, complexity**, and the presence of a distinct **personnel department**. ARA-Pentagon is a fairly sizable business, currently with 266 employees. Second, it has a complex organizational structure providing many levels and types of services and positions. Third, and perhaps foremost, it has a distinct personnel department, with three full-time staff members whose focus is on handling staffing issues.

These three characteristics are highly interrelated. For example, the managers emphasized that they have a personnel department, not because they are more enlightened than managers at other ARA sites, but because they have a big, complex account which warrants it. The positive influence of these characteristics (i.e., organizational size, complexity, resources, personnel department, and management interest in promoting human capital) is demonstrated in the low employee turnover rate (3% per month), especially given that turnover is quite high for this labor market as a whole.

Moreover, one may extrapolate that both the implementation and "success" of the SET program was greatly facilitated by the positive employment conditions that preceded it, such as employment stability and longevity. Finally, the role of the union was critical in the establishment of the SET Program, and the ARA-Pentagon represents an exemplary case of labor-management cooperation in support of employee career enhancement and maximizing human capital for the company.

CASE STUDY 4: AMERICAN TELEPHONE AND TELEGRAPH AND THE ALLIANCE

The Alliance for Employee Growth and Development, Inc. (The Alliance), is a non-profit organization, formed to promote the employment security of union-represented American Telephone and Telegraph (AT&T) employees. AT&T employees are represented by one of two labor unions -- the Communications Workers of America (CWA) and the International Brotherhood of Electrical Workers (IBEW). The management and funding for The Alliance is supported by AT&T and the two unions.

The Alliance and AT&T maintain a highly integrated operation in support of employee training. While each offers training and development opportunities to all employees, the programs often work in conjunction with each other. This case study describes the coordination of training functions between AT&T and The Alliance. To this end, it provides an overview of The Alliance training programs and their application in one AT&T business unit in the Richmond, VA, area. Employee training administered solely by AT&T is also described separately. It is important to note that AT&T and the two labor unions each contribute to all Alliance policies, services, and funding.

During the AT&T site visit, the following AT&T staff provided information for the case study:

- Resource Managers, Operator Services, AT&T; and
- The Alliance union and management representatives.

THE ALLIANCE

History of the Organization

In the late 1970s and the early 1980s, the level of competition increased dramatically within the Bell Telephone System, fueled by the changes in regulations within the communications industry, rapid changes in technology, and the globalization of the economy. As a result of anti-trust legislation, which further allowed new "players" to enter the communications field, the Bell System was divested in 1984. These changes began to jeopardize the job security of AT&T workers.

By the late 1970s, efforts by the labor unions were underway to strengthen the employment outlook of the unionized workers within the Bell System. In 1983, labor-management negotiations resulted in the installation of an Internal Training Advisory Board whose role was to oversee education and training programs for employees. However, the tasks and challenges imposed on the Advisory Board soon exceeded its resources. In 1986, a collective bargaining agreement was signed by members of AT&T, CWA, and IBEW establishing The Alliance as a separate entity whose major mission was to provide services to union-eligible AT&T employees in the areas of career development and employment security.

The Alliance has developed a variety of training and development programs designed to enhance worker employability through continuing learning experiences. AT&T employees have been faced with an escalating problem of job loss as a result of the 1984 divestiture as well as technological advances. They are aware that additional layoffs are likely. This anticipation serves as the main motivator for employees to ensure their future employment outlook. In addition, changing technologies and subsequent changes in requisite job skills call for continuous skill upgrading. Since 1986, The Alliance has been aggressively involved in assisting AT&T workers to gain greater employability, internally and externally.

Organizational Structure

From its inception, The Alliance has operated as a joint venture, with equal representation by AT&T and the unions. At the national level, a director and two co-executive directors guide the activities of the organization. The co-executive director positions are filled by one union representative and one AT&T representative. A six-member Board of Trustees, three representatives from AT&T and three from the unions, meets twice a year. Currently, there are two members from CWA and one from IBEW. This Board oversees the activities of The Alliance, and works toward achieving the organizational goals.

The Alliance's policies and programs are implemented at the level of Alliance Local Committees (ALC) created by AT&T employees on-site at each AT&T business unit. These committees are responsible for conducting surveys of workers to assess their level of education, skills, and future training interests; informing workers of the kinds of training available at the work site; assessing both internal AT&T and external labor markets; identifying school systems as potential training resources; maintaining Alliance training records; and serving as a liaison between The Alliance and the AT&T business unit. Three regional offices of The Alliance are located in Somerset, NJ, Austin, TX, and Atlanta, GA. The regional staff provide technical assistance to ALCs, including negotiating contracts with local training vendors and processing requests for funding.

Financial support for The Alliance comes from AT&T, CWA, and IBEW, based on the Collective Bargaining Agreement and from other external sources, such as JTPA funding for displaced workers. Additional funds are provided by the AT&T Tuition Assistance Program (TAP).

Types of Employees Served

The Alliance serves AT&T employees who are members of a bargaining unit, including technicians, sales representatives, factory workers, and telephone operators. Currently, there are approximately 275,000 AT&T employees worldwide. Since 1986, over 65,000 have received Alliance services with Alliance-eligible participants ranging from 138,000 (1986) to 107,000 (1991). The Alliance services are available to both employed and dislocated workers. One-third of the employees seeking Alliance support are those who are facing layoffs due to downsizing and technological change.

THE ALLIANCE TRAINING PROGRAMS

Company Philosophy and Policies

The Alliance "mission" is to support individual efforts in career development and personal growth through continuing learning experiences. All AT&T non-management employees are encouraged to enroll in The Alliance programs. Currently, special effort is devoted to assist dislocated workers with urgent needs for skills upgrading and/or retraining in a new career field. Training opportunities available through The Alliance are widely advertised at AT&T facilities.

The Alliance career policies and practices are well defined. Employees seeking services follow a standard process of assessment, career planning, and training selection. Based on this standardized procedure, assessments of training needs are individualized to accommodate each employee's career needs and goals. In addition to regularly offered courses, employees can request Alliance support for nearly any type of training.

Eligibility Criteria for Participation

To be eligible to participate in any of The Alliance programs, the applicant must be:

- A regular, full-time or term employee of AT&T; or

- A dislocated worker. Upon reemployment at comparable compensation, the employee loses eligibility for the dislocated worker training.

Term employees in Operator Services are eligible for The Alliance. An individual is eligible to pursue coursework that is consistent with his or her Career Action Plan (described below). Typically, this would involve courses leading to a college degree or technical skills training.

Description of Programs and Practices

Four major components of The Alliance training are: Career Assessment; Occupational Preparatory; Career Enhancement; and Occupational Skills Training.

- Career assessment and planning are available, both on-site and off-site, to all applicants and is required by all who apply for The Alliance services. Based on assessments of the employee's career motivation, skills, and interests, his or her individual Career Action Plan and Personal Profile Sheet is developed. These guidelines, in turn, are used to prepare resumes, plan skills training programs, and qualify the employee for The Alliance Pre-Paid Tuition Program.

- The occupational preparation training consists of basic skills training, occupational exam preparation, second-language training, and General Education Development courses. The Alliance training programs focus more on basic skills training, while AT&T provides training of job-specific skills.

- The career enhancement component includes the following courses: Pre-Retirement Planning; Financial Planning; Study Skills; Job Seeking Skills; Stress Management; and Relocation Workshop.

- The occupational skills training includes courses such as computer literacy and programming, legal assistant certification, and The Alliance Pre-Paid Tuition Program.

Table D-1 below displays the distribution of employees who received Alliance training by the four training types.

Table D-1. Percentage of Participation in the Major Alliance Training Activities

Year	Career Assessment	Occupational Preparatory	Career Enhancement	Occupational Skills Training
87-88	30%	1%	57%	12%
88-89	38%	7%	39%	16%
89-90	39%	8%	22%	31%
90-91	29%	10%	25%	36%

As indicated by the table above, the focus of training has shifted, reflecting an increased interest in occupational skills training.

Dislocated Worker Program: In addition to the regularly-offered training available to all workers, The Alliance offers a number of programs specifically designed to assist workers facing possible layoffs. They include courses or workshops in Stress Management, Interpersonal Skills, Job Market Analysis, Resume Writing, Financial Transition/Survival, Job Search Skills, Qualifying Exam Preparation, Entrepreneurial Training, and Job Placement Assistance.

A nationwide, longitudinal study of 440 workers who had been laid off between January 1990 and January 1991 produced the following:

- 54% employed (including transfers);
- 25% unemployed;
- 15% in school, full-time;
- 2% enrolled in a training program; and
- 4% "Other."

Pre-Paid Tuition Program: The Alliance Pre-paid Tuition Program is available to all workers whose training requests do not qualify for the AT&T Tuition Assistance Program (TAP). Employees apply first to the AT&T TAP which supports training of skills related to any AT&T jobs. If, however, the requested training is not related to AT&T work, the employee must submit the request to The Alliance. The Alliance provides tuition assistance for any course from accredited institutions provided that funds are available.

While The Alliance pays tuition, additional costs for books, transportation, etc., are paid for by the employee. Maximum annual tuition support differs for currently employed, or active, and displaced workers: $1250 for active and $2500 for displaced workers, as of January 1991. The higher amounts for dislocated workers allow them to enroll in training delivered by private vendors. These vendors tend to charge a larger fee but offer short-term, intensive training at more frequent intervals than do many colleges and universities.

As a single program element, the Prepaid Tuition Program is used by approximately 8% to 12% of eligible participants. Generally, most of the tuition required to complete training is provided; this is especially true for dislocated workers.

Location of Courses Offered by The Alliance: Location of training depends on the agreement made between the provider of the training and The Alliance. Usually, career assessment and planning and courses required for a degree are offered at local colleges and universities. However, many of the basic and job-specific skills are taught on-site at the AT&T business unit. For example, The Alliance has established on-site computer labs at many facilities with space contributed by AT&T.

Innovative Features of The Alliance: The most innovative feature of The Alliance is the fact that it is a separate unit, distinct from both AT&T and the unions. The direction of the organization is the sole responsibility of The Alliance based upon the agreements achieved in the Collective Bargaining Contract.

Alliance Plus, which is an affiliate entity of The Alliance, provides assistance to other companies and unions by helping them to implement the policies, procedures, and programs similar to those of The Alliance.

According to The Alliance staff, The Alliance benefits both the unions and AT&T. Advantages for the unions include:

- Enhancement of members' employment security;
- A means for the two unions to collaborate in collective bargaining; and
- A neutral arena to exercise joint partnership efforts with management.

Benefits to AT&T include:

- Formalized structure and procedures to administer employee training benefits;
- Efficient means to update worker job skills; and
- A mutually beneficial partnership with the unions.

Overall Program Use: Overall, approximately 36% of eligible participants make use of The Alliance group and/or individual programs.

METRO ALLIANCE LOCAL COMMITTEE (ALC) - RICHMOND, VIRGINIA

There are four separate AT&T business units in the Richmond vicinity representing approximately 1,900 employees. Each unit has created its own ALC of 6 to 8 members. While most of the activities occur separately within each respective unit, a number of factors affect all units in the metro area. As a result, members of the individual units identified a need to create an Alliance metro committee, consisting of a small group of representatives from each ALC. This metro committee conducts regular meetings to discuss training and economic issues common to all four committees.

Turner Road AT&T Business Unit

The remainder of this case study focuses on the operations and activities of one business unit: the Turner Road Operator Services Facility in Richmond. This facility comprises three operational units in one building: operator services, services for the hearing impaired, and a maintenance repair facility. These units tend to operate as separate and distinct segments of the facility with little interaction between the workforces. This case study examined the operator services unit.

Self-Managed Operators: Self-management was implemented in 1989 at the Turner Road site for Operator Services. The first step of the self-management process was to set up a design team comprised of seven occupational employees chosen by both the management and the union. This design team was a spin-off of the original steering committee of upper-level managers. The design team, along with the input of other operators and management, focused on creating an atmosphere of self-pride and a working environment that would support the empowerment, responsibility, and accountability of all employees.

Before the self-managing system was implemented, the manager's role was to supervise and direct the operators' performance. With the self-managed team, the role of the managers is one of coach and supporter. The manager is consulted as needed. All operators must be members of a workteam, which consists of approximately 10 to 12 employees. In addition, workers are expected to serve on other teams in the unit, such as a methods team, safety team, etc. Each of these teams shares the responsibilities for the operation of certain functions required by the facility. Methods for performing these functions are determined by each workteam.

A number of problems were experienced by both the management and the workers in the initial phase of the new system. One lesson learned was that the manager must be part of the design team to ensure adequate representation of management requirements. However, both parties maintain full support for the continuation of the self-management system. This is a unique arrangement in the AT&T organization.

Turnover Rate: The management staff indicated that the personnel turnover rate is very low. At the Turner Road site, opportunities for upward mobility are limited due to the unit's relatively flat hierarchical structure (i.e., a first-level manager is the highest position in the unit, followed by three second-level managers. The remaining staff are operators). However, there is very little turnover due to an excellent benefit package, negotiated between AT&T, CWA and IBEW, and the scarcity of comparable employment opportunities outside AT&T.

TRAINING PROGRAMS AND PERSONNEL PRACTICES AT AT&T, TURNER ROAD

Description of Programs and Practices

Employee development policies and programs available to the operator personnel at Turner Road facility are described below. Some are provided through The Alliance while others are administered solely by AT&T.

AT&T-Sponsored New Employee Training: All new employees undergo approximately five to seven days of new hire training, during which time job-specific technical skills are taught. While most workers are prepared for their jobs by the end of the five-day period, those that have not mastered the skills are identified and given additional assistance from the training coordinator.

AT&T-Sponsored "Method Training": In addition to the approximately five to seven-day new hire training, every operator is req·ired to spend up to 30 minutes per week on "methods training." Methods training updates operators on new procedures and information required for their jobs. Any changes in equipment or procedures that may affect operator performance are presented and discussed in this session. Methods training is a necessary part of operators' work in order to remain up-to-date in the AT&T work requirements.

A Method Coordinator at the Turner Road unit coordinates with the Eastern Region staff in conducting the initial analysis of new methods. The coordinator conveys new methods and interpretations to four instructors who work with the coordinator. The instructors, in turn, teach the new methods to the operators in small groups. Quality assurance is maintained through each step to ensure that the new methods are accurately taught.

Alliance-Sponsored Programs: Operators at the Turner Road facility participate in a wide range of Alliance training programs including:

- Career assessment program;
- Computer training;
- Business planning workshops, designed for employees interested in starting their own business; and
- Alliance Pre-Paid Tuition Plan (PPT).

Dislocated Worker Program: One of the most unique features of The Alliance - AT&T relationship is the proactive approach to meeting the training and employment needs of workers facing imminent layoffs. Currently, the Metro Alliance Local Committee is working with various organizations in the Richmond area to assist approximately 60 technicians in preparing for anticipated layoffs. The participating organizations include the Chamber of Commerce, the Metro Economic Development Council, the Virginia Employment Commission, the local community college, and a temporary personnel services firm.

Advancement Opportunities: While upward movement at this facility is constrained to some extent, opportunities exist for those employees willing to relocate to other geographical areas. However, only a small percentage of employees express interest in this opportunity.

Other Programs and Practices: Job postings are provided in a central location in the facility. The Alliance also maintains an activity board, which lists committee members, classes, and other activities that are occurring or about to begin. In an effort to improve attendance at work and in training programs, day care services are currently being negotiated in the Richmond area. These services will be provided at special rates for employees. Again funding will be provided through a joint agreement by AT&T and the unions.

CONCLUSION

Many of the programs offered have increased employees' feelings of ownership in their work, as well as their sense of partnership in the company. Reports from management indicate that employees have become more honest and open in their communications with them as a result of the program. Other outcome measures include a reduced number of customer complaints, fewer trouble codes, and more positive responses to surveys conducted at phone center stores.

In meeting with AT&T staff and Alliance representatives, an atmosphere of partnership was evidenced. A great deal of openness and communication were visible. While there was a pervasive fear of major layoffs, on the part of both management and occupational employees, most employees expressed a sense of satisfaction and support with the management regarding career development opportunities both within and without AT&T.

CASE STUDY 5: VIRGINIA POWER COMMERCIAL OPERATIONS TRAINING CENTER

PARTICIPANTS

Supervisor, Staff Programs, Staffing and Development Department
Instructor, Commercial Operations Training Center
Personnel Department Representative

GENERAL DESCRIPTION OF THE COMPANY

Virginia Power is a large utility company which supplies electricity to clients in Virginia and parts of North Carolina. It employs approximately 12,600 employees company-wide.

While there is a union at Virginia Power, The International Brotherhood of Electrical Workers (IBEW), all programs described here are management-sponsored. According to the company, the unions do not sponsor separate training programs nor do they participate in those sponsored by Virginia Power.

Virginia Power consists of Commercial Operations, Power Operations, and various support groups. This case study focuses on the Commercial Operations organization, which is primarily responsible for construction work.

TRAINING PROGRAMS AND/OR PERSONNEL MANAGEMENT PRACTICES

Internal Employee Development

Virginia Power provides its employees with extensive opportunities for development of their job-specific skills. Moreover, the company is dedicated to promoting employees from within. According to one company Personnel representative:

> We try to promote from within, particularly in construction. You can put an engineer in almost any position, but it's difficult to put one in construction when he doesn't have that experience -- the workers see right through it.

Initial eligibility requirements for employment in the construction area at Virginia Power are basic. New hires must come to the company with a valid driver's license (in order to drive a commercial vehicle) and must pass a drug screening and a physical exam for the Department of Transportation license. They are then given a test to assess their aptitude in the chosen line of work or career path.

Once hired, training is a continuous process whereby employees are required to take a comprehensive test at each step of their training. Once they pass the test, they progress to the next step within that development program. Cross-training is also available, depending upon the employee's level of experience and expertise.

Description of Upward Mobility Programs

Employee upward mobility programs at Virginia Power can be delineated into the following three broad categories:

- Tuition Reimbursement;
- Training Programs; and
- Development Programs.

Tuition Reimbursement: Any employee of Virginia Power is eligible for tuition reimbursement for up to three classes a quarter. Stipulations regarding employee tuition reimbursement consist of the following:

- The course must be related to some position within the company. For example, if a lineman was interested in becoming an engineer, he or she could be reimbursed for taking a Calculus course.

- Classes must be taken on employees' own time; no release time is provided.

Training Programs: Training programs are typically geared toward persons who enter the organization as salaried employees, with two- or four-year college degrees. However, there are also training programs for those in the clerical ranks, such as training for customer service.

Development Programs: The development programs are typically directed toward persons who enter the organization as semi- or low-skilled. All development programs follow a graded, structured sequence. Development programs for auto mechanics, electricians, network linemen, and metermen last 63 months. The program for underground linemen is 39 months. Within the 63 month period, trainees pass through a series of steps: on-the-job training; course study at home; and then extensive performance-based training and classroom instruction at the company owned and operated Richmond Training Center. When an employee is sent to the Training Center for further training, the company covers the cost of his or her travel and expenses. They receive a standardized wage increase upon completion of each step of the program.

Two entry-level positions are groundman and maintenance person. Initial training for these positions is primarily on-the-job training. Groundmen are helpers who assist experienced linemen in dealing with the actual distribution of electricity through outside lines. However, because they are not enrolled in a formal development program, groundmen cannot work on energized lines. Similarly, maintenance persons assist electricians in dealing with problems at the substation level.

Career Pathing: The practice of career pathing dates back to the beginning of the company. One example is the career path for linemen. A person can begin as a groundman, then train for lineman, and then lead lineman. Promotion is based on qualifications, which include safety record and seniority.

Virginia Power provides employees with a type of career assessment they label as "career path planning." This is done on the anniversary of an employee's date in his or her current job. The supervisor and employee discuss the types of jobs that the employee is interested in performing and what the job requirements are. When there is a gap between an employee's skills and/or training and the requirements for a given job, the supervisor assists the employee in planning for needed training. Additionally, an annual performance appraisal is conducted for each employee.

Job Postings: Job summaries and classifications are posted for vacant positions. The postings list requirements to qualify for the given job, such as:

- Work experience;
- Educational level (e.g., most technicians have a two-year degree from a certified technical school);
- Types of training programs completed; and
- Whether or not the applicant would be placed into training as part of being awarded the position.

Additionally, an electronic form of job posting, "Instant News," flashes job vacancies and promotions onto a television screen. This corporate computer network enables each branch location to update information concerning job openings and/or training opportunities available at their facility while accessing information on opportunities at other sites.

COMMERCIAL OPERATIONS

Approximately 6,000 employees come under the purview of Commercial Operations (CO). Within CO, the majority of employees represent one of three occupational classifications: craftsman; service representative; or personal account representative. CO trains persons who work with electricity in the field, such as linemen and electricians. As such, it is to be distinguished from Power Operations Training (POT), which trains people for power generation positions - fossil, hydroelectric, and nuclear - at the plant level.

The Commercial Operations Training Center

The Commercial Operations Training Center (COTC) in Chester, VA was built in 1986 to provide Virginia Power and North Carolina Power employees with an opportunity for professional growth. While the company has several training facilities in the Richmond area, the COTC provides the most comprehensive, centralized and standardized training. At COTC, technical job skills are taught through hands-on, performance-based instruction in specialized classes and through 13 training programs tailored to the needs of linemen, service representatives, and other Commercial Operations employees. Officials at the Center estimate that they deliver an average of 60,000 hours of training per year. This figure is commensurate with their self-stated goal: To produce "Highly trained, highly motivated employees."

The Facility

The 60,000-square foot facility located in Chester, Virginia, was designed to meet the diverse needs of the company's Commercial Operation's employees -- from linemen to mechanics to personal account representatives. Both the Center and the 55 acres of land on which it rests have been designed to accommodate a broad spectrum of training programs. The Center features spacious rooms for classroom instruction, laboratories for technical programs, and a 150-seat multipurpose area for special events and large group instruction.

Specialized training areas include a simulated division operations center (DOC); a telecommunications training room; a metering training room; and computer-equipped training rooms for personal account representatives and service representatives. The main building also features an automotive garage for auto mechanics and trainees, and an audiovisual facility for on-site development of all COTC training materials -- slides, videotapes, manuals, and other graphic materials.

Also on the grounds are an overhead/underground cable training area, a 14-acre transmission training area and a special building for training linemen, and a substation control house for substation electricians and technicians. Certain vehicular training equipment is replaced every 18 months with state-of-the-art models and remanded to actual field sites.

Training Center Staff

The training staff consists of a team of managers and trainers who combine extensive job experience with training expertise. They are responsible for the design, development, delivery and updating of a diverse range of Development Programs and Technical Skills courses. Many of the supervisors in construction have come from the lineman ranks, with 20 to 30 years of experience in their particular field.

Programs are designed and developed through an inductive process. Training specialists first analyze the individual job requirements to determine what skills are needed to perform those tasks. Based on their findings, new performance-based training programs are designed or existing ones are restructured to ensure that program content, instructional materials, and tests are tailored to specific job needs. Once a program is developed, it is tested in the field to measure its effectiveness and then modified accordingly.

Hands-on learning and performance-based instruction are the hallmarks of the COTC's approach to employee education. Skills and procedures are learned in conditions that closely simulate those in the field. These naturalistic conditions enable trainees to receive immediate feedback on how well they have performed a task.

Development Programs

The COTC currently has 13 development/training programs and a wide range of technical support classes, such as electrical equipment testing, welding and cutting. Approximately 1,000 employees participated in CO development programs in 1988 alone, including more than 400 linemen, 200 service representatives, and 80 personal account representatives. Brief descriptions of these development programs are provided below.

Linemen, Underground Linemen, and Network Lineman: The primary emphasis of these programs is on safety. Topics include the proper care and use of tools, materials and protective equipment, as well as proper use of the Construction Manual. Also included are instructions on rigging, cable splicing and terminating ground lines and transformer connections.

Service Representative: The purpose of this five-month training program is to prepare new or transfer employees to perform the basic service representative job responsibilities. These employees represent the company to home owners, builders, and developers who require construction, maintenance, or relocation of electrical facilities. They also design the service jobs to be completed by the construction department. The training program provides an opportunity for the employees to acquire skills and knowledge directly related to the job and to practice those skills in the training environment. The program also includes field practical sessions to allow employees the opportunity to reinforce newly learned skills at their job location. Most trainees are college graduates.

Personal Account Representative: The primary focus of this program is to provide skills and knowledge needed to process customer inquiries, requests, and payments. Instruction is performance-based and features computer-based training (CBT) and telephone role-playing exercises to simulate customer inquiries and requests. The program is individually-driven and self-paced. Training typically lasts between three and five weeks.

Meterman: This is an 11-step instructional program to train meterman to monitor the power usage of large, commercial operations such as factories. Metermen must be able to accurately track the "demand rates" of these large-scale operations over a 24-hour period (i.e., how much power is used within each hour interval). This information is vital to ensuring that the power stations are able to respond effectively to fluctuations in client needs.

Automotive Mechanic: Commercial Operations trains all of its own auto mechanics to service and repair its 5,500 commercial vehicles, bucket trucks, and airlifts. All mechanics must be certified with the state, in accordance with the Department of Transportation regulations. Training is conducted in an automotive garage within the COTC where trainees can get hands-on experiences in operating the lift, balancing tires, etc. Additionally, lectures are given in a seminar format -- if the class topic is tires, a representative from Goodyear may be invited to speak.

Other COTC Development/Training Programs include:

- Control Operations Technician;
- Electrical Equipment Technician;
- Substation Electrician;
- Service Coordinator;
- Telecommunications Technician; and
- Marketing.

CASE STUDY 6: SWEDISH HOSPITAL MEDICAL CENTER, GROUP HEALTH COOPERATIVE, AND THE LABORATORY OF PATHOLOGY

OVERVIEW

The Upgrading and Career Ladder Program (UCLP) developed by the AFL-CIO, Human Resource Development Institute (HRDI) sponsors three training partnerships involving two local unions and three health care institutions -- Group Health Cooperative, Swedish Hospital Medical Center, and The Laboratory of Pathology of Seattle. Each health care institution identified a job position where they were experiencing both a current worker shortage and a predicted future shortage.

Service Employees International Union (SEIU), Local 6, teamed with Group Health to train medical assistants to work in clinics and with Swedish to train medical transcriptionists. United Food and Commercial Workers (UFCW) Local 1001 partnered with the Laboratory of Pathology to assist in training for the laboratory technician II (LTII) position. At each site, training is provided to enable current workers to upgrade their skills and move up the career ladder. Funding is provided by a grant from the Department of Labor. Additional funds are provided by the organizations. Because the programs are open to both unionized and nonunionized workers, no union funds are allocated to cover direct program costs.

All three programs share two defining features. First, a central aspect of all three initiatives is the involvement of employees in the design and implementation phases of the programs. This is embodied in the form of worker-management steering committees at each site. Second, much of the actual training follows an apprenticeship model whereby senior, experienced employees are selected as mentors or "preceptors" to provide trainees with structured on-the-job training (OJT) in addition to their academic classroom instruction.

Finally, because all three sites differ on the position for which training is directed as well as on various idiosyncratic organizational features, the basic program model was customized to best accommodate the needs of workers at each site. Consequently, each site is discussed separately.

SWEDISH HOSPITAL MEDICAL CENTER

Background

Swedish Hospital Medical Center is a not-for-profit community hospital with an international reputation for excellence. It is the largest and most comprehensive health care facility in Washington state, employing approximately 3,600 employees.

Swedish regularly experiences shortages of medical transcriptionists. The transcription center employs 25 full- and part-time transcriptionists who are also needed in other departments. The hourly pay for this position is the highest in the bargaining unit. Moreover, the knowledge gained while in this position is instrumental in climbing the career ladder into positions such as nursing. However, prior to this program Swedish had no training program for their non-medical personnel.

Funding was provided by the DOL grant and by HRDI. Swedish purchased some instructional materials.

Position Duties and Responsibilities

A medical transcriptionist transcribes medical data from recorded dictation into electronic report files. Strong English and spelling skills, knowledge of medical terminology, and advanced typing skills are all requirements for successful job performance. Training at a college or vocational school is generally a one year, full-time program. However, many persons employed as transcriptionists have combined a background in medical terminology with typing and OJT. While the American Association for Medical Transcriptionists has a certification test, most transcriptionists are not certified.

Job Task Analysis

Although the administrator at Swedish resisted the idea of a job task analysis, an informal one was conducted. Job descriptions and a competency list were obtained from the transcriptionist association. A beginning transcriptionist level was determined based on the materials gathered and from interviewing and observing transcriptionists.

Steering Committee

Administrative agreement was obtained to form a steering committee and for HRDI to pay a Swedish transcriptionist to assist with the program. Swedish agreed to assign one transcriptionist to the committee.

The steering committee included the following:

- The SEIU representative;
- The Swedish Human Resource Department representative;
- The transcriptionist supervisor;
- A transcriptionist; and
- HRDI staff.

By the time the committee was organized, the trainees had already been selected from the program's applicant pool. Thus, the steering committee served primarily to facilitate communications and problem-solving.

Program Advertisement

To recruit trainees, SEIU mailed information flyers to employees in their bargaining unit. No information concerning the program was distributed by Swedish.

Mentor

Swedish selected one transcriptionist to serve as a mentor for the program. She had recently been promoted to a position of transcriptionist trainer. With assistance from the HRDI staff, the mentor developed an introduction to transcription for trainees, helped trainees become familiar with resource books, conducted tours, and provided structured OJT.

Trainee Selection

Twenty-two persons initially applied to the program. Of these, 10 were interviewed and five enrolled in the program. Two of the five dropped out before the first test and were replaced by two new trainees. Most of the trainees were clerks or secretaries.

Trainee selection was basically self-determined. During the interview, applicants were given information about the position, the type of training being offered, and the prerequisite skills for direct program entry, such as a minimum typing speed and accuracy. To establish a baseline knowledge and skill level, they were given a reading test based on the medical terminology book used in the course.

Program Content and Materials

Training was individually driven in order to foster in trainees an important quality required of medical transcriptionists -- the ability to be self-directed workers and learners. An independent program of studies was also considered optimal for busy working adults with varied schedules.

The training was divided into three basic parts:

(1) Medical terminology, with some anatomy and physiology;
(2) Basic transcription and use of references; and
(3) On-the-job training.

A work station was set up in the transcription department for trainees' evening use. Due to scheduling difficulties, the program was adjusted to allow trainees to check out the tapes to be transcribed. Trainees could earn six credits for the medical terminology part of the training from a community college. The total duration of training was estimated to be from six months to one year.

Program Cost

Program development costs were covered by the grant. In order to implement the program, Swedish invested $1,000 for instructional materials. Additional funds needed for program continuation are minimal -- monies to cover student text books and instructional time of the mentor.

The Future

The transcription department has adapted parts of this program as a refresher course for current employees.

GROUP HEALTH

Background

Group Health Cooperative (GHC) of Puget Sound is the nation's largest consumer-governed health care organization, serving nearly half a million people in the Northwest. As one of the nation's oldest and largest health maintenance organizations, GHC operates hospitals, specialty medical centers, family health centers, and other health care services throughout the region. GHC employs over 8,000 full- and part-time staff.

Currently, GHC is experiencing a shortage of medical assistants (MAs). Seattle has more openings for MAs each month than are graduated from the local community college in one year.

Initial monies to implement the program came from the DOL grant. GHC contributed approximately $50,000 in additional funds. GHC granted trainees with paid release time for the clinical aspect of training; classroom and lab time were on employees' own time. Additionally, GHC covered the cost of all college credits and course materials and paid employee representatives and preceptors for time spent on the program.

Position Duties and Responsibilities

At GHC, MAs:

- Provide services in ambulatory care in primary and specialty care clinics;
- Perform clinical duties, such as taking vital signs, documenting information, and assisting health care providers; and
- Perform administrative functions, such as scheduling appointments and filing.

MAs are supervised by professional nurses and other professional staff. At GHC, MAs do not perform the front office clerical tasks nor give injections. Consequently, although there is a national MA certification program, GHC does not require certification nor the full training curriculum provided by the community college MA program.

Job Task Analysis

A job task analysis was performed in conjunction with a local community college. A panel of five workers and five MA supervisors participated in the analysis. The results of the analysis were verified and elaborated through interviewing and observing MAs.

Steering Committee

GHC/SEIU established an eight-member Project Oversight Committee with equal representation from labor and management. Three of the four labor representatives were MAs selected by the

SEIU health care representative. With support by the HRDI training specialist the group convened monthly to oversee:

- Site selection;
- Job analysis;
- Curriculum development;
- Advertisement of the position;
- Assessment procedures for applicants; and
- Interdepartmental coordination.

The three MAs worked with management in conducting interviews, administering basic skills assessment, and selecting trainees.

Mentors/"Preceptors"

Preceptors were chosen by GHC and approved by SEIU. Because the next step on the career ladder for MAs is to become a Registered Nurse (RN), the mentoring part of the program was modeled after GHC's preceptor program for nurses. Preceptors underwent one day of training in management skills, goal setting, learning styles, and designing skills check-off sheets. Preceptors were paid an additional fifty-five cents an hour while serving in this role.

Program Advertisement

Both GHC and the union took the responsibility for advertising the program. The program description and pertinent information were disseminated by the union newsletter and by GHC calls to administrators.

Trainee Selection

Over 120 persons applied for 15 training slots. Most of the applicants were medical receptionists and familiar with the duties of MAs.

Five principal criteria were applied to the selection of the 15 trainees: (1) interview scores; (2) personnel file; (3) minority distribution; (4) geographic distribution; and (5) basic skills assessment to determine whether applicants possessed the requisite reading, listening, and mathematical skills to perform the MA duties. The math skills assessment was developed from actual problems that MAs must solve, such as reading a scale and computing dosages. In the listening assessment, applicants listened to a tape of a patient history and were required to record the appropriate information on a form. Both the interviews and basic skills assessment were conducted by the medical assistants. Additionally, applicants had to have been employed by GHC for a minimum of one year.

Program Content and Materials

The duration of the "Group Health Cooperative Clinical Assistant" training program was 15 weeks. This included 90 classroom hours, 54 laboratory hours, and 108 clinical hours with a preceptor. Training in study strategies was also provided. Classes were held two nights a week at headquarters. Labs were held on Saturdays at the community college. A full day of on-the-job training was provided during the regular work week. Trainees received 15 college credits for successful completion of the program.

A curriculum booklet was developed that included the procedures, policies, departments, resources, and performance objectives specific to the MA position at GHC clinics. The booklet was integrated into both the classroom and on-the-job (OJT) training that trainees received.

Program Outcome

Of the 15 applicants selected, 2 dropped out and the remaining 13 completed the training.

The Future

GHC has revised the curriculum by increasing both the number of course hours and credits, and began training additional trainees. GHC will provide some support for those wishing to work towards national certification. Moreover, they are also planning on extending training to upgrade skills for other positions.

THE LABORATORY OF PATHOLOGY

Background

The Laboratory of Pathology of Seattle (LOP) is a full service, highly automated, and computerized laboratory. Clients include institutions, physicians' offices, and clinics. The lab is accredited by the College of American Pathologists and employs over 500 people.

The laboratory operates a Medical Technology (MT) program for six students per year, provides clinical training for two Medical Laboratory Technician (MLT) students, and has recently initiated a Laboratory Technician II (LTII) training program. The Laboratory Technician program was part of the HRDI project.

LOP differs from GHC and Swedish because it has its own education department within the institution. Thus, the grant from the Department of Labor was used more to enhance the existing training program, particularly in the areas of developing mentoring program and job task analysis.

LTII is a recently created position that has met with some resistance from the Medical Technologists. There is a shortage of medical technologists at the same time that advances in automation are redefining their role. There was some ambiguity concerning the duties to be performed by LTIIs. In some cases, the LTIIs had been assigned tasks that exceeded their backgrounds. Representatives of United Food and Commercial Workers (UFCW) Local 1001 felt that involvement with UCLP would help bring worker input into the training and role clarification for this new position.

Similar to GHC, LOP's financial commitment to the program was extensive. Trainees were paid their regular wage throughout the entire program. Moreover, while in training, they were considered to be full-time students and were thus relieved from all regular job-related duties.

Position Duties and Responsibilities

Persons holding Laboratory Technician II Positions perform specified routine procedures. The quality, accuracy, and expediency of the work is essential. Records must be carefully completed and safety procedures followed.

Job Task Analysis

HRDI hired a consultant to perform a job task analysis. The consultant identified duties and tasks performed by LTII, MT, and MLT employees; determined the frequency of their performance; and compared the content and emphasis of the current training program to the actual job requirements.

Steering Committee

In lieu of a steering committee, HRDI worked with three different groups: medical technicians (MTs); mentors; and current trainees. An MT committee with a representative from each department was chosen to guide the process. The MT committee provided guidance in making changes, solved problems, and served as a liaison to and from other workers. The latter function was particularly important given that communication had been a major problem in the past. Guidance was given to the education department in changing the instruction of basic lab skills, and the role of LTII was more thoroughly communicated.

Mentors

Six mentors, one from each department, volunteered to participate in the program design and implementation. HRDI provided them with an overview of the project and training in basic job analysis, design of job aids, and communication skills. With HRDI facilitation, mentors worked in conjunction with committee members and LTIIs in developing introduction booklets for trainees. Feedback on the booklets was provided by departmental supervisors. The booklets included departmental flow charts, lists of frequently used terms and abbreviations, and a planned schedule of trainee activities.

Trainee Selection

Initially, there were six trainees in the program, five of whom had been employed by LOP. Trainees were selected based on their experience, education, and interviews. With regard to education, trainees were required to have either a four-year degree in the sciences or comparable experience within a laboratory situation.

Program Content and Materials

The LOP training department and HRDI staff worked closely to renew the existing training program based, to some extent, on feedback from the previous trainees. By the end of 1991, the program has two additional trainees. The following program changes have been implemented:

- Trainees report directly to the education department rather than to their department supervisors;

- Trainees undergo a full week of basic lab skills instruction before beginning OJT;
- Trainees rotate through each of the six departments, rather than training for only one department; and
- Mentors are prepared to work with the trainees.

The present program is a three-month program which combines independent study, classroom, and on-the-job training. During this time, trainees are trained to work in six different LOP labs. No college credits are awarded for successful completion.

Program Outcome

Six trainees were graduated last year.

OVERVIEW OF PROGRAMS AT ALL THREE SITES

Factors Affecting Program Variation

Summary descriptions of the three programs are presented in Table D-2. All three positions -- medical assistant, medical transcriptionist, and lab technician II -- were those for which there was a shortage of qualified personnel. However, aside from this common denominator -- need -- programs at the three sites varied significantly as a function of several factors:

- Organizational structure (i.e., whether or not the organization had an educational infrastructure already in place);
- Union-management relations (i.e., whether union representatives and managers viewed each other as adversaries or as partners); and
- Position for which employees were being trained (i.e., the level of professionalism and skills required).

Impediments to Program Implementation

According to the HRDI training specialist responsible for coordinating and facilitating the project, implementing these types of programs often require a major time investment. Four impediments identified were:

- Internal politics (i.e., turf battles);
- Managerial resistance to union involvement;
- Resistance to worker involvement in program development; and
- Time and scheduling difficulties, including scheduling of initial meetings to generate worker involvement.

Factors Contributing to Program Implementation and Success

Factors associated with program success also vary significantly as a function of both industry and worker characteristics. Organizations with minimal turf battles, cooperative union-management relations, and a high level of worker involvement are most likely to experience smooth implementation and successful program outcomes.

Additionally, several general characteristics of organizations that are most likely to be receptive to these types of programs were identified:

- The ability to look ahead to future workforce and labor market trends;
- The desire to support a diverse workforce, including varied backgrounds, skills, women, and minorities; and
- Current or expected shortages in certain job categories.

Table D-2. Service Worker Training Programs at Three Medical Facilities in Seattle, Washington

	SEIU & GROUP HEALTH COOPERATIVE	SEIU & SWEDISH HOSPITAL MEDICAL CENTER	UFCW & LAB OF PATHOLOGY
TRAINING POSITION	Medical Assistants	Medical Transcriptionists	Lab Technician II
NUMBER OF TRAINEES	16 Began 14 Completed	7 Began 5 Still in Training	6 Began 6 Completed
LENGTH OF PROGRAM	15 Weeks	6-12 Months	3 Months
TRAINING FORMAT	2 Nights Class, 1/2 Day Lab, & 1 Day OJT	Independent Study & OJT	Class, Independent Study, & OJT
LENGTH OF TRADITIONAL TRAINING	* 2 Years Full-time	1 Year Full-time	None (Newly created position)
NUMBER OF COLLEGE CREDITS	15	6	0
NEXT POSITION ON LADDER	Registered Nurse	Nurse and other Occupations	Medical Technician

* Trainees were not trained in all aspects for certification.

APPENDIX E

SUBJECT MATTER EXPERT INTERVIEW GUIDE

APPENDIX E

UPWARD MOBILITY PROGRAMS IN THE SERVICE SECTOR SUBJECT MATTER EXPERT INTERVIEW GUIDE

1. How prevalent/common/available are upward mobility programs for disadvantaged workers (low-skilled, low-wage, or dislocated workers) in the service industry?

2. What types of upward mobility programs (UMPs) exist in the service sector for these worker groups?
   - In-service training
   - On-the-Job Training (OJT)
   - Rotation assignment policy
   - Training from outside the firm (e.g., community colleges, seminars, etc.)
   - Others

3. What types of firms or organizations are more likely to offer UMPs than others? What types of firms are less likely? How does the type of business or organizational size affect the likelihood of an UMP being implemented?

4. How are they developed?
   - Union input
   - Employee input
   - Primarily top-down approach by management

5. How are they implemented? Is the labor union commonly involved in the program implementation process?

6. Who administers/conducts the programs? Who are the trainers?

7. What types of workers (types of job categories and types of firms) are more likely to have these programs?

8. What eligibility criteria are commonly used for program enrollment?

9. What selection criteria and procedures are commonly used for program enrollment?

10. Is financial support (e.g., scholarships) commonly provided to participants? What are the common types of assistance? Are they more likely for: certain types of UMP, certain types of job categories, in certain types of organization?

11. Promotion/upgrade tied to program participation? Or do many programs result in no upgrade?

12. Are data on career upgrade outcomes available? Where?

13. Are employee obligations commonly associated with program participation?

- Mandatory length of service in the firm
- Cost: Direct program fee
  Incidental (child care, transportation, etc.)
- Others

14. Work release practices: What are common practices? Any problems associated with work release practices?

15. Factors associated with successful programs?
    - Vary by type of industry?
    - Vary by type of workers, jobs?

16. Factors that impede program success?
    - Vary by type of industry?
    - Vary by type of workers, jobs?

17. Factors that prevent program implementation? Why do some firms/organizations NOT have UMP?

18. Cost-efficiency to employers: What types of programs are more attractive to employers in terms of cost relative to benefits (in lower turnover rate, company-specific training, employee commitment to the firm, etc.)?

19. Suggestions for other subject matter experts to interview for this project?
    - From the business sector regarding the management issues
    - From the academic/research sector regarding "big picture" assessment of issues relevant to upward mobility programs for disadvantaged workers in the service sector
    - From labor unions

20. Suggestions of firms to include in the case studies of exemplary programs?

** 21. Cooperation among different unions on promoting UMP, specific program approaches, negotiation techniques, etc.?

** 22. Would a focus group discussion of representatives from various unions (e.g., health, transportation, hotels/restaurants) be feasible? Productive?

** 23. Suggestions on whom we may contact in other unions who have similar types of knowledge related to this project as you?

** These questions are addressed to representatives of labor unions.

APPENDIX F

CASE STUDY PROTOCOL

NCEP UPWARD MOBILITY PROJECT
INITIAL PHONE-CONTACT SCREENING QUESTIONS

1. (First, describe the project and the purpose of the call.) We are interested in talking to companies in the service industry. That is why we are calling you. Do you have a couple of minutes to talk about your company?

2. (If we do not already know this information:) We would like to know a little about the size and type of the company.

3. We are looking for both large and small companies. Approximately how many employees would you say your company has? And do you consider your company to be large, medium, or small?

   We also need to differentiate between a parent company with a local branch or franchise, and an individual company. With regard to this issue how would you describe your company?

4. Does your company provide training and other developmental opportunities to help employees to advance in their careers? We are focusing particularly on economically disadvantaged and/or displaced workers? (Get a general description of the types and amount of programs, if available.)

If question 4 is yes:

5. We'd like to learn more about your program/policies. But before we talk further, I'd like to send you a description of our project and a list of questions we would like to ask you. Would that be okay?

   If yes:
   What is your mailing address?
   FAX #:

6. We'll call you a few days after you've received our material. Is there a convenient time that we could call you? (or: Can we set up an appointment to talk?)

7. Later we will be conducting case studies of 5 or 6 companies selected from these interviews. Do you think your company might be willing to participate in a case study?

If question 4 is no:

8. Are there any specific reasons for not having such programs?

9. What kinds of factors make it difficult to develop these programs?

NCEP UPWARD MOBILITY PROJECT
PHONE FOLLOW-UP QUESTIONS

1. What types of developmental opportunities does your company provide to employees that would lead to upward mobility in your company?
    - In-service training
    - OJT
    - Rotation Assignment policy
    - Training from outside the firm (e.g. community colleges, seminars, etc.)
    - Discrete Career Paths
    - Job Posting
    - Others?

2. How were these programs developed (e.g., union input, top-down approach by management, employee participation)?

3. How long have these programs been going on?

4. Who administers/conducts/maintains them - i.e., is there a personnel department or some other division that is responsible for them?

5. Is the labor union involved in the operation of these programs?

6. What types of workers (job categories) usually participate in the programs?

7. What types of organizational policies do you have that direct the development and maintenance of these programs (e.g., promotion from within)?

8. What are the criteria, or requirements, needed to become eligible to take part in these programs? How are employees selected to participate?

9. Is promotion/upgrade tied to program participation, or do many programs result in no upgrade?

10. Is financial support commonly provided to participants?

    If so, what does the company pay for?

11. Are there any costs that the employee has to pay for, such as tuition, child care, transportation?

12. Are employee obligations commonly associated with program participation (e.g., mandatory length of service in the firm)?

13. Work release practices: What are common practices? Any problems associated with work release practices?

14. How would you rate the success of the program? In terms of:
    - Turnover
    - Absenteeism
    - Morale
    - Productivity

15. How do you measure success of the programs?

16. What do the employees feel/say about the programs available to them?

17. What were some of the difficulties in putting the program into operation?

18. How were these problems resolved?

19. (If the program was terminated:) What type of problems made it difficult to keep the programs operating?

20. Would your company be available for a case study in which we would visit one of your sites and learn more about your program?

National Commission for Employment Policy
UPWARD MOBILITY PROGRAMS IN THE SERVICE SECTOR FOR DISADVANTAGED AND DISLOCATED WORKERS

CASE STUDY ACTIVITIES

PREPARATIONS FOR SITE VISITS

- Send the Short Case Study Protocol
- Explain the types of company personnel we need to interview
- Schedule site visit(s)

A. PRELIMINARY MEETING WITH MANAGEMENT TEAM

- Overview of project
- Description of workers we are interested in
- Reason(s) for selecting this company
- Plan for case study process

B. TOUR OF COMPANY

1. Type of areas to focus:
   - Worker areas
   - Training Facilities
   - HR Department
   - Career Resource Center
   - Bulletin board
   - Career Counseling Center

2. Identify general employment areas
   - Locations of all sections (departments) to be included in site visit
   - Point of contact within each department; organizational chart

3. Identify location of records and documentation storage (as needed)

C. MEETING WITH MANAGEMENT TEAM(S): (1-2 groups)

1. Description of project and worker groups interested in

2. Record list of participants; position titles:
   - Supervisors/ line mangers
   - Budget staff
   - HR/Personnel
   - VIP
   - Training Director

3. Information about the company:
   a. History of the company (fairly brief)
      - Initial establishment
      - Changes in types of products and/ or services
      - Merger
      - Takeover
      - Major moves
      - Relationship of management to labor before takeover

- History of the relationship -- how has it changed

b. Description of the company

1) Type of business, services, departments

2) Organizational structure
   - HQ
   - Branches
   - Franchise
   - Levels of vertical hierarchy
   - Range of horizontal departments/divisions
   - Focus on extent of "room" for upward mobility

3) Size
   - Number of employees for entire company; for the case study site
   - Number of chains or offices/branches (# sites, # facilities, etc.)

4) Clientele

5) Resources
   - Total revenue
   - Money spent on employee training
   - Training money targeted for our target groups
   - Amount budgeted for entire HR Department compared to that portion that goes toward upward mobility programs

6) Types of employees
   - Position titles
   - Occupational categories
   - Numbers and percentages
   - Percent of full-time/part-time
   - Personnel chart
   - Organizational charts

7) Average salary levels by position titles, occupational categories (Also, verify in the document review, if possible)

8) Demographic descriptions of employees
   - Asians
   - Blacks
   - Hispanics
   - Women
   - Recent immigrants
   - Educational background

9) Turnover rate

4. Labor market assessment
    a. Local labor market in general
        - Unemployment rates
        - Impact of recession
        - Availability of workers

    b. Labor market trends in the particular industry

    c. Impact of economy on existence, success, etc., of upward mobility programs

5. Training programs
    a. Company philosophy, policies

    b. Infrastructure supporting upward mobility programs
        - Decision-making official, staff, department
        - Official HR staff, training staff
        - Use of external sources
        - Training facilities
        - Time of supervisor/managers allocated for employee career development
        - Program initiator (labor, management, or joint effort)
        - Corporate "sponsorship" required for the program

    c. Description of programs and practices
        1) Target employee groups and employee makeup/composition
            - Ratio of employees who participate in the program
            - Percentages of the participation level of workers (percent of entry level, percent of managers, etc.)

        2) Corporate objectives/goals for the program (overall for programs and program components)
            - For the company
            - For the employees

        3) For training programs:
            - Classes/courses
            - How often repeated
            - Number of participants
            - Trainers
            - Program funding
            - Cost to participants
            - Tuition reimbursement
            - Prerequisites

            What are the program(s) components?
            - Does the type of program depend on the area of work?
            - Range of applicability

- Can you cross programs within the department or company or do you only take the programs offered for your career?

4) Criteria for selection/eligibility
   - Economically disadvantaged (how defined)
   - Dislocated (how defined)
   - Seniority
   - Type of jobs
   - Length of service
   - Type of department
   - Type of training
   - Merit
   - Who does the selection process, if anyone (or is it automatic selection)?
   - Must the course (e.g., college) relate directly to the career path?
   - Does the employee have to "pay" back if college course?

5) Use of government funding and other external funding: JTPA, JOBS, other government programs/funding

6) What are some of the innovative features of the program?
   - Completely unique
   - An extension of an existing program
   - Used the general idea from another company's program and customized for this company

7) Factors that supported its development
   - "Sponsorship" from corporate HQ
   - Financial support/government funding
   - Employee involvement
   - Union involvement

8) Measures of program outcome: How does the management determine program effectiveness? (tie to their objectives)
   - Turnover rate
   - Retention rate
   - Length of employment
   - Absenteeism
   - Employment stability
   - How and why is this program successful within this company?

9) What are the contributing factors for achieving the intended outcomes?
   - Labor/management relations
   - Labor/management collaborative procedures e.g., union involvement in job-task analysis

- Management commitment
- Employee participation and involvement
- Trainee screening
- Training staff qualifications, curriculum design
- Other support for trainees (child care, transportation $, etc.)
- Regularly scheduled training throughout the career

10) Impediments for achieving the intended outcomes (Barriers to success)
    - Lack of employee motivation/involvement
    - Employees' lack of knowledge about the program
    - Time and financial demands on employees, employers
    - Corporate downsizing environment (lack of positions)
    - Lack of upper-management support
    - Labor-management disagreements
    - Others

11) Changes over time in training programs, reasons

d. Other personnel management practices to promote upward mobility

1) Target employee groups and employee makeup/composition
    - Ratio of employees who participate in the program
    - Percentages of participation level of workers (percent of entry level, percent of managers, etc.)

2) Corporate objectives/goals for the program (overall for programs and program components)
    - For the company
    - For the employees

3) What are its program components? Does the type of program depend on the area of work?

4) Criteria for selection/eligibility
    - Economically disadvantaged (how defined)
    - Dislocated (how defined)
    - Seniority
    - Type of jobs
    - Length of service
    - Type of department
    - Type of training
    - Merit
    - Who does the selection? Is it automatic selection?

5) Use of government funding and other external funding: JTPA, JOBS, other government programs/funding

6) What are some of the innovative features of the program?
    - Completely unique
    - Extension of an existing program
    - Used the general idea from another company's program and customized for this company

7) Factors that supported its development
    - Corporate HQ "sponsorship"
    - Employee involvement
    - Union involvement

8) Measures of program outcome: How does the management determine program effectiveness? (tie to their objectives)
    - Turnover rate
    - Retention rate
    - Length of employment
    - Absenteeism
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    - Lack of employee motivation/involvement
    - Employees' lack of knowledge about the program
    - Time and financial demands on employees, employers
    - Corporate downsizing environment (lack of positions)
    - Lack of upper-management support
    - Labor-management disagreement
    - Others

11) Changes over time in training programs, reasons

e. Areas needing improvement (open-ended)
   What would you do differently and why?

f. Potential to transfer to other companies
   1) Other similar companies (type, size, workforce)
   2) To companies differing in size, workforce, industry

D. MEETINGS WITH EMPLOYEE GROUP(S)

(Multiple groups if distinct worker groups need to be interviewed or only a few workers can be interviewed at a time.)

1. Program participants only -- the targeted groups
   a. What types of programs or assistance does your company provide to help entry-level workers to move into higher-level jobs?
      - Job training (classes, on-the-job, etc.)
      - General educational courses (on-site, high schools/community colleges, etc.)
      - Union-sponsored courses (where? who teaches?)
      - Others?

   b. How did you learn about these programs or promotion opportunities?
      - Employment interview
      - New hire orientation
      - Immediate supervisor
      - Company bulletin boards, newsletters, job postings, etc.
      - Co-workers
      - Staff meetings
      - Other?

   c. Have you been involved in these job upgrade opportunities?
      - Which ones/types?
      - How did it work? (Course/program description; effectiveness; "worker costs" in time, money, etc.; company investment; union involvement; etc.)

   d. What did you (or would you, if you have not been involved) want to get out of these opportunities?
      - Higher pay
      - Better chances for future job upgrade
      - General educational experience
      - To do your job better
      - Others?

   e. How available are these opportunities for employees in your positions?

2. How do you feel about the opportunities you have been exposed to?
    - Do you think you need the extra training?
    - Do you feel that your privacy is invaded if a supervisor suggests that you need to take, say, a reading course?
    - Do you feel there needs to be other training courses/classes offered?
    - Do you feel that there has been an improvement within you if you finish the training program?
    - Do you have any suggestions on how to improve the program(s)?
    - Do you have any suggestions on how to raise the participation rate (if there is a problem and if the programs are voluntary)?
    - Do you feel that the management is understanding of your needs?

3. Do the employees or the management choose shifts? Is training available for those working the night shift?

4. Do you think these job upgrade opportunities have helped:
    - You to do your job?
    - Your relations with supervisors or management?
    - Your job upgrade prospects?
    - Other (intangible) benefits (e.g., able to read to grandchildren; increased self confidence)?

5. Do you have any suggestions about what the company might do to help the job opportunities for entry-level workers?

E. MEETINGS WITH UNION REPRESENTATIVES (In unionized firms)

1. Role played by union in program development:
    - Job task analysis
    - Curriculum development
    - Trainer training
    - Establishing eligibility criteria
    - Selection process
    - Joint effort
    - Other?

2. Current role of union
    - Trainer, certification examiner
    - Curriculum development, revisions
    - General overview labor/management relations regarding program development and implementation

3. Were you involved in the development of the program?
    - If so, what were your expectations for the program?
    - Were there any problems? How were they resolved?

4. Historical reactions to the program
   - Have the programs been satisfactory from your point of view?
   - Were there any misunderstandings after the documents were written up? How were they resolved?

5. Current views of the program
   - Have the courses/program changed drastically over the period of time?
   - Has the relationship between management and union workers changed since the program started? How?

F. REVIEW OF RECORDS AND DOCUMENTATION

1. Documentation --
   a. Minutes of meetings
      - Semi-annual/annual meetings
      - List of participants

   b. General announcements
      - Job postings (position announcements)
      - Training programs

   c. Bulletins/newsletters

   d. Documents with company policies and procedural guidelines
      - Negotiated contract
      - Letters, memos regarding training programs, policies, policy changes, etc.

2. Records
   a. Organizational charts
      - Within each department
      - All department heads
      - Personnel roster

   b. Budgeting information
      - Training
      - Overall

   c. Service records (performance reports/reviews)
      - Copy of performance review form

   d. Types of information (data, forms, etc.) kept in employee files

   e. Survey results/management analysis data
      - How many of those vacancies were filled internally
      - Employment, staff records/stats

f. Forms
- Employee survey
- Example performance reviews
- Training budget analysis

G. "DEBRIEFING" WITH MANAGEMENT

1. Describe site visit completed

2. General plans for the data collected

3. Thank yous

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