

Training in Wellness

INTRODUCTION

Instruction in wellness is the planned communication of health knowledge to employees. Training is much more than a technical exercise to impart knowledge and skill to the worker. It is first and foremost point of contact between a worker's need to grow, to feel capable, to be respected for what he or she can do, and management's need for productivity. If the task bank is present at that point of contact, it can provide a shared interpretation and understanding of what training is required, as well as how and when that training can be best delivered. The organization then makes the investment in training required for worker competency. In return, the worker brings the flexibility and willingness to apply these newly acquired competencies to the inevitable problems and challenges on the job. A partnership develops the trust that is required for a quality product or service and can be nurtured through the words and deeds of management. The aim of the paper is to develop and introduce training program for wellness and health (Armstrong 92). The belief system works because it gives managers the opportunity to find out what their people really feel and believe. In the context of this approach, employee comments that previously might have been viewed as signs of a bad attitude, resistance, or troublemaking instead become valuable bits of information that can be used to diagnose problems. Wellness programs will help organization to improve health problems and introduce a new life style and changes.

TRAINING NEEDS ANALYSIS

Organizational Analysis. At the organizational level, valid evidence of a significant problem should be established before the manager moves to the attack. What is

called for is convincing evidence that the proposed program is in the company's interest, that it indeed addresses a company situation, and that the situation needs attention (Schien 33).

The TNA Model. In the TNA model of factors affecting work productivity is conceived of as the function of three primary factors: task capacity (potential performance), individual effort, and uncontrollable interference (Blanchard 102). Behind the primary factors is a chain of relationships (incompletely reported here) involving secondary factors (raw materials, task design, capital investment, and individual capacity); individual factors (individual knowledge, skills, and attitudes); and organizational controllables (product/process design, selection, training, supervision, communications, peer relationships, and qualitative and monetary rewards). A major impression given by this model is that work productivity is the end product of a complex set of interacting factors and is not adequately explained by simple formulas giving prominence to single or isolated influences (Armstrong 65).

Expected Performance (EP). At the individual level, Expected Performance (EP) is to educate employees about health-related issues and practical implementation of health rules at the workplace. Currently, it is assumed that the performance discrepancies are low motivation and lack of knowledge and skills about health-related issues, absenteeism and low personal involvement in organizational life. Speculate for a moment. If, on the one hand, there is an employee who smokes, is overweight, and mismanages hypertension but, on the other, is an employee who exercises, has sound dietary habits, and has learned how to manage stress - who do you think is going to be more productive, more creative, and more vibrant?

Operational Analysis. At the operational level, needs analysis involves interpersonal environment of the organization. The fundamental challenge of job analysis is to

describe and define the dimensions of the work activity being evaluated. Job analysis has a very comprehensive approach to this challenge (Blanchard 103). A job analysis task describes workers' behavior which indicates necessity to produce the desired results. It opens up to examination the assumptions workers and managers have with regard to each other. The behavior can be evaluated in terms of functional skill levels, orientation to knowledge resources, the performance standards workers seek to fulfill (their own and management's), and the adaptations workers make to achieve those standards and overcome obstacles. The task analysis is the informational base. It represents the interaction of worker, work organization, and work to achieve productivity and contains within it the standards necessary to maintain competitive advantage in the marketplace (Schien 52). Lack of financial resources spent on wellness programs and special training results in low productivity and absenteeism. Long-term goals reduce health care costs, disability, absence and premature deaths. Short Term goals are reduced employee health risks, increased employee satisfaction, improved employee attitude, quality of life, performance potential, energy and creativity.

Person Analysis. Person analysis helps to identify problems and gaps, weaknesses and personal attitudes towards wellness. Each task, because it is structured around a behavior and a result, posits obvious questions. Furthermore, because each task contains data concerning the KSAs and system enablers, the data is immediately available to analyze possible sources of difficulty if standards are not being achieved. If they are, or if the achievement is beyond expectations, the tasks provide a basis for evaluating training and understanding individual accomplishment (Schien 4; Blanchard 102). The main problems faced by the organization are lack of practical skills and knowledge and health-related issues and low motivation. HR management

cannot support employees and improve a climate of organizational health because of insufficient funds and support from top management. This results in high insurance costs and low productivity levels, poor performance and low quality of services. Also in using the task analysis, workers evaluate themselves drawing on the performance record for the stated period. Evaluating work accomplishments on a task basis serves a diagnostic purpose for management and workers to discover particular strengths and / or weaknesses. Work can also be evaluated output-by-output to obtain an overview of performance with reference to the primary objectives of the organizational unit (Armstrong 77).

PERFORMANCE DISCREPENCY

The Three Levels within the Organization. Wellness is a weak term that merely connotes absence of disease; it is the term that has caught on in the corporate world. Wellness programs and fitness centers have sprung up. The lack of these programs and understanding of wellness lead to low quality productivity in any organization. Every company wants its workers to be well and fit. One obvious motive is to reduce insurance overhead. Talk of fitness is a suggestive choice of terms-accentuates the idea of fitting in. Wholeness and holiness, it is probably fair to say, are peripheral to the generalized standpoint of the American business world. Given our broad concern with human potential, wholeness and healing seem better because they are more comprehensive terms. Still, it may be hard to agree on what wholeness means, since one's notion of wholeness is a product of one's culture, history, and metaphysical standpoint. Conceivably the evaluator need not go beyond the first level if the performance review is carried out with interest and appropriate acknowledgment for things done correctly and well. Often systematic querying and

attentive listening provides just what the worker needs to open up and be self-critical, particularly if the querying pursues some of the things are being done the way they are. For this purpose the evaluator needs to have a thorough understanding of job analysis in order to follow through on the line of questioning described later. Because the performance review is behavior-oriented, records that focus on specific behaviors need to be kept (Blanchard 107).

They call for specifics that describe what happened, why it happened, what the particulars were that led up to the incident, and what the outcome was. They focus on actions and thus can provide substance to any discussion of performance. It is better to discuss critical incidents close to the time that they occur and give immediate feedback. They can also be stored until the scheduled performance review at which time they can be viewed in perspective and have, perhaps, a somewhat different significance. One possibility for avoiding this negative contingency is to have workers in a production unit function as a team for performance review purposes. The HR office can play a useful role in helping workers formulate critical incidents and document them in an easy-to-read format. When drawn on by the worker and the manager during a performance review, these critical incidents provide a ready source of data for coaching, feedback, and problem solving (Armstrong 51).

The Discrepancies Apparent between the Actual and Expected Performance.

Developmental needs arise from the assessment phase and incorporate tasks around finalizing an evaluation design, selecting marketing strategies, forming leadership and advisory committees, and finally defining the core content and elements of the program components as well as the associated training packages.

Performance appraisal is a hands-on test of trust. It is the juncture at which the interpersonal skills, patience, and goodwill of managers and workers are tested to the maximum. There are countless ways a performance appraisal can go wrong, but only one way it can go right and live up to its promise as a means for increasing productivity and promoting worker growth. This right strategy requires that workers and managers build an environment of mutual trust and work in concert with unflinching honesty as scientists of commonsense to test hypotheses about the causes of worker performance (Blanchard 108). Only by engaging in open dialogue and striving for a shared interpretation of experience can this be done. After isolating performance causes, and pinpointing the causes of substandard and outstanding performance and their corrective or supportive conditions, performance appraisal becomes part and parcel of the ongoing working relationship between workers and managers. Sometimes managers must accept the responsibility for correcting system constraints on worker performance and growth; sometimes workers will have to make adjustments within their sphere of responsibility to get the desired results. In helping to set and strengthen these basic conditions for effective performance appraisal, needs analysis comes into its own as an HRM tool (Armstrong 43).

Training Needs. Training needs identified involve new knowledge and understanding of wellness and hygiene skills. Currently, there is a gap between knowledge and practical skills of employees and organizational structure and routine work. Many employees lack knowledge and skills which could help to sustain clean workplace and individual hygiene at work (Blanchard 109). The wellness program works best when workers and managers are willing to meet in the middle to establish responsibility for performance problems and to work together to find solutions.

Performance Appraisal. Thereby performance appraisal is a meeting of partners in a common endeavor to achieve positive goals and to build a relationship. This notion of trust is, of course, quite different from what usually happens in industry but, nevertheless, it does occur and, when it does, it pays off. Managers who adopt the belief system model as a decision-making tool learn to look at change-related problems in new ways (Blanchard 108). In most cases, this helps them to develop better solutions because the approach provides an effective framework for analysis, one that allows them to examine the three factors that are critical to motivation and performance: confidence, trust, and satisfaction (Schien 33).

The Task of the Training Programs. The task of the training programs is to educate employees and help them to develop skills and knowledge about health-related issues and wellness. The ideas of health, wholeness, and human potential are thus mediated by the generalized standpoint of the entire social group, and my emphasis here is on the power of the social imagination. What follows is an attempt to raise questions and indicate steps toward a philosophy of healing. The general direction of this development is toward a more complete, unified whole is a person who has dealt successfully with the challenges laid before him or her and has moved on to the next level of personality development. These stages of change in the human personality are in response to a person's inner potential as well as the demands of the environment at critical points in his or her life. Throughout much of this growth and development, a person's work life plays an insistent and ongoing role (Armstrong 48).

TRAINING DESIGN

Design

Training Methods. Training methods used for this program will be on-job-training and simulations, lecturers and demonstrations. The first is the drive to manage benefit-related medical expenses. The second is the premise that healthier employees help to build healthier businesses. And the third relates to the desire to develop a positive corporate culture. Essentially, the role of the worker in training design is to allow him or her, once oriented and trained, to take over ownership of the job-worker situation. This means that workers need to be trusted to do their best to achieve the objectives of the organization, not only to follow prescriptive procedures but to use discretion and take risks without fear of reprisal. Those risks include adaptation and innovativeness that usually occur after becoming familiar with a situation (Blanchard 162). Each component is a skills-based lifestyle module with a balanced integration of both substantive information on the particular health topic and support building and support-seeking strategies. The length of the modules ranges from 4 to 12 weeks, each session lasting approximately one hour (Schien 88).

Time Allocation.

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|------------------------------|---------------------------|
| Number of Training Sessions: | 24 |
| Frequency: | 3 per Week |
| Length of training Session: | 1 hour |
| Day of training Session: | Last Friday of each month |
| Start Time: | 6:00 a.m. |
| End Time: | 7:00 a.m. |

Administration. Training will take 2 months and will be provided three times a week. Training will be administered by HR profession and a trainee an expert in wellness training. It is expected that there will be 20 trainees from different

departments. Training will be mandatory. Setting clear and unambiguous goals (called *results* at the worker level) is crucial if the worker is to get the most out of training and have a chance of achieving flow on the job. The task bank is a basic tool to which workers and coaches can refer for the desired results.

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|-----------|--|---|
| Session 1 | Wellness Strategies for Employees – Part I | Lecture – the aim is lecture is to familiarize employees with wellness programs and its main steps. PowerPoint Slide Presentation – importance of wellness programs Manual – a guide with physical training exercises |
| Session 2 | Wellness Strategies for Employees – Part II | Physical Training Exercises |
| Session 3 | Employee Physical Training development– Part I | Lecture – To discuss employee progress |
| Session 4 | Employee Physical Training Development – Part II | Lecture To discuss employee progress Group Discussions – To provide interaction between employees |
| Session 5 | Corrective Discipline Process and Terminations – Part I | Lecture - To teach employees that wellness is important part of work |
| Session 6 | Corrective Discipline Process and Terminations – Part II | Lecture - To teach employees that wellness is important part of work Simulations – Provide employees with new information on wellness and workplace hygiene factros. |

If total quality and individual worker flow is to result, everyone involved must focus on and understand with unwavering clarity the performance standards associated with the tasks in the task bank. Some organizations monitor workers on a continuous basis (e.g., supervisors listen in to operators handling telephone inquiries) (Schien 45). They can best use the resulting performance information by

providing non-punitive feedback and by coaching workers to help them do their jobs better. The overriding principle is that when workers know the standards, they can judge for themselves the adequacy of their performance and make necessary adjustments (Blanchard 165). Workers who have a substantial reduction in physical working capacity due to chronic degenerative disorders, such as ischemic heart disease, chronic obstructive lung disease, arthritis, or adult-onset diabetes, may be able to perform a wider variety of jobs if their capacity is enhanced by physical training (Armstrong 89).

Number of Trainees. The number of trainees will vary in according to the total number of employees.

Voluntary or Mandatory Training. Training will be mandatory.

On or Off-Site Training. All training lessons will be on site.

Training Objectives

Training Reaction Objectives. Training objectives are to improve skills and knowledge of employees and introduce new lifestyle and health attitudes. They are in effect discretionary instructions. They tell the worker in general terms what is to be achieved, but the worker must provide his or her own interpretation of what the manager means by the following phrases: as soon as possible, reasonably accurate, don't spend too much time. New workers in training could be quite uncomfortable with such standards. With experience, workers in this situation become familiar with the standards expected, and, in fact, become confident enough in their abilities to impose their own discretionary judgments (Schien 72). Unfortunately, workers are too often called to account when their personal judgment calls are unsatisfactory while, at the same time, they go unrecognized and unacknowledged when they do precisely what was expected. This is bound to undermine both self-esteem and self-

confidence and workers will be unwilling to take risks or undertake higher levels of challenge due to the anticipation of negative consequences for failure. If workers are unwilling to take risks or tackle work challenges, they will exercise only the minimum of worker discretion and total quality will be impossible (Blanchard 167). Thus, wellness programs can have a direct impact on the organization. It is expected that increased creativity, and increased energy and stamina that healthier employees generally bring to their work.

Learning Objectives. Learning objectives are to teach and educate employees about wellness and its importance at work, teach employees main skills necessary for effective practices and wellness. The performance standards are used to serve as targets for training on this task. Note that the standards are essentially a commonsense conversion of the explicit content of the task statement and the worker function levels assigned earlier. In addition, the performance standards reflect the orientation measure. These orientation measures indicate there should be an emphasis on the standards associated with data functioning and only slightly less emphasis on standards associated with the worker's involvement with people (Armstrong 232).

Transfer of Training Objectives. Future objectives are to motivate all employees and show positive outcomes of wellness programs and their impact on the entire organization. What this means is that communication is the key to motivation and performance improvement. Though this conclusion may seem obvious, rarely do managers think about it consciously and even more rarely do they put it into practice. If they did, a great many of the motivation and performance problems that plague today's business organizations would evaporate on the strength of surprisingly simple solutions. Effective communication can be achieved through the belief system

model and how it helped to facilitate change in a variety of industries with individuals, teams, and entire organizations (Schien 77). The goal now is to describe these organizational applications in greater detail and show how the approach can be applied systematically in organizations that undertake large-scale change. To ensure its effectiveness, the session is conducted as a supervised, facilitated meeting. The presence of an unbiased third party who's been trained in the belief system approach is critical in such an intimate discussion, where managers and employees often touch on personal and highly sensitive issues.

Organizational Objectives. But having a facilitator also helps to keep the session focused and on schedule, ensures that the conversation stays on track, and contributes substantially to achieving the session's objectives (Blanchard 178). The one-on-one session is always conducted as a structured discussion - to maintain its problem-solving focus -- but the way the session is carried out can vary, depending upon the work situation, how the participants have prepared for the meeting, and whether or not a performance problem exists or has yet to be identified.

Nevertheless, the format of the session must always serve its ultimate purpose: to identify motivation and performance problems and come up with mutually acceptable solutions (Armstrong 55).

Training Methods

Which Method Suits your Goals Best and Why? New methods available to those in the training profession appear every year. While some are well founded in learning theory or models of behavior change (e.g., behavior modeling), others result more from technological than theoretical developments (e.g., videotapes, computerbased business games). In either case, trainers have a wide variety of methods, materials, and media from which to choose in designing and delivering

training initiatives (Blanchard 218). Which training techniques best suit a particular initiative depends on the learning objectives and cost considerations? Most training initiatives use multiple methods and training aids. In addition to highlighting some of the strengths and weaknesses of the different methods, authors discuss criteria important in choosing the method or combination of methods to use during training (Schien 39).

On-the-job training is hardly a new idea. In fact, it has been around so long that it has become a catch-all term for everything an employee learns outside a formal classroom or group training environment. Approximately 90 percent of all industrial training is conducted on the job. More often than not, on-the-job training takes the form of one-on-one instruction: the supervisor or an experienced employee works directly with the trainee, explaining and demonstrating the job, allowing the trainee to practice, and checking and correcting the trainee's work. The experienced employee's major role is that of watching over the individual to provide guidance during practice or learning (Schien 33). Though on-the-job training is often associated with the development of new employees, it can also be used to update or broaden the skills of existing employees when new procedures or work methods are introduced. These are detailed drawings and descriptions of the steps necessary to execute tasks at each workstation. Pie-sized charts are used to indicate the progress of each team member in learning the steps for each task and at what proficiency (Armstrong 277).

Self-instruction lets trainees learn at their own pace. Topics can range from the simple (vocabulary building) to the complex (strategic planning). The method is to present a small amount of information, followed by a simple question that requires an answer on the part of the learner (Blanchard 220). There is immediate feedback

for each response as the learner finds the answer on the next page or elsewhere. The learner knows whether he or she is right or wrong immediately. Since the program is designed to have a low error rate, the learner is motivated further. The main advantage to such an individualized problem is that it is self-pacing. For remedial instructions, enrichment material, or short segments, this method works well (Campbell 44).

The rise of computers at work has not only increased the need for computer skills training, but also created new training formats. Computer-based training is interactive, self-paced instruction using software teaching tools. Computer-based training can take a variety of forms. Some employers have formed software libraries containing copies of different tutorial programs that trainees can check out to work on at home. Other companies have staffed computer labs where employees can drop by to practice, with personal assistance available if needed. Still other organizations conduct online training, installing learning software on workstation computers that allow employees to switch back and forth between job applications and training programs as their workload demands. Some companies are attempting to improve the links between training and job applications with computer-based performance support systems, a form of interactive learning (Blanchard 230). This computer-based tool, also called an electronic support system, a performance support tool, or a knowledge support system, helps employees on the job at the time they need specific information. Although individual programs vary by job, all systems contain a database and a help system (Campbell 47).

Particularly effective in training are simulations. Simulations are training tools that attempt to replicate the actual job duties and/or working environment. They vary from simple and inexpensive to highly complex and costly. Organizations often use

simulations when the information to be mastered is complex, the equipment used on the job is expensive, and/or the cost of a wrong decision is quite high. Traditionally, simulators have been considered separate from computer-based training with recent advances in multimedia technology; however, the distinctions between these two methods have blurred considerably. In fact, as the technology develops, simulators are becoming more affordable, and hence accessible, for a wider range of organizations (Blanchard 234). In-baskets, one of the least expensive simulations, consist of nothing more than the incoming materials, all demanding action, that might get deposited daily on a manager's or secretary's desk. Vestibule training, on the other hand, involves setting up a classroom that reproduces the equipment and work environment, whether an assembly line, switchboard, or city block, found on the job. For certain positions, such as nuclear power plant operators or airline pilots, where the consequences of mistakes could destroy costly machinery or endanger lives, trainees use "simulators" that imitate the functions performed by actual equipment (Campbell 88).

Training Development. Since new supervisors have much to learn, their progress becomes, in effect, a training course for trainers on the subject of supervisory learning. What has been found effective in training new supervisors - objectives and means of achieving them - will apply to a range of learning situations and to experienced supervisors as well as inexperienced. Of course, differing circumstances will require trainers to modify their tactics somewhat, but the concepts developed in their experience with new supervisors will remain serviceable as a strategic basis for planning what to do. The training arrangements for new supervisors should start from a comprehensive statement of what the supervisor does on the job. Such statement should cover the specific activities in which the

supervisor is required to engage. Statements of responsibilities and functions will not serve.

There may be a further assumption - not only that we can list supervisory needs with no job analysis at all or with a global view of the job, but that the teaching can be accomplished in the classroom (Blanchard 242). We may think in terms of training sessions as fulfilling the learning requirements, sessions that emphasize knowledge and concepts. Perhaps we are forced into this latter assumption by the very absence of a job analysis that specifies activities. There is little to guide us in terms of what supervisors are to learn to do if we have not specified the doing. So, we settle necessarily for teaching the new supervisors about certain supposedly pertinent topics rather than teaching them how to carry out job activities; our emphasis is on imparting knowledge rather than developing skill. Of course, we must settle on training topics and, in the interest of training efficiency, must schedule group training sessions for new supervisors, but we should do so on the basis of analyzing the job and identifying job activities and combining activities into training clusters. Certainly, the background curriculum should include such subjects as individual motivation, group functioning, problem solving, and principles of communication. However, our complete training approach should go beyond background explanations in training sessions to action training (case discussion and role playing) in carrying out activities in these sessions and finally to coaching on the job itself in the execution of the actual job activities. For effective training of supervisors in the execution of activities, there is no substitute for on-job coaching. Indeed, as a preliminary step in establishing a training program for new supervisors in a plant, the department heads (or whoever are to serve as coaches) should receive whatever training in coaching is needed so that the new supervisors entering

the department will get the kind of help that will result in a high level of task execution (Campbell 64).

Equipment:

1. PC with network capabilities
2. Projector
3. Drop-down screen
4. Whiteboard

Programmed instruction (PI) can be carried out by the use of computers or booklets, depending on the need. The primary objective of including a physical activity component in a work-site health promotion program is not to directly increase worker productivity by increasing their physical fitness. For a majority of employees, the goal is for the exercise to contribute to the prevention of the clinical manifestations of various chronic degenerative disorders or to improve their general psychological status in ways that would lead to better employee attitude or morale and enhanced productivity (Schien 33).

Functional skills refer to those competencies that enable an individual to relate to TDP (orientation) in some combination according to their personal preferences and to some degree of complexity appropriate to their abilities (level). They include skills like tending or operating machines; comparing compiling, or analyzing data; and exchanging information, consulting, or negotiating with people. These skills are normally acquired in educational, training, and vocational pursuits and reinforced in specific activity situations such as schooling, work, and / or play. Specific content skills refer to those competencies that enable an individual to perform a specific job according to the standards required to satisfy the market. These skills are normally acquired in an advanced technical training school or institute, in extensive on-the-job

experience, or on a specific job. These skills are as numerous as the specific products or services that they produce or the standards and conditions established by employers under which they are exercised. The reason for the distinction between the two types of skills becomes apparent from their definitions. They are acquired at different times and under different conditions, and too often the appropriate time and place for providing one or the other is confused (Campbell 95).

Training Evaluation. Effectiveness of wellness programs will be evaluated on the basis of performance appraisal and comparison between old results and new skills. Health assessments can provide the employee and the employer with a needs-based assessment. These instruments provide employees with an inventory of lifestyle practices. Biometric measures can be included to give the employee specifics on cholesterol, weight, height, blood pressure, and other health indicators. Some assessment tools can also provide an overall look at the health practices of an employee group.

The Evaluation of Individual Performance. The evaluation of individual performance to determine skill deficiencies and related training needs cannot be in the vague terms of degrees of proficiency in carrying out responsibilities or generalized functions (Schien 79). Such appraisals, to begin with, are likely to be based on broad operational indexes (efficiency, quality, and so on), which are highly suspect as outcomes genuinely within the control of first-line supervisors in their limited areas of jurisdiction. It may be found that the supervisors are not taking certain expected actions or are taking superfluous actions, in which case the appraisal can serve as a basis for building the missing activities into skilled execution and for eliminating the purposeless activities. In most cases, however, the appraisal is not concerned with

establishing a basis for stopping the supervisors from engaging in certain activities or for having them initiate certain others.

RESULTS

The expected results are: improved health and hygiene factors; low turnover rate; improved motivation; low absenteeism; improved morale; improved quality of services provided. The crux of the purpose of the appraisal is not an adding or subtracting of activities but an improvement in their execution. The idea is not to determine simply what the supervisors are doing but how well they are doing it (Campbell 76).

Works Cited

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