

Human Performance Improvement for Restroom Cleaning At

Waukesha County Technical College:

Change On-Site Training to
Performance Improvement


by

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ABSTRACT

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The study examined the move from On-Site Training to Human Performance Improvement. By using the Persuasive Approach Model and 100% Proficiency Checklist to meet customers needs, health, safety issues in restroom cleaning. The purpose of the study is to examine the improvements of restroom cleaning using the Persuasive Approach Model and 100% Proficiency Checklist to help identify the janitorial staff cleaning problems. The Persuasive Approach Model and 100% Proficiency Checklist demonstrates a better learning model for janitorial staff and the benefits to campus customers.

The summary of the study provides recommendations for further research using the Persuasive Approach Model and 100% Proficiency Checklist in other areas of janitorial cleaning.

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Chapter 1

INTRODUCTION

Introduction to the Field Problem

The field problem will focus on the on-site-training moving to human performance technology (improvement) of the restroom cleaning with the contracted janitorial service at Waukesha County Technical College. Human Performance Technology (improvement) will be used to prepare new contracted janitorial staff on ways to perform the restroom cleaning that will meet our customer's needs, health and safety issues. To improve the performance improvement of restroom cleaning, the field problem will highlight the required steps to establish tasks and evaluate the outcomes.

Introduction to Waukesha County Technical College

Waukesha County Technical College (WCTC) is one of sixteen colleges in the Wisconsin Technical College System. It has its main campus located in Pewaukee, Wisconsin approximately twenty miles west of Milwaukee and 60 miles east of Madison. The main campus is situated on 134 acres of land and is comprised of eleven major buildings totaling approximately 650,000 square feet. WCTC offers associate of applied science degree programs, vocational diploma programs, apprenticeship programs, and adult education services. WCTC serves about 33,000 students. WCTC is committed to providing lifelong learning opportunities designed to satisfy the Workforce requirements of employers in Waukesha County and Southeastern Wisconsin (WCTC, 2002).

Introduction to the Current Training Status

WCTC current janitorial staff is contracted through a janitorial service. Many of our restroom complaints stem from the lack of training that is given to these new hires.

When the contracted employees are hired, no on-site training of restroom cleaning is given to the employees. The only training that is given to the new hires was seen on a training video prior to their first day on-site. There are no manuals or training materials available for the employees to check the proper cleaning standards while they are cleaning. In addition, the supervisor or lead person will train each new employee differently in restroom cleaning which causes more confusion for the new employee. Also, many of our customers are complaining about the lack of good cleaning. As an example, the restroom dispensers are not filled daily and smudges and streaks can be found on the restroom mirrors. The contracted cleaning staff is not being trained in consistent cleaning methods that will ensure the efficient completion of their assigned restroom cleaning daily.

Problem Statement

The problem of this study is to redesign restroom cleaning standards that will be used to develop the cleaning staff performance improvement techniques for our contracted janitorial services at Waukesha County Technical College.

Research Objectives

The objectives of this study are:

1. To design a cleaning schedule and inspection list that can be used to measure the cleaning level throughout the campus restrooms.
2. To determine the steps of the performance improvement schedule and develop an inspection list.
3. To evaluate the performance improvement of our contracted janitorial services at Waukesha County Technical College.

Need Statement

The current on-site-training program for the contracted janitorial service will have to be examined to ensure better restroom cleaning services to our customers. Use of the performance improvement model will detail consistent standards of cleaning for all contracted janitorial staff. This assessment will determine what additional training or other types of interventions will be needed.

Limitations

The following are limitations to this study:

1. The research will be completed in four months.
2. The research was done on campus in only three of the eleven buildings.

Assumptions

The assumptions of this study will be that all training material, performance improvement skills and equipment will not change over the next two years. Janitorial staff will remain the same until the end of the contract service.

Definitions

The following is a list of cleaning definitions for this study. The definitions found in this chapter will pertain to the terms found in the research topic.

Supervisor – Supervises and coordinates activities of workers engaged in cleaning and maintaining premises. Assigns tasks to workers, and inspects completed work for conformance to standards (Dictionary of Occupational Titles, 1991).

Lead Person – Employees in this job are under the immediate supervision and perform various duties requiring moderate physical strength. In addition this person will be

responsible for conducting on-the-job training for janitors; ordering and distributing supplies and materials and relaying instructions for the Supervisor (Feldman, 1978).

Janitorial Staff – Will perform routine manual labor associated with the daily cleaning of building. Employees in this job classification are under the immediate supervision and perform various duties requiring moderate physical strength. Routine duties include, but are not restricted to: dust mopping, sweeping, vacuuming, cleaning restrooms, removing trash, and simple operation of basic mechanical cleaning equipment (Feldman, 1978).

Cleaning Standards – These are the basic methods for determining housekeeping quality: direct measurement; which relates directly to housekeeping level, quality may be measured on the basis of mere acceptability or unacceptability of work against an arbitrary standard. (Feldman, 1978).

Restroom Cleaning – The restroom must be maintained in such a way as to be safe and healthful under OSHA and other regulations. The care of restrooms provides a microcosm of the entire janitorial field. As it involves specific equipment, chemicals, training, procedures, as well as a number of special requirements such as those involving health and hygiene (Feldman, 1978).

Inspection List – A checklist and progress report. The various services and cleaning functions performed within this area are listed with a suitable indication either of acceptance or nonacceptance, or for grading by a method of descriptions or numbers (Feldman, 1978).

Human Performance Improvement – is a systematic process of discovering and analyzing important human performance gaps, planning for future improvements in human performance, designing and developing cost-effective and ethically justifiable

interventions to close performance gaps, implementing the interventions and evaluation, and the financial and nonfinancial results (Rothwell , Hohne, & King , 2000).

On-Site Training – A structured or non-structured training that occurs in the workplace (Rothwell and Kazanaz, 1994).

Chapter 2

REVIEW OF LITERATURE

Introduction

Chapter 2 will review the literature research for this study. This chapter will give a brief historical background of on-site training and human performance improvement. The research will also examine the move from on-site training to performance improvement and show the development of an effective inspection checklist using a 100% Proficiency Training.

History of On-Site Training

The role of on-site training (also called on-the-job training) has taken a lead role in facilitating change and skill acquisition (Craig, 1996). On-site training by experts is summarized by the benefit and identification of potential barriers to job training, along with the key decision factors when job training is selected as a method of instruction (Craig, 1996). However, vocational training and apprenticeship were the forerunners of modern on-the-job training and can be traced back to ancient times. Today, we find ourselves in the third stage of the industrial revolution. The first stage was *mechanization*, when machines were developed to perform physical labor. The second stage was *computerization*, when new kinds of machines were developed to perform some of the mental work of human beings and to control the operation of other machines. The third stage of the industrial revolution is *humanization* and its focus for training has its roots in the first two stages of the industrial revolution and continues to flourish and evolve in the humanization stage (Craig, 1996).

Frederick W. Taylor and Frank B. Gilbreth, and other early efficiency experts contributed to the historical events of the cornerstones to the future of on-the-job training. It was Taylor who believed that it was possible, scientifically, to select and train workers. Taylor also developed what was “probably the first training aid, an instruction (or method) card which gave a worker specific parts of the job to be performed together with the time required for each step or operation” (Craig, 1996).

Overview of On-the-Job Training

On-the-job training (OJT) is similar to other forms of training in that it can be divided into two forms: unstructured and structured. In most instances, OJT are unstructured, or informal, which means that they occur with no planning or involvement by management. Unstructured OJT occurs when trainees acquire task knowledge and skills through any or all of the following means:

- Impromptu explanations or demonstrations by others
- Self-initiated trial-and-error efforts
- Self-motivated reading, investigating, or questioning
- Imitation of others' behavior

Structured OJT is defined as the planned process of developing tasks level expertise by having an experienced employee train a novice employee at or near the actual work setting (Jacobs and Jones, 1995).

- Requires a substantial investment of time and effort before it can be used.
- The training occurs for the purpose of passing along a discrete set of tasks.

- Self-directed discovery approach.

History of Performance Improvement

Human Performance Technology (HPT) is a field of practice that has evolved largely as a result of the experience, reflection, and conceptualization of professional practitioners striving to improve human performance in the workplace (Stolovitch and Keeps, 1999).

As HPT shifts from training to performance improvement, measurement is forced to shift from training evaluation to performance tracking. Human Performance Technology seeks to improve the performance of organizations and the people responsible for achieving desired results (Stolovitch and Keeps, 1999).

Human Performance Technology gives management the ability to manage organizational variables and their interfaces. For example, an HPT practitioner would work with processes for distributing information in order to communicate expectations for and feedback on performance. Human Performance Technology also deals with resources for task support (such as tools, materials, equipment, supplies, and time to do the work), the nature of the physical work environment and the job design, and rewards, recognition, and incentives in the specific work operation. Therefore, decisions about the design of an organization have direct bearing on individual performance. The Human Performance Technology professional does the following things (Dean, 1994):

- Focuses on the whole system to understand the complexity first.
- Seeks to discover links between different structures, processes, and systems.
- Uses both quantitative and qualitative methods, as needed.

- Uses both analysis and syntheses, as needed.
- Uses language to deliver information clearly and for joint understanding.
- Uses observation, not hearsay, to collect facts.
- Relies on direct, comparative, and economic measures.
- Removes work that does not add value.

The HPT professional attempts to align the person with a work-supporting system so that the entire organization, consisting of the variables already discussed, can work more efficiently and effectively.

The steps above have cleared the directions for the employees to move in the way that has been beneficial to the organization and the employee's rewards.

Overview of Human Performance Technology

The training profession is undergoing the most dramatic changes since training was formally acknowledged to be a profession in the 1940s. Prior to that time, training was done in an ad hoc manner. During World War II, it became clear that there were a set of principles and skills required to do training effectively. And now, as we move into the next century, this profession is being restructured (Robinson and Robinson , 1998).

What is behind all of this restructuring? A combination of forces are converging and creating a new environment in which the training profession must operate. Some of these forces relate to acknowledgment that the results achieved from training, in its traditional sense, are unsatisfactory (Robinson and Robinson , 1998).

To successfully focus on performance, the department must be redesigned so that its goal is to enhance human performance in support of business goals. This requires an organization to define and align four types of needs:

- Business needs
- Performance needs
- Learning needs
- Work environment needs

Human Performance Technology is defined as “ science of improving human performance in the workplace through analysis and the design, selection, and implementation of appropriate interventions (Robinson and Robinson , 1998).

From On-Site Training to Human Performance Technology

For the researcher, HPT seems to be a better method of training for the janitorial staff. Although, the move can be a very complex task. There is always resistance to change, and uncertainty regarding where and how to begin the process. However the following steps will help to develop a smooth transition for the janitorial

Staff:

- Preparing the move to Human Performance Technology
Building the Knowledge and Skills – which HPT model will be used
- Demonstrating Results
Beginning by Implementing Small Projects – demonstrate HPT impact
- Building Organizational Awareness with Solid Results in Hand
The goal is to create awareness of HPT and its benefits
- Addressing Barriers to Implementation

Identifying and responding to company issues – issue will become larger over time

- Moving From a Team Effort to an Organizational Effort

Knowledge of HPT- become the creator of HPT tools and process for the practitioner

It was stated by the researcher that a carefully planned flowchart must be in place at the beginning of HPT to set the stage so that the workers will not fail in the transition from on-site training to the HPT process (Stolovitch and Keeps, 1999).

Using 100% Proficiency Training for the Checklist Inspection

The 100% Proficiency Training method is based on research conducted by L. Ron Hubbard in the 1960s and published as a lecture series (Hubbard, 1996-2000). The research shows that training could be improved by shifting responsibility for and control of learning to the student. By setting the standard at 100 % and giving the student relevant learning skills, the trainer's role shifted from a teacher or trainer to one of coaching and verifying proficiency that develop a checklist. The system provides a road map for the trainee to follow with an exact sequence of steps, including a study of work procedures and other documents as well as practical exercises. The 100% Proficiency Training also ensures that a student who practices or "drills" with hands-on exercises sufficiently becomes fully proficient during his/her training. This is different from traditional on-site training in which students are expected to become fully proficient after the training. The researcher states that the system that gives its students reference material in the form of documents, work procedures, or specifications that will provide

instructions on how to learning will create a self-paced learning environment (Kirkpatrick , 1998).

Summary

After reviewing the literature, the history of on-site training has evolved to its present stage of humanization that continues to flourish into two types of training. First, is structured (self-initiated trail-and-error effect and the second is unstructured (self-directed discovery approach). However, HPT is making a move into today's training world by showing how to improve the performance. Its goal is to enhance human performance in support of the business goals. In addition, the 100% Checklist gives the trainee a road map to direct the exact sequence of steps in achieving the business goals. Finally, through the review of literature one could find the benefits of moving from on-site training to performance improvement and using 100% Proficiency as a checklist method for effective performance improvement.

Chapter 3

RESEARCH METHODS

Introduction

This chapter will examine the methods and procedures of moving from on-site training to performance improvement with the contracted janitorial staff at WCTC. The current on-site training for the contracted janitorial service will have to be upgraded to ensure better restroom cleaning services to our customers. Using the performance improvement Persuasive Approach Model will help detail consistent standards of cleaning for all contracted janitorial staff. Also, it will show the objective steps of the performance improvement and develop an inspection checklist.

Chapter 3 will contain information about the researcher's methods of the study. This chapter will include information on the research design and methodology that was selected. In addition, the population and data sampling that affect this study will be explained in this chapter.

Research Design

The research methodology used in this study was a descriptive study. It was conducted to determine the level of needed improvements for the janitorial staff at WCTC. The study included a small pilot survey (appendix A) from 3 of the 11 buildings on campus.

The steps that were involved in developing this study are described in figure 1. The researcher states that the persuasive approach to change should also be familiar to many people (Rothwell, Hohne ,& King, 2002). Figure 1 gives a clear picture of how the chart works for the janitorial staff. The persuasive approach recognizes the following: Give clear messages about the need for change.

1. Give clear measurable performance targets to be achieved from a performance improvement strategy.
2. Give the communication plan to match the performance improvement strategy so that workers are given continuous feedback on how well their actions are helping to achieve the goal.
3. Track the systems that permit individuals to assess how well their actions are achieving the results from the performance improvement strategy.
4. Give results so that there is a genuine link between performance and rewards.

The janitorial staff will be trained for two weeks using the Persuasive Approach Model. After the task is completed, the questions will be developed to interview the staff in the buildings to see if the new training methods improved the restrooms cleaning

Figure 1: Research Model

Persuasive Approach

Step 1:

Give Janitor the background of problem or situation.

Step 2:

Describe to the Janitor what needs to be done to solve the problem.

Step 3:

Describe, in detail, exactly what benefits the organization – and individuals – will obtain from cooperation with the change effort.

Step 4:

Describe the likely consequences of not taking action on the problem.

Step 5:

Ask for their support and help to make the change happen and to solve the problem.

Step 6:

Establish specific, measurable and traceable performance improvement and establish milestones for those objectives.

Step 7:

Communicate about the value of the performance improvement effort on a continuing basis and provide continuing feedback to the organization, and individuals about their contributions in achieving results.

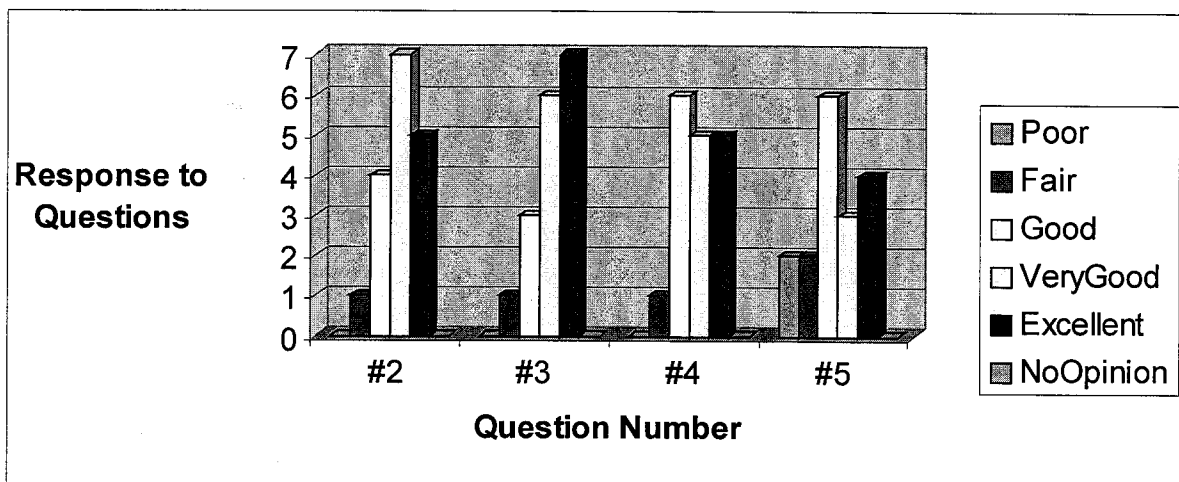
The Persuasive Approach will show the janitorial staff a better way of learning an old cleaning task. The goal of the approach is that it will give the janitorial staff a clear message about the need for the change and how such change relates to the organization's needs and desired performance.

Source of Data

The population of this study was gathered from the employees at WCTC. A short survey was sent, asking for specific details about the lack of improper cleaning in the restrooms. The population size was approximately 50 employees (a pilot test). This included three buildings with 17 staff per building. These areas were selected based on the frequency of complaints about the level of cleaning of restrooms. The members of the survey consisted of office staff, instructors, and managers, who range from 21 years of age and older.

Based on the survey results the janitorial staff training will need to be improved by using human performance training- Persuasive Approach Model and the 100 % Proficiency Training Checklist to ensure better restroom cleaning services to our customers.

Seventeen respondents (34% response rate) responded to the survey questions. Of those, many were very pleased with the cleaning improvements that were made in the daily restroom cleaning. The results were as follows:



In conclusion, the survey revealed that after training the contracted cleaning staff on the techniques of the Persuasive Approach Model and using the 100% Proficiency Checklist for the restroom cleaning, many of the daily complaints have stopped. The survey revealed that the three buildings with the most complaints showed a very high approval rating of the new style of cleaning in their restrooms. Overall, the new cleaning technique has enabled the janitorial staff to become more involved in establishing milestones standards in restroom cleaning.

The Persuasive Approach created several opportunities for the janitorial staff to learn new ways of human performance training. Each of the seven steps in the Persuasive Approach highlights the importance of changes to the organization. Secondly, the 100% Proficiency Training Checklist will ensure that the janitorial staff will become proficient in learning the persuasive approach techniques in human performance improvement training.

Summary

By using the Persuasive Approach Model and the 100% Proficiency Training for the checklist, the cleaners will see signs of improvement in their cleaning. The Persuasive Approach shall demonstrate that the cleaning staff is able to follow the steps to perform the tasks for solving the cleaning problems.

Using these tools will help to develop a better training and checklist method for the janitorial staff. The steps in the Persuasive Approach give the janitorial staff a clearer picture of what they are learning and how their performance affects the customers.

Chapter 4

RESULTS

Introduction

This chapter reports the results of the research. The human performance improvement training provides a better learning model for the janitorial staff that will demonstrate the difference between on-site training and the human performance improvement training. The results showed how the new style of cleaning methods will benefit customers.

Results of the Research

The current drawback to on-site training is that it is ineffective for today's cleaning staff. First, on-site training fails to give janitorial staff the basic understanding of the learning concepts. Secondly, this type of training doesn't help the learners to understand the significance of improving their job performance.

The results of the research helped to redesign the new cleaning training methods (human performance improvement) that will help meet our customers cleaning needs at the campus. The Persuasive Approach methods gave the janitorial staff a clear way of examining the different ways of meeting their building customer needs. The Persuasive Approach Model and the 100% Proficiency Checklist were used so the cleaners would know what was expected for their job and would be able to keep track of how well they were performing for their customers.

1. Examining the current training methods

The supervisor or lead person is doing the current restroom training. Based on their memory of what staff training should do. No training information or procedures are

available for the actual training. The training that took place provided no hands-on-training for the new hire and is often inconsistent for restroom cleaning standards.

The benefits of the Persuasive Approach Model are that it allows the new hire to question his steps to ensure that he/she is going in the right direction. It also shows what was learned during the initial training by the new hire learning the Persuasive Approach Model, and using the 100% Proficiency Checklist. Their feedback of the HPT training could be one of their best measurements of customer satisfaction.

2. Determining the knowledge and skills level of the cleaners

The janitorial staff was assigned to perform restroom cleaning using the Persuasive Approach Model. Here is where their gained knowledge, improved skills and /or changed attitudes would be determined by what they learned. A change with some of the janitorial staff was seen after the first week of learning the Persuasive Approach Model. As an example, the janitorial staff received emails about their improvements restroom cleaning. The 100% Proficiency Checklist has helped the janitorial staff to determine what was accomplished during the process of learning the persuasive model. This gives them a chance to correct any mistakes they may have made in their restroom cleaning.

While the janitorial staff was performing the Persuasive Approach, they communicated with each about how well the new cleaning task was working in the restroom cleaning. The Persuasive Approach Model has offered the cleaning staff a different way of learning their job in order to master their skills in the area of janitorial services. The cleaning staff is now comfortable in making recommendations on how to improve the restroom cleaning.

3. Benefits of the Persuasive Approach Model

The janitorial staff is being more conscientious now than they were in the past because they know how their building customers are observing them daily on their restroom cleaning. The survey, results indicate that campus customers agreed with the survey questions, revealing that they like the new Human Performance Improvement training in the restrooms. By having a consistent method of training all janitorial staff will be trained in the same order and manner and know what is expected by referring to the Persuasive Approach Model. The benefits to WCTC employees will be that a consistent standard of restroom cleaning will be used for all contracted janitorial staff.

Summary

The Persuasive Approach Model and 100% Proficiency Checklist revealed successful outcomes through training for restroom cleaning. The survey provided data that supported these benefits. As a result, additional survey studies will be done four times throughout the year to help increase contractor janitorial staff services.

Chapter 5

SUMMARY, CONCLUSIONS, and RECOMMENDATIONS

Summary

The Human Performance Improvement Training has helped develop the janitorial staff cleaning methods and satisfy the campus customers needs in restroom cleaning. The Persuasive Approach Model has worked very well with the janitorial staff. The model has helped the janitorial staff make suggestions and recommendations on how to improve their restroom cleaning. The research showed how working closely with the janitorial staff has helped to develop a new training method that will be used throughout the entire campus.

Conclusions

Using the Persuasive Approach Model the janitorial staff will be trained to perform the same cleaning tasks throughout the campus (in all of the eleven building's restrooms). All training of restroom cleaning will be performed in the same manner to meet our customer's satisfaction level. This method of training will also help to increase janitorial staff self-directed learning.

The research has succeeded in meeting all of the requirements of the three objectives. The first objective was to design a cleaning schedule and inspection list to measure cleaning level throughout the campus restrooms. The Persuasive Approach Model and 100% Proficiency Checklist were developed by the researcher (utilizing resources that outlined the steps) as discussed in chapter 3. The format was also developed based on the ideas of research. The second objective was to determine the steps of the performance improvement schedule and develop an inspection list. In doing

this, the researcher uncovered in chapter 3, a new format to improve the restroom cleaning throughout the campus. The new format also provided more structure and support than before for the janitorial staff. The last objective was to evaluate the performance improvements of our contracted janitorial services at (WCTC). This was achieved by the emails received and surveying the campus staff to evaluate the new restroom cleaning method. The preliminary results indicate that with time the Persuasive Approach Model and 100% Proficiency Checklist will be successful training methods for the janitorial staff.

Recommendations

The results of this study may be used to further develop training in other janitorial areas; however, a study of the work areas should be done in order to ensure the processes are appropriate for each janitorial cleaning area.

Further research might suggest, in the future, determining the benefits of using new cleaning methods. Benefits to the college as well to the contracted janitorial staff might be to explore other topics. Some possible topics for future research might be:

1. Researching using 100% Proficiency Checklist for restroom cleaning.
2. Effect of Persuasive Approach Model techniques to Janitorial staff.
3. Decrease training time – by comparing the training time before and after the new training process.

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Appendix A

Restroom Cleaning

Please rate the quality of the restroom you use most often on campus.

1. Which restroom do you use most often on campus?

Building _____ Location _____

2. Overall quality of the Restroom services in this restroom.

Poor ___ Fair ___ Good ___ Very Good ___ Excellent ___ No Opinion ___

3 Availability of restroom paper products.

Poor ___ Fair ___ Good ___ Very Good ___ Excellent ___ No Opinion ___

4. Cleanliness of the restroom.

Poor ___ Fair ___ Good ___ Very Good ___ Excellent ___ No Opinion ___

5. Air quality in the restroom.

Poor ___ Fair ___ Good ___ Very Good ___ Excellent ___ No Opinion ___

6. If we could improve an area in your restroom what area would it be?

Handicap Accessibility ___ Trash Removal ___ Supplies ___ Dusting ___

Floor Care ___ Air Quality ___ Dusting ___ Sink ___ Other: Please Describe

Are there any other comments that you would like to make about this restroom or any other restroom on campus?

Appendix B

Restroom Inspection Checklist

Description	Daily	Weekly	Monthly	Semi Annual	Annual	As Needed
1 Clean, disinfect toilet and urinals	X					
2 Clean floors	X					
3 Clean and disinfect sinks	X					
4 Clean countertops	X					
5 Clean mirrors	X					
6 Refill paper product dispensers	X					
7 Refill soap dispensers	X					
8 Remove trash	X					
9 Spot clean walls, partitions, and doors	X					
10 Clean wall and partitions		X				
11 Clean floor drains		X				
12 Machine scrub restroom floors			X			
13 Clean ceiling vents			X			
14 Replace lights						X
15 Pressure wash bathroom walls			X			
16 Remove graffiti						X

Date: _____

Time: _____

Inspector(s): _____

Building: _____

Cleaner(s): _____

Quality Levels:

Good _____
 Needs Improvement _____
 Unsatisfactory _____

Remarks: specific remarks and observations:

