Owner's Implementation Guide: On-the-Job Training Program

Why use this program?

Overview of the On-the-Job Training Program

To have a successful swine operation, you must have committed workers who complete work procedures consistently and accurately. You must also have consistent training practices in place to ensure that every employee learns how to do his/her job the way you want it done—regardless of who trains the employee. This guide explains how your swine operation can achieve success by adding a little structure and rigor around many of the training activities that already occur.

The On-the-Job Training Program provides generalized standard operating procedures (SOPs), planned training activities, and regular performance feedback tools and practices that can be adapted and implemented to fit any operation. This guide introduces the tools in the program, as well as best practices for adapting them to meet your needs.

Outcomes Expected

With proper set-up, implementation, and follow-through, this program can help you develop a more effective and motivated workforce. Ultimately, you will benefit from more predictable results and consistent performance.

In addition, the tools in this program can help you document that you've trained your employees on safety, Pork Quality Assurance Plus®, Transport Quality Assurance, and animal handling topics to further prove your commitment to running a safe operation.

Tools in the On-the-Job Training Program

The National Pork Board's On-the-Job Training Program includes several tools for trainers to use to ensure that employees are developing the skills they need to perform critical on-the-job tasks at the level required for their role in the organization. These tools include:

- Detailed job description listing all tasks responsible by position
- Standard Operating Procedures (SOPs)
- Trainer's Quick Reference Guide
- Training Checklist, Skill Assessment & Individual Development Plan
- Skill Assessment Scoring Guide
- Performance Appraisal
- Training Calendar
- PQA Plus Training Materials
- Transporter Quality Assurance Training Materials
- Work Place Safety Materials
- Additional Training Materials

Standard Operating Procedures (SOPs)

A standard operating procedure (SOP) is a written document or instruction detailing all steps and activities of a task for a specific job role or activity. SOPs are designed to improve the quality and efficiency of pork production practices and should be carried out without any deviation or modification to guarantee the expected outcome. SOPs should be regularly updated to ensure compliance with current work practices and any government regulations.

Used by...	Trainers and Employees
Benefits...	• Lists tools and resources needed; ensures employees and trainers come to the job site prepared. • Provides specific sets of steps to use during training and performance evaluations. • Ensures that all trainers are teaching tasks in the same way, using the same steps and processes. • Ensures all employees learn how to perform a task in the same way, using the same steps and processes. • Helps set performance expectations for employees. • Helps trainers give targeted feedback. • Improves process efficiency. • Improves business results.
Use with...	• Trainer's Quick Reference Guide • Training Checklist, Skills Assessment, and Individual Development Plan • Skill Assessment Scoring Guide

Trainer's Quick Reference Guide

The Trainer's Quick Reference Guide is a two-page overview of best practices to use when training an employee. The Guide includes directions for implementing the Prepare, Tell, Show, Do, Review training process, as well as an example of how to use the process when teaching SOPs.

Used by...	Trainers
Benefits...	• Helps trainers think about and deliver instruction in a manner that appeals to employees with different learning styles. • Ensures that training is done consistently across the organization, regardless of the trainer. • Reinforces the best practice of adhering to specific guidelines and procedures.
Use with...	• SOPs • Training Checklist, Skills Assessment, and Individual Development Plan • Skill Assessment Scoring Guide

Training Checklist, Skills Assessment, and Individual Development Plan (IDP)

The Training Checklist, Skills Assessment, and Individual Development Plan form is provided for safety procedures as well as for each phase of production. This form has three purposes:

1. **Training Checklist:** Trainers can use this as a checklist to ensure that they are providing all employees with training on standard operating procedures and other tasks related to the employee's position. Trainers can document the training start and completion dates on the form.
2. **Skills Assessment:** After training is completed, trainers can use the form to assign skill ratings for each task an employee is required to complete on the job. During scheduled assessment periods, trainers will observe an employee as he/she completes each task, and then determine whether skill gaps exist. Gaps will be noted on the form.
3. **Individual Development Plan (IDP):** Finally, trainers can use the form to record specific steps an individual should take to improve his/her performance in areas where deficiencies were noted. Trainers will provide a copy of the completed form to the individual, who will be required to use it to guide his/her individual development between formal skill assessment periods.

Used by...	Trainers and Employees
Benefits...	• Ensures that trainers formally evaluate employees and provide feedback on all critical tasks for each phase of production. • Encourages an objective skill assessment. • Ensures that skills are assessed consistently across the organization, regardless of the trainer. • Helps trainers provide targeted feedback to employees, based on observed strengths and weaknesses, which improves operational efficiency. • Provides clear direction to employees on areas where improvement is needed. • Provides clear direction to employees on actions to take to achieve incentives or prevent consequences.
Use with...	• SOPs • Skills Assessment Scoring Guide

Skill Assessment Scoring Guide

This is scoring criteria for trainers to use during training and/or skills assessment. The Skills Assessment Scoring Guide provides a competency, or skill definition—the expected performance level for the stockperson position in production skills—as well as three levels of proficiency. Each task on the SOP Training Checklist & Skill Assessment must be assigned a proficiency rating based on the criteria of this guide. Employees are provided with the scoring guide ahead of time to help them think about how their performance will be judged at skill assessment time. The goal is to encourage employees to take ownership of their own growth and development by taking steps to ensure they know how to achieve proficiency on every task by skill assessment time.

Used by...	Trainers and Employees
Benefits...	• Ensures that all employees in a job role are evaluated on the same set of criteria, regardless of who evaluates them. • Encourages an objective skill assessment. • Helps clearly set expectations for employees and ensures expectations are communicated consistently across the organization. • Helps trainers provide targeted feedback to employees, based on observed strengths and weaknesses, which is more efficient for the operation. • Helps trainers provide appropriate training interventions to address performance gaps observed. • Provides clear direction to employees on areas where improvement is needed. • Provides clear direction to employees on actions to take to achieve incentives or prevent consequences.
Use with...	• SOPs • Training Checklist, Skills Assessment, and Individual Development Plan

Performance Appraisal

The Performance Appraisal form is designed to collect training and performance feedback for the employee on 10 key attributes, including change management/receptiveness; communication; teamwork; animal welfare; resource management; customer relations; training and development; problem solving/decision making; functional and industry knowledge; and work ethic.

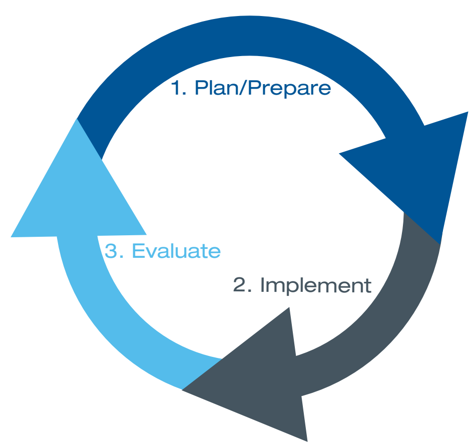
The Performance Appraisal form is used during the performance appraisal discussion to guide the conversation with the employee, highlighting those things that have gone well during the pre-established performance period, as well as those things that need to be corrected. If feedback and coaching are done on a regular basis, there should be no surprises for the employee.

Specific skill level information from the Training Checklist, Skill Assessment and Individual Development Plan may be transferred to this form or attached to it as an addendum. Employees are encouraged to make appropriate notes of their performance and share those with their manager (and/or farm manager, and/or trainer) during the performance appraisal discussion. The goal of the performance appraisal is to evaluate past performance and encourage employees to take ownership of their own growth and development to contribute to future performance.

Used by...	Managers (and/or farm manager and/or trainer) and Employees
Benefits...	• Ensures that all employees' performance is evaluated is a consistent format, regardless of who evaluates them. • Encourages an objective performance appraisal. • Helps clearly set expectations for employees and ensures expectations are communicated consistently across the organization. • Helps managers (and/or farm managers and/or trainers) provide targeted feedback to employees, based on observed strengths and weaknesses, which is more efficient for the operation. • Helps managers (and/or farm managers and/or trainers) provide appropriate training interventions to address performance gaps observed. • Provides clear direction to employees on areas where improvement is needed. • Provides clear direction to employees on actions to take to achieve incentives or prevent consequences.
Use with...	• SOPs • Training Checklist, Skills Assessment, and Individual Development Plan

A Model for Implementing Your On the Job (OJT) Training Program

As you consider your operation and the practices of your employees against the "OJT Training Program," you may feel changes need to be made. Change isn't easy—it will require effort to help your employees recognize the benefit of doing things differently. The National Pork Board recommends using the following Change Management Model to help you manage each step of the process.



On the following pages, you'll find recommended planning, implementation, and evaluation activities and guidelines to help you get started. Additionally, suggested meeting agendas and procedures are included in the Appendices to guide you through each step in the change management model.

Working methodically through each part of the model will ensure that you complete the essential activities for successful change.

Step 1: PLAN and PREPARE for change

Planning and preparing for change begin with creating buy-in among the key stakeholders in your organization. Stakeholders are the individuals or groups with the power to determine whether a change will (or should) occur. Thus, it's important to bring them together early and gain their support and commitment. The following is presented as an ideal process in ensuring buy-in within the organization. Review and customize the following meeting schedules based on where your organization is in the process of strategic planning. Do not feel compelled to have a meeting just to have a meeting if you are ready to start evaluating your SOPs or begin training.

Kick-Off Meeting

Start gathering support by planning and scheduling a kick-off meeting to introduce the OJT program to the key stakeholders in the organization. Refer to Appendix A for a detailed agenda you can use to guide you through the meeting.

Purpose:

- Identify the need for change in the organization.
- Discuss the anticipated effects of change and how change will be measured.
- Address resistance among key stakeholders.
- Explain the importance of making a commitment to change.
- Identify change agents who will help implement the change (trainers, vets, consultants).

Participants:

- Key stakeholders in the organization (top decision-makers).

Anticipated outcomes:

- Agreement among stakeholders on the changes to make and the expected outcomes of those changes (measurable objectives and evaluation plan).
- Documented roles and responsibilities of key stakeholders in the change process.
- Commitment from the key stakeholders to fulfill their roles and responsibilities.
- List of change agents who will help implement the change.
- Strategy session scheduled.

Refer to Appendix B for the following recommended procedures and guidelines pertaining to this meeting:

- Creating Buy-In Among Key Stakeholders
- Selecting Trainers

Once you've established buy-in among your stakeholders, you'll need to begin crafting a strategy for how you will make the OJT program work for your operation. You also need to create a plan for managing the changes you want to implement.

Strategic Planning Meeting

One of the key action items from your stakeholder kick-off should be scheduling a follow-up strategy session. The change agents (those individuals responsible for making sure change occurs) identified at the kick-off should be present at this meeting. Involving staff and outside consultants early in the planning process is an easy way to gain buy-in and increases the likelihood of creating a positive perception around the change. Refer to Appendix A for a detailed agenda you can used to guide you through the meeting.

Purpose:

1) Conduct a business analysis.
2) Conduct a performance analysis.
    a) Identify desired performance state.
    b) Compare to actual performance state.
    c) Identify gaps.
3) Conduct cause analysis.
    a) Knowledge/skills.
    b) Motives.
    c) Physical resources.
    d) Structure/process.
    e) Information.
4) Identify change agents (to eliminate performance gaps)
    a) Who currently performs tasks at an ideal level?
    b) Who should have input on changes to process?
    c) Who will be implementing the changes?

Participants:

- Key stakeholders in the organization (top decision-makers) and change agents.

Anticipated outcomes:

- Documented roles and responsibilities of change agents in the change process.
- Commitment from the change agents to fulfill their roles and responsibilities.
- High-level communication, training, evaluation, and rewards plan documented.
- Identify action items to complete in preparation for the next planning meeting.
- Tactical planning session scheduled.

Refer to Appendix B for the following recommended procedures and guidelines pertaining to this meeting:

- Defining Your Strategy

Once you've defined your strategy, the next step involves creating logistical plans to use during implementation.

Tactical Planning Meeting

During this meeting, you will need to make specific decisions about how you want to use the SOPs and other tools in the program on the farm. Additionally, you will need to decide how to inform the rest of the organization about the changes, and how to evaluate whether the changes you implement are working. You may also want to consider implementing a rewards plan to create a positive perception of the new procedures among trainers and employees. Refer to Appendix A for a detailed agenda you can use to guide you through the meeting.

Purpose:

1) Create training plan—determine how/when to use the tools (update calendar).
2) Create evaluation plan—determine how you will know if the changes are working.
3) Create communication plan—determine how you will inform the rest of the organization about the changes you are making.
4) Create rewards plan—determine how you will reward trainers/employees to sustain improvement and adherence to new policies and procedures.

Participants:

- Key stakeholders in the organization (top decision-makers) and change agents (trainers, vets, consultants).

Anticipated outcomes:

- Communication plan, training plan, evaluation plan, and rewards plan established.
- Agreement on final tools and commitment to implement them according to the plans established.
- Documented roles and responsibilities of change agents and stakeholders in implementing the plans created.
- Train-the-trainer session scheduled.

Refer to Appendix B for the following recommended procedures and guidelines pertaining to this meeting:

- Create a Communication Plan
- Create a Rewards Plan

One of the key action items from your strategy and tactical planning sessions should be adapting the OJT program to meet the needs of your organization.

Customize the Generic SOPs Meeting

During this meeting, you will need to make specific decisions about how to adapt and customize the tools in the OJT program to fit with your current practices. Trainers should be required to take on the responsibility for making SOPs align with your organization's preferred practices, as they will need to master all the procedures in order to teach them to others. Refer to Appendix A for a detailed agenda you can use to guide you through the meeting.

Purpose:

1) Conduct an analysis to determine appropriate intervention for performance gap(s).
   a) Review and adapt OJT tools to meet the organizational needs identified in the first two planning sessions.

Participants:

- Key stakeholders in the organization (top decision-makers) and change agents (trainers, vets, consultants).

Anticipated outcomes:

- Agreement on final tools and commitment to implement them according to the plans established.

Refer to Appendix B for the following recommended procedures and guidelines pertaining to this meeting:

- Choosing and Adapting the OJT Tools

Once all your plans are developed and your OJT tools are finalized, you can close out the Prepare and Plan phase by scheduling and conducting a train-the-trainer session for the change agents who will be in charge of using the tools on farm.

Conduct a Train-the-Trainer Workshop

It's likely that the trainers you've recruited to implement the tools in the OJT program do not have much training experience. Therefore, it's a key stakeholder responsibility to ensure that all trainers know how to deliver training the way you want them to do it. This step is critical, as it will set expectations for trainers and consequently reduce variation around how training is delivered from farm-to-farm and employee-to-employee. The National Pork Board has created a half-day workshop to guide you through teaching others to teach. Refer to X folder on your OJT CD-ROM for comprehensive train-the-trainer materials to use during the workshop.

Purpose:

- Set expectations for trainers with respect to:
- How training should be delivered.
- How trainees should be evaluated.
- How trainers should document and deliver feedback.
- Data trainers should collect for evaluation purposes.

Participants:

- One key stakeholder in the organization who will conduct the train-the-trainer session (should be identified at kick-off) and trainer candidates.

Anticipated outcomes:

- Trainers are prepared to implement training according to preferred organizational practices.
- Trainers can objectively evaluate trainees according to preferred organizational practices.
- Trainers can effectively report strengths and weaknesses of the program back to key stakeholders at regular intervals.

Refer to Appendix B for the following recommended procedures and guidelines pertaining to this meeting:

- Conducting a Train-the-Trainer Workshop

Step 2: IMPLEMENT change

Implementing change involves putting the plans you've created during Step 1 into action and monitoring how well they are working. Monitoring should include regularly scheduled feedback meetings between key stakeholders and change agents to gather information about what's working and what's not for analysis in the future. This information will serve as the foundation for future changes or tweaks to the process you've already established.

Schedule Regular Feedback Meetings

The number of feedback meetings you have will depend on logistical constraints, but the National Pork Board recommends scheduling a feedback meeting that aligns with the formal performance evaluations you set on your training calendar. Refer to Appendix A for a detailed agenda you can used to guide you through conducting feedback meetings.

Purpose:

- To implement the plans and changes agreed upon during Step 1.
- To collect data for use during the evaluation step of the "Change Management Model."

Participants and Roles:

Key Stakeholders

- Prepare the organization for the changes you are going to make, and be sure to communicate how the changes are likely to affect different roles in the organization.
- Emphasize the need for change, and remind employees of the benefits of successfully achieving your goals.
- Provide as much accurate and timely information as possible during the course of implementation.
- Anticipate questions and concerns as you roll out changes.
- Reward those who support the changes.
- Schedule regular meetings with trainers and change agents to get feedback on the successes they've achieved, as well as the hurdles they've faced.
- Make adjustments during the early stages of implementation when it's necessary to ensure the process stays on track.

Change Agents

- Provide structure and guidance throughout the change process.
- Encourage new expectations and behavior.
- Confirm the desired outcomes and promote acceptance.
- Document positive and negative experiences, and be prepared to share them with stakeholders.
- Anticipate questions and concerns as you roll out changes, and provide time for employees to vent their fears, concerns, and insecurities.

Anticipated outcomes:

- Entire organization will be aware of the changes that are coming and how those changes will affect specific roles.
- All employees will be aware of information related to changes in a timely manner.

- Employees will have opportunities to voice concerns during the implementation process.
- Change agents will document positive and negative experiences to be used during evaluation.
- Change agents will provide regular feedback to stakeholders about implementation efforts.

Refer to Appendix B for the following recommended procedures and guidelines pertaining to this meeting:
- Conducting Feedback Meetings

Step 3: EVALUATE change

Evaluating change involves comparing the data you've collected throughout the course of implementation to the expected outcomes you projected when you initially began the project, or program. Evaluations help prove the value of the changes you are implementing, and also help you identify where deficiencies or gaps still exist.

Schedule an Evaluation Meeting

The National Pork Board recommends planning one evaluation meeting each year to analyze the data collected through regular feedback meetings and to make decisions about how to use the data to tweak the tools or the processes you are using. Change is constant. The Change Management Model will continue to help you and your organization review where you are relative to training, strategic planning, customer needs, profit and loss, new business, and more. Refer Appendix A for a detailed agenda you can used to guide you through conducting evaluation meetings.

Purpose:
- To analyze data collected during implementation.
- To compare actual results of implementation to anticipated outcomes.
- To make informed decisions in preparation for strategic planning for the next year.

Participants:
- Key stakeholders in the organization (top decision-makers).

Anticipated outcomes:
- Key stakeholders can evaluate the effectiveness of the program based on metrics established in the evaluation plan.
- Key stakeholders can pinpoint strengths and weaknesses in human capital that may exist.
- Key stakeholders can identify who benefited most or least from the solution.
- Key stakeholders can determine who should participate in future initiatives.
- Key stakeholders can better predict the return on investment of implementing the program.

Refer to Appendix B for the following recommended procedures and guidelines pertaining to this meeting:
- Conducting Evaluation Meetings

Appendix A: Agenda Templates

Kick-Off Meeting Agenda	
• Creating Buy-In Among Key Stakeholders • Selecting Trainers	Date/ Time: Location:
Attendees:	
Please bring:	

Agenda Items	Time
Why Change? ✓ Overview of issues (SOP 1.1) Where do we need to improve? ✓ General discussion	60 min
How the OJT program can help: ✓ Review tools. ✓ Benefits to business and individuals.	30 min
Who needs to be involved? ✓ Identify stakeholders. ✓ Identify change agents (SOP 1.2). Time commitment required: ✓ Stakeholders ✓ Change agents ✓ Roles and responsibilities Question/answer session	120 min (include breaks)
Wrap-up: ✓ Schedule next meeting. ✓ Assign action items to complete. ✓ Provide tentative agenda for next meeting.	30 min

Objectives:

- ✓ Identify the need for change.
- ✓ Discuss anticipated effects of change.
- ✓ Address resistance.
- ✓ Outline commitment needed.
- ✓ Identify change agents.

Outcomes:

- ✓ Agreement among stakeholders on the changes to make and expected outcomes.
- ✓ Documented roles and responsibilities of stakeholders.
- ✓ Commitment from stakeholders to fulfill responsibilities.
- ✓ List of change agents.
- ✓ Strategy session scheduled.

Action Items:	Responsible:	Date Due:
✓ Circulate documented roles/responsibilities and list of change agents. ✓ Assign stakeholders to talk to/recruit potential trainers prior to next meeting. ✓ Schedule next meeting.		

Strategic Planning Meeting Agenda

- Defining Your Strategy

Date/Time:

Location:

Attendees:

Please bring:

Agenda Items		Time
Business analysis: ✓ Identify business goals. ✓ Define relationship to human performance.	• What are you hoping to change or accomplish? • How do people impact the business goals you want to reach?	60 min
Performance analysis: ✓ Identify desired state. ✓ Identify actual state. ✓ Determine where gaps exist.	• How should employees perform to help you reach your business goals? • How do they perform today? • Where do gaps exist?	60 min (include break)
Cause analysis: ✓ Identify the root causes of gaps between desired and actual.	• Why do gaps exist? Is it lack of knowledge/skills? Motives? Process issues?	60 min
✓ Roles and responsibilities ✓ Evaluation planning	• Who will do what? • How will we adapt the OJT calendar? • How will we roll out the change to the organization? • How will we collect data during the change? • How will we know if we're successful? • Will we offer incentives to trainers? Employees?	30 min (include break)
Wrap-up: ✓ Schedule next meeting. ✓ Assign action items to complete. ✓ Provide tentative agenda for next meeting.		30 min

Objectives:

- ✓ Explain the need for change in the organization to change agents.
- ✓ Discuss the anticipated effects of change.
- ✓ Explain how success will be measured.
- ✓ Address resistance among change agents.
- ✓ Outline the commitment needed to make the change successful.
- ✓ Identify roles and responsibilities of change agents.
- ✓ Create an evaluation plan/rewards plan (optional).

Outcomes:

- ✓ Documented roles and responsibilities of change agents in the change process.
- ✓ Commitment from the change agents to fulfill their roles and responsibilities.
- ✓ High-level evaluation plan documented.
- ✓ Identify action items to complete in preparation for the next planning meeting.
- ✓ Tactical planning session scheduled.

Action Items:	**Responsible:**	**Date Due:**
Document working plans and circulate. Document roles/responsibilities and tasks assigned. Schedule next meeting.		

Tactical Planning Meeting Agenda

- Create a Communication Plan
- Create a Rewards Plan

Date/Time:

Location:

Attendees:

Please bring:

Agenda Items		Time allotted
Create training plan (calendar): ✓ Finalize logistics/timing. ✓ Document final calendar. Create communication, rewards plans. Update evaluation plan, if necessary.	When will we train on SOPs? When will we train on other items—will it be integrated with other training or provided as a stand-alone course? How do we communicate what's coming to the rest of the organization? How will we address concerns?	3.5 hours (include breaks)
Wrap-up: ✓ Schedule the train-the-trainer session. ✓ Assign action items to complete. ✓ Provide tentative agenda for TTT session.		30 min

Objectives:

✓ Develop training, communication, evaluation, and rewards plans.

Outcomes:

✓ Communication plan, training plan, evaluation plan, and rewards plan finalized.

✓ Documented roles and responsibilities of change agents and stakeholders in implementing the plans created.

✓ Train-the-trainer session scheduled.

Action Items:	Responsible:	Date Due:
Circulate final plans to team Update TTT materials based on revisions made during tactical planning meeting Schedule TTT session		Prior to TTT session

Customizing Generic SOPs Agenda	Date/Time:	
• Choosing and Adapting the OJT Tools	Location:	
Attendees:		
Please bring:		
Agenda Items		**Time allotted**
Review SOPs in OJT program: ✓ Follow SOP 1.4 in Implementation Guide.	Determine if changes to terminology need to be made to align with preferred practices.	4-6 hours (include breaks)
Review safety, PQA, animal handling, and other materials.	Determine logistics—e.g., will you teach animal handling topics at one time, or break them up by phase?	2-4 hours (include breaks)
Wrap-up: ✓ Schedule tactical planning session. ✓ Assign action items to complete. ✓ Provide tentative agenda for tactical planning.		30 min

Objectives:

- ✓ Conduct intervention analysis to determine how to use the OJT tools to address the issues identified during the strategic planning meeting.
- ✓ Review and adapt OJT tools to meet the organizational needs identified in the first two planning sessions.

Outcomes:

- ✓ Agreement on final tools and commitment to implement them according to the plans established.

Action Items:	**Responsible:**	**Date Due:**
Circulate final plans to team.		
Update TTT materials based on revisions made during tactical planning meeting.		Prior to TTT session
Schedule TTT session		

Feedback Meeting Agenda

- Conducting Feedback Meetings

Date/Time:

Location:

Attendees:

Please bring:

Agenda Items	Time allotted
Review anticipated outcomes vs. actual: ✓ Are we on track? ✓ Are there small changes we can make to get back on track? Review training plan: ✓ How are trainees performing? ✓ Positive and negatives from trainers re: using SOPs. ✓ Positives and negatives from trainers re: using other training materials. ✓ Positives and negatives from trainers re: logistics/time spent training.	20 min
Review communication/rewards plan: ✓ Discuss perception of program among trainees. ✓ How can we change negative perceptions via communication? ✓ How can we incent trainees or trainers?	20 min
Wrap-up: ✓ Schedule the next feedback meeting. ✓ Assign action items to complete.	20 min

Objectives:

- ✓ To implement the plans and changes agreed upon during Step 1.
- ✓ To collect data for use during evaluation.

Outcomes:

- ✓ Entire organization will be aware of the changes that are coming and how those changes will affect specific roles.
- ✓ All employees will be aware of information related to changes in a timely manner.
- ✓ Employees will have opportunities to voice concerns during the implementation process.
- ✓ Change agents will document positive and negative experiences to be used during evaluation.
- ✓ Change agents will provide regular feedback to stakeholders about implementation efforts.

Action Items:	Responsible:	Date Due:
TBD		

Evaluation Meeting Agenda • Conducting Evaluation Meetings	Date/Time: Location:	
Attendees:		
Please bring:		
Agenda Items		**Time allotted**
Review anticipated outcomes vs. actual at end of year: ✓ Which measures did we meet? ✓ Where did we fall short? Data analysis: ✓ Review compiled data from feedback meetings. ✓ What factors contributed to the success of the program? ✓ What caused problems?		60 min
Planning for next year: ✓ Communications plan ✓ Training plan ✓ Evaluation plan ✓ Rewards plan	Based on review of data, what changes or tweaks need to be made to existing plans?	60 min
Wrap-up: ✓ Schedule the next Feedback Meeting (or Strategy meeting, if necessary). ✓ Assign action items to complete.		30 min

Objectives:

- ✓ To analyze data collected during implementation.
- ✓ To compare actual results of implementation to anticipated outcomes.
- ✓ To make informed decisions in preparation for strategic planning for the next year

Outcomes:

- ✓ Key stakeholders can evaluate the effectiveness of the program based on metrics established in evaluation plan
- ✓ Key stakeholders can pinpoint where strengths and weaknesses in human capital and may exist
- ✓ Key stakeholders can identify who benefited most or least from the solution
- ✓ Key stakeholders can determine who should participate in future initiatives
- ✓ Key stakeholders can better predict the return on investment of implementing the program

Action Items:	Responsible:	Date Due:
TBD		

Appendix B: Recommended Procedures for Decision-Makers

CREATING BUY-IN AMONG KEY STAKEHOLDERS

Introduction

Stakeholders are the individuals or groups with the power to determine whether a change will occur. Thus, it's important to bring them in early and gain their support and commitment.

Guidelines (Procedure):

1. Identify your key stakeholders (top decision makers).
2. Schedule a kickoff meeting with company leadership (or other stakeholders) to create a sense of urgency around the changes you're proposing.
   - 2.1 Use the Kickoff Meeting Agenda template to prepare for and guide the meeting (see Appendix A).
   - 2.2 Plan at least four hours for the kickoff meeting. NOTE: Establishing buy-in could take more than one meeting.
3. Conduct the kickoff meeting.
   - 3.1 Discuss the need for change, anticipated effects, and how it can be measured.
   - 3.2 Anticipate concerns and resistance.
   - 3.3 Answer questions as best as you can. Put questions you can't answer in a parking lot (or separate piece of x) for further discussion.
   - 3.4 Outline the commitment needed from stakeholders.
   - 3.5 Identify change agents. Change agents are individuals or groups responsible for making sure change occurs—they are the implementers. In this case, change agents will likely be a pool of high-performing individuals who you will ask to train others.
   - 3.6 Use the Selecting Trainers procedure to guide this part of the meeting (see Appendix B).
4. Ask stakeholders to attend a strategy session.
   - 4.1 Provide an agenda for the strategy session (see Appendix A).
   - 4.2 Provide expectations and anticipated outcomes for the session.

SELECTING TRAINERS

Introduction:

On-the-job training can provide many benefits to an organization. Well-trained employees require less supervision and report increased job satisfaction and morale, which reduces turnover and costs. Organizations with excellent training programs also benefit from increased efficiencies in process, resulting in financial gain.

Trainers play a key role in the success or failure of a training program. In many swine operations, on-the-job training falls to the farm manager, who already has many responsibilities and tasks of his/her own to complete. To help reduce the training burden on farm managers, we recommend identifying your expert employees and assigning them training responsibility. While it will require some upfront work to train your trainers to make sure learning occurs, in the long run, your employees will learn from experts who are consistent and dependable performers, and your farm managers will have more time to focus on other priorities. Additionally, asking your best performers to bear some of the responsibility for training will expand their skill set and provide them with a foundation for moving up in the organization. The following guidelines will help you successfully develop a staff of trainers in your swine operation.

Guidelines (Procedure)

1. Identify and prioritize the key characteristics of potential trainers.
   - 1.1 Use the list below to get started.
   - 1.2 Use the column on the left to rank each characteristic in order of importance.

Rank	Key Characteristics of Potential Trainers
	Good, general knowledge of the pork industry and your operation.
	Experience and expertise in performing critical tasks according to procedure.
	Excellent communication skills and attention to detail.
	Dependable, loyal, and trustworthy, with a positive attitude.
	Enjoys working with others; good people skills.
	Willingness to learn and practice training methods.
	Willingness to evaluate the performance of other employees honestly.
	Other (list here).

2. Use the list of key characteristics to determine what, if anything, will exclude someone from becoming a trainer.
   2.1 Example: Manny has four out of seven of the characteristics listed, but they are the lowest four on your list of priorities. Are you still going to ask him to assume a training role?
   2.2 Example: Sam only has two of the seven characteristics listed, but they are the ones you ranked as top on your list. Is he qualified to become a trainer?
   NOTE: This is an important step, because it helps you make decisions about how much effort you are willing to put into training your trainers.
3. Use your work from Steps 1 and 2, as well as your knowledge of your employees (first-hand or based on input from farm managers) to create a list of trainer candidates.
4. Create an incentive program (recommended) to motivate potential trainers to volunteer for training responsibilities and complete them as required.
   4.1 Examples of incentives to consider: wage increases, bonuses, extra paid vacation time, etc.
5. Plan train-the-trainer dates and schedule them.
6. Plan trainer evaluation dates.
   6.1 Plan to formally evaluate trainers on their success with their trainees, as well as their ability to adhere to the program.
7. Observe trainer candidates in action.
   7.1 Offer them the new role if they meet the standards you identified in Step 2.
   7.2 Explain benefits of becoming a trainer.
   7.3 Provide train-the-trainer dates.
   7.4 Explain trainer evaluation and incentive plans.

DEFINING YOUR STRATEGY

Introduction

Defining strategy for the continuation or the beginning a more formal plan for employee development is a critical step, as it will set the stage for all the work that follows. During this time, you will determine what problems or issues exist, and what you want to address by implementing the tools in the program. You will also begin identifying roles and responsibilities among stakeholders and change agents, and creating plans to implement change.

Guidelines (Procedure):

1. Use the Strategic Planning Meeting Agenda template to prepare for and guide the meeting (see Appendix A).
   1.1 Plan at least four hours for this meeting. NOTE: You need to establish buy-in among change agents, as well as begin setting the vision for the project. This may require more than one meeting.

2: Identify the need for change.
   2.1 Discuss the need for change, anticipated effects, and how it can be measured.

2.2 Define the problems you want to address (employee satisfaction, inconsistencies in process, etc.).
2.3 Explain what's causing the problems.
2.4 Anticipate concerns and resistance.
2.5 Answer questions as best as you can. Put questions you can't answer in a parking lot (or a separate piece of paper) for further discussion.
2.6 Outline the commitment made by stakeholders and the commitment necessary from change agents.

3. Review the OJT program.
   3.1 Show and review each tool in the program.
   3.2 Explain the purpose of each tool.
   3.3 Explain the benefit of using each tool.
   3.4 Answer questions.
4. Identify the roles/responsibilities of stakeholders and change agents (trainers).
   4.1 Explain the necessity of attending the tactical planning meeting.
   4.2 Require change agents to participate in adapting tools for organization.
   4.3 Require commitment to attend train-the-trainer (TTT) workshop (change agents) or conduct TTT workshop (designated stakeholder).
   4.4 Change agents will be required to teach SOPs according to a training calendar.
   4.5 Change agents will be required to assess trainees according to best practices learned at TTT workshops.
   4.6 Change agents will be required to document skill assessments and report back to stakeholders during designated feedback meetings.
5. Create a communications plan.
   5.1 Identify where to start and who to include in the roll-out effort.
   5.2 Identify how much time you'll need to implement the changes.
   5.3 Identify how to prepare the organization for the changes.
   5.4 Assign tasks to individuals.
6. Create a training plan.
   6.1 Review Training Calendar template in OJT program.
   6.2 Discuss how to adapt scheduled activities to meet the needs of the organization.
   6.3 Update calendar with changes.
   6.4 Assign tasks to individuals.
7. Create an evaluation plan (for the changes that may/will come with the OJT program).
   7.1 Identify how you will evaluate the success of the changes you implemented. (What's the purpose--to determine if the solution is accomplishing the objectives? Identify strengths and weaknesses? Decide who should participate in future initiatives? Identify who benefited the most/least from the solution?)
   7.2 Determine evaluation timing. (Identify what kind of data you will collect, how you will collect it, when you will collect it, and who will collect it.)
   7.3 Plan time to analyze the data you collect and the method you will use to analyze it.
   7.4 Identify steps trainers need to take to ensure successful evaluations of training.
   7.5 Identify steps leadership needs to take to ensure successful evaluation of the program (rollout, actual training materials, and training) and the implementation process.
   7.6 Identify how you will share responsibility for evaluation (of the OJT program) before, during, and after implementation.
   7.7 Assign tasks to individuals.
8. Develop a rewards plan.
   8.1 Discuss the benefits of incentives or rewards for trainers and/or employees.
   8.2 Identify when rewards/incentives are merited (create standards).
   8.3 Determine appropriate rewards to consider within organization standards.

9. Ask stakeholders and change agents to attend a tactical planning session.
    9.1 Provide an agenda for the session (see Appendix A).)
    9.2 Provide expectations and anticipated outcomes for the session.

It's important to note that the more staff involvement you have, the more likely you will be successful. Involving staff early in the process is an easy way to gain buy-in from the beginning, increasing the likelihood that you'll meet more ownership, participation, and collaborative action than resistance.

CREATE A COMMUNICATION PLAN

Introduction

It is important to develop a sound communication plan to support the success of the training program you are implementing. A communication plan will help you to spread the key messages about the changes you are making across the organization. Consider following the guidelines below to create a solid communication plan.

Guidelines (Procedure)

1. Determine who will deliver messages and who will receive them.
    1.1 Who will the key stakeholders need to communicate to directly?
    1.2 Who will the farm managers communicate to?
    1.3 Who will trainers, veterinarians, or consultants communicate to?

2. Define the key messages. These should be clear, concise statements that you want the target audience to receive. Key messages are important, as they will assist with keeping all participants focused on exactly what is priority, thereby reducing the possibility of mixed messages.
    2.1 What does each audience need to know about the changes (training, procedures, etc.)?
    2.2 How will the changes affect them and how they do their jobs?
    2.3 How will the changes improve the business?

3. Define the methods that will be used to communicate information related to the program. Choose communication methods/tools that are appropriate to the audience. Examples could include:
    3.1 Staff meetings (all staff)
    3.2 Farm meetings (farm manager and staff)
    3.3 E-mail (key stakeholders to farm manager)
    3.4 Notices on bulletin boards
    3.5 One-on-one meetings
    3.6 Posters
    3.7 Special events/presentations

4. Define the timing and frequency of the messages.
    4.1 How often should key stakeholders communicate to the entire organization? To farm managers? To trainers, consultants, and veterinarians?
    4.2 How often should farm managers communicate to trainers and staff?
    4.3 When should strategy be communicated? Tactics?

CREATE A REWARDS PLAN

Introduction

A job that is rewarded fairly combined with service that is recognized by the employer can be a constant motivational factor to an employee. Incentive plans that focus on driving company objectives while meeting the wants and needs of the employees are the key. Below are some ideas to consider.

Guidelines (Procedure)

1. Create a plan for farm managers, trainers, and employees that rewards desirable behavior.
2. Consider timing—when will incentives be awarded to each group? At the end of each training phase? Each time an employee reaches proficiency?
3. Consider both monetary and non-monetary incentives.
   - 3.1 Cross-training: increase in responsibilities (career pathing or career progression) that could lead to an increase in pay or salary.
   - 3.2 Wage increase upon successful completion of each phase of training. (Employees must achieve a level-3 proficiency; trainers must demonstrate that trainees can perform at a level-3 proficiency at end of each phase).
   - 3.3 Wage increase at completion of all training (level-3 proficiency).
   - 3.4 Public recognition..Owner to come to the farm and shake hands with employees who achieve level 3.
   - 3.5 Celebrations. Farm manager hosts a team celebration (donuts or pizza) when team members reach a goal. Schedule something that takes team away from work for an outing, such as dinner, a baseball game, a trip to the amusement park, etc.

CHOOSING AND ADAPTING THE OJT TOOLS

Introduction

The National Pork Board has created standard operating procedures (SOPs) for many of the tasks common to all swine operations. Although these procedures are generalized, we recommend that you implement all of them if you don't currently have documented procedures for your operation. Encouraging all employees to adhere to documented guidelines will help you meet safety standards, demonstrate responsible animal well- being practices, and improve efficiency.

Guidelines (Procedure)

1. Determine which SOPs you want to implement in your organization.
   - 1.1 Solicit the opinions of your trainers in this process.
   - 1.2 Give trainers ownership over the SOPs they will train others to do.
2. Schedule regular meetings with trainers, organizational leadership, veterinarians, and other key personnel to provide feedback on processes and tools.
3. Align SOPs with your organization's practices.
   - 3.1 Observe employees as they complete a task.
   - 3.2 Note variations from the SOP.
   - 3.3 Decide how to align the SOP with your preferred practices.
4. Test the SOP.
   - 4.1 Ask employees to perform a task according to a procedure (SOP).
   - 4.2 Note any mistakes or confusion as they review the documentation.
   - 4.3 Make changes to wording, if necessary. Repeat the test until employees can complete the procedure (SOP) as expected.
5. Review the Training Calendar and SOP Training Checklist & Skills Assessment.
   - 5.1 Make changes to the calendar to reflect your updated SOPs. You may decide that you need to increase or decrease the amount of time spent on training specific skills or tasks.
   - 5.2 Determine how you will integrate and conduct training on animal handling, TQA, PQA Plus, and safety.
   Do employees need to complete training on these subjects prior to SOP training, or can it be integrated into SOP

training (e.g., teach animal handling for breeding at the same time you're teaching breeding SOPs)?
- Will you require classroom training sessions (groups that meet in a designated room)?
- Will you require individuals to take training on the computer?
- Will you train individuals one-one-one?
- Would you conduct quarterly or semi-annual group training sessions for all employees, tape the sessions, and provide the taped sessions to new employees as they come on board?
- Is there another option not considered here?

5.3 Make changes to each SOP Training Checklist & Skills Assessment worksheet, so that the appropriate SOPs are referenced in the tasks column.

5.4 Use the Skill Assessment Scoring Guide to help you decide what proficiency standard you will require employees to meet on each SOP. For example, is it acceptable to score a proficiency rating of two on some tasks, while only a three is acceptable on others?

5.5 Make sure your communications plan aligns with your training calendar. For example, be sure to give yourself time to roll-out training plans before training or evaluation is scheduled to occur.

CONDUCTING A TRAIN-THE-TRAINER WORKSHOP

Introduction

Your trainers are very skilled when it comes to the production tasks they do every day, but they may not have the most efficient or effective approach to teaching those skills to others. You will need to teach your trainers how you want them to train your employees (a training procedure), monitor their performance, and provide feedback formally and informally. Then, you need to hold them accountable for adhering to the procedure.

Some of your trainers may resist initially, because the program will require some time and work up-front to ensure success. You can achieve buy-in through:

- Making a trainer role a stepping stone into a higher-level position in the organization (career path)
- Providing cash incentives.
- Providing comp time or additional vacation time.
- Public recognition during company wide meetings.

Use the Prepare-Tell-Show-Do-Review (PTSDR) training method to train your trainers. Use the guidelines below to help you deliver your training effectively, while reinforcing the methods you want your trainers to use with their own trainees.

Guidelines (Procedure)

1. Prepare.

1.1 Adapt the tools provided to meet the needs of your organization.

1.2 Create/document and/or review outcomes you want to achieve from the train-the trainer (TTT) session. Define what the trainees must know or be able to do at the conclusion of the training.

1.3 Establish what passing performance looks like in your organization.

1.4 Adapt TTT materials provided to meet the needs of your organization.

1.5 Determine date, time, and location of TTT session.

1.6 Reserve or schedule any media needs for the session (could include TV/DVD player, computer, projector, flip charts, markers, handouts, etc.).

1.7 Assess trainer candidates to ensure they have the proper skills to be successful trainers (see "Selecting Trainers") and finalize list.

1.8 Schedule trainer candidates for TTT session.

1.9 Remind participants of the date, time, and location of the TTT session.

1.10 Review and make final adjustments to the materials.

1.11 Prepare/print any handouts or other materials you will provide to your trainer candidates.

Complete the following steps **during** the training session for each topic you will cover in the training. You will repeat each of these steps every time you introduce a tool, concept, or skill related to the OJT program.

- The Notes section of the TTT slide deck provides detailed suggestions for how to adapt this process for a TTT session.
- The Quick Guide for Trainers handout provides additional guidance for implementing the PTSDR method of training.

2. Tell.
   2.1 Introduce the concept or skill you are about to teach, as well as any background information about it.Briefly explain who, what, when, where, and why.
   2.2 What. (What will they be learning? What is the relevance to on-the-job training? What are the benefits to the trainer candidates, employees, and organization?)
   2.3 Who. (Who will apply the concept on the job? Who will teach it? Who will answer questions about it?)
   2.4 When. (When should they use the concept or apply the skill?)
   2.5 Where. (Where should they use the concept or apply the skill? Where can they get assistance?)
   2.6 Why. (Why do they need to learn this?)

Example:

- Let's look at some of the tools you'll need to use when you train employees, starting with Standard Operating Procedures (SOPs). (Introduce…)
- An SOP is a written document or instruction detailing all steps and activities of a task for a specific job role or activity. We have SOPs in place for production tasks, as well as safety tasks. (What…)
- SOPs are in place to improve the quality and efficiency of our production practices. If we follow SOPs all the time, everyone will perform a task in the same way all the time. Why might this be an advantage to the operation? (reduces costs, easier to find where problems are occurring and address them, easier to train). (Why…)
- Everyone who performs a task should perform it according to the process documented on an SOP. You will be responsible for knowing the SOPs you are training and helping others learn them inside and out . (Who…)
- SOPs will be used whenever a task is being demonstrated for training purposes or completed as part of a day's work. (When…)

3. Show.
   3.1 Demonstrate how to apply a skill, tool, or concept on-the-job according to procedure.
   3.2 Explain what you are doing and why you are doing it. Repeat some of the key points you introduced during the "Tell" step to help trainees see the connection between what you told them and what they will be expected to do.
   3.3 Answer questions as you work through your demonstration.
4. Do.
   4.1 Create activities, or use the ones provided in the TTT materials, that allow trainees to practice applying the concept, skill, or tool you've told them about and demonstrated.
   4.2 Observe trainees as they practice.
   4.3 Ask trainees to explain what they are doing and why they are doing it as they practice.
   4.4 When steps are omitted or when concepts are applied incorrectly, explain the mistake, demonstrate the correct technique, and ask the trainee to try again.
5. Review.
   5.1 Provide feedback that will help trainees identify things they did well and things that need improvement.
   5.2 Provide feedback on the best way to correct mistakes. Be frank, yet respectful, in your appraisal.
   5.3 If conducting group training, ask other group members to provide feedback.

CONDUCTING FEEDBACK MEETINGS

Introduction

In many organizations, feedback gathering is viewed as an isolated activity. It is often treated as an end in itself, rather than as a means to understand and respond to the needs of those who are giving the feedback. Not only is it an end, but it's often an incomplete end. A great many organizations that gather feedback from employees or customers do nothing with the information they've obtained. Failure to take action can be worse than just losing an opportunity to improve; it can be a major step backwards when you are trying to build employee confidence in new processes or changes.

To be successful, you need to commit to gathering feedback as part of an ongoing process of building and maintaining strong, effective relationships with your trainers and your employees. The National Pork Board recommends using the following SOP as the starting point for developing a feedback gathering process.

Guidelines (Procedure)

1. Determine what you want to accomplish during the feedback meetings.
   - 1.1 Prepare a specific set of questions to ask trainers during regular feedback meetings that relate to the change you are trying to measure (training employees, new procedures, etc.).
   - 1.2 Provide the trainers with the questions you intend to ask them during each feedback session, so they have time to prepare.
2. Determine when you should gather feedback.
   - 2.1 The National Pork Boardrecommends gathering feedback during the week of skill assessments (as scheduled on the training calendar). Additional times to consider gathering feedback include times of significant stress or change, or when the perception of the changes you are making seems to be taking a negative turn.
3. Be sure to reserve sufficient time for discussion.
   - 3.1 Choose a meeting place that is comfortable and private. Arrange your schedule so you will not be interrupted.
4. Establish the purpose of the meeting, and outline the discussion.
   - 4.1 Review results or accomplishments achieved against objectives, emphasizing how these contributed to the work group's efforts. (These can include what trainer has been asked to train, and employees' results.)
   - 4.2 Review performance data against performance review topics. Discuss causes of problems and reasons for success, emphasizing problem solving and concentrating on future actions.
   - 4.3 Agree on action to be taken, and discuss ideas for improvement.
5. Summarize the discussion.
   - 5.1 Express confidence in the trainer and his/her ability to continue implementing change.
   - 5.2 Listen to your trainer (or other employee). Encourage reactions and suggestions, and let him/her say what he/she needs to say.
   - 5.3 Explain how the feedback provided will be used to encourage confidence among trainers and employees, and assure them that their input is valued.
6. Schedule the next feedback meeting.

CONDUCTING EVALUATION MEETINGS

Introduction

There are five levels of evaluation information that you can gather, including:

1. Reactions and feelings. (Feelings are often poor indicators that your training made lasting impact.)
2. Learning. (This includes enhanced or changed attitudes, perceptions, or knowledge.)
3. Changes in skills. (Learning is applied to enhance or change behaviors.)
4. Effectiveness. (This includes improved performance because of enhanced or changed behaviors.)
5. Return on investment (ROI). (There is a financial return based on performance improvement, due to enhanced or changed behaviors.)

Usually, the farther your evaluation information gets down the list, the more useful is your evaluation. The National Pork Boardrecommends using the following SOP to guide your evaluation meetings.

Guidelines (Procedure)

1. When analyzing data, always start from a review of your evaluation goals, i.e., the reason you undertook the evaluation in the first place. This will help you organize your data and focus your analysis.
   1.1 For example, if you wanted to improve your program by identifying its strengths and weaknesses, you can organize data into program strengths, weaknesses, and suggestions to improve the program.
2. Prior to the meeting, conduct a basic analysis of quantitative information, if applicable.
   2.1 Make copies of your data, and store the master copy away. Use the copy for making edits, cutting and pasting, etc.
   2.2 Tabulate the information, i.e., add up the number of ratings, rankings, yes's and no's for each question discussed during feedback meetings.
3. Prior to the meeting, conduct a basic analysis of qualitative information (including respondents' verbal answers in interviews, focus groups, or written commentary on questionnaires), if applicable.
   3.1 Read through all the data.
   3.2 Organize comments into similar categories (e.g., concerns, suggestions, strengths, weaknesses, similar experiences, program inputs, recommendations, outputs, outcome indicators, etc.).
   3.3 Label the categories or themes (e.g., concerns, suggestions, etc.).
   3.4 Attempt to identify patterns, or associations and causal relationships in the themes (e.g., all people who attended programs in the evening had similar concerns; most people were in the same salary range; what processes or events respondents experience during the training program, etc.).
   3.5 Keep all commentary for several years after completion in case the information is needed for future reference.
4. When interpreting information, attempt to put the information in perspective (e.g., compare results to what you expected, promised results); consider original program goals, especially if you're conducting a program evaluation; indications of accomplishing outcomes, especially if you're conducting an outcomes evaluation; description of the program's experiences, strengths, weaknesses, etc., especially if you're conducting a process evaluation.
5. Consider recommendations to help program staff improve the program, record conclusions about program operations or meeting goals, etc.
6. Record conclusions and recommendations in a report document, and associate interpretations to justify your conclusions or recommendations.
   6.1 Adjust the level and scope of content of your evaluation report to meet the needs of those for whom the report is intended.
   6.2 Be sure trainers and employees have a chance to carefully review and discuss the report. Translate recommendations to action plans, including who is going to do what about the program and by when.
   6.3 Be sure to record the evaluation plans and activities in an evaluation plan that can be referenced when a similar program evaluation is needed in the future.