Trainers: Alden Conner, Noelle Flores, Ryan Fluharty, Reese Harlan, Monica Ly
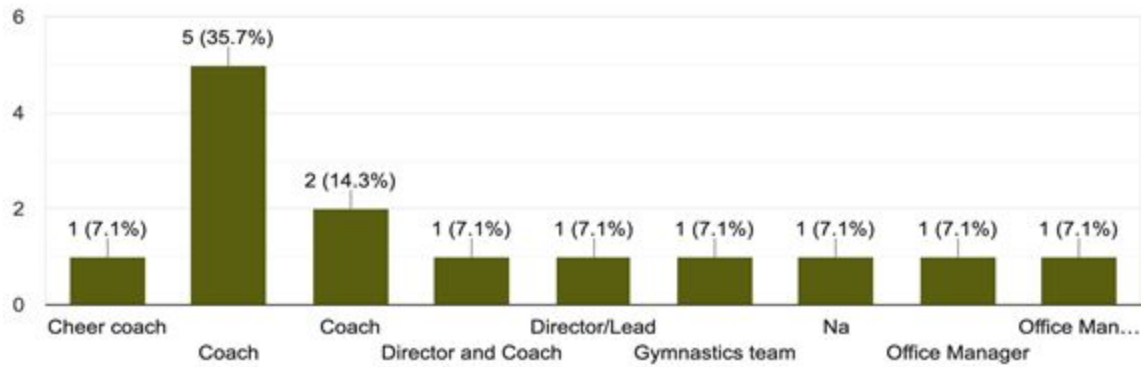
Needs Assessment Results

Demographics:

Our survey chose not to include demographic questions in order to ensure the maximum amount of anonymity in the questionnaire process. Given the small number of employees who work at Texas Dynasty Cheer & Gymnastics LLC, including demographic questions concerning ethnicity, age, or gender would likely result in the isolation of particular employees. In addition, the small age range that is represented in its employment would make it clear who responded to the survey in a way that showed the company in a negative light, or who consistently disagreed with the questions being asked. Therefore, the lack of specific demographic questions beyond the positions that are held (which is essential for our goal of effective cross-training) is necessary in order to prevent bias from management or our team from influencing the operationalization of our training seminar.

In order to ensure effective cross-training in our needs assessment, we asked demographic questions concerning the position held by responders. Our survey received 14 responses, which is representative of 70% of the overall amount of employees and gives our team the necessary breadth of response to be able to formulate an effective training seminar. The chart below displays the different positions held by employees who answered our questionnaire. Over half of them, nine out of 14, currently hold coaching positions, one of them a cheer coach and another holding a director position. Those employees are the main targets of our attempts to cross-train workers to be able to handle situations in the front of the business or to diffuse tensions between parents and the company. Only two of the 14 people who responded to the survey hold positions that are directly related to the "front" of Texas Dynasty. This reveals an incongruity in the number of people staffed for each role at the gym and may be a potential basis for the company's problem with a lack of stand-by employees to fill positions when someone is sick or otherwise unable to come to work on a given day.
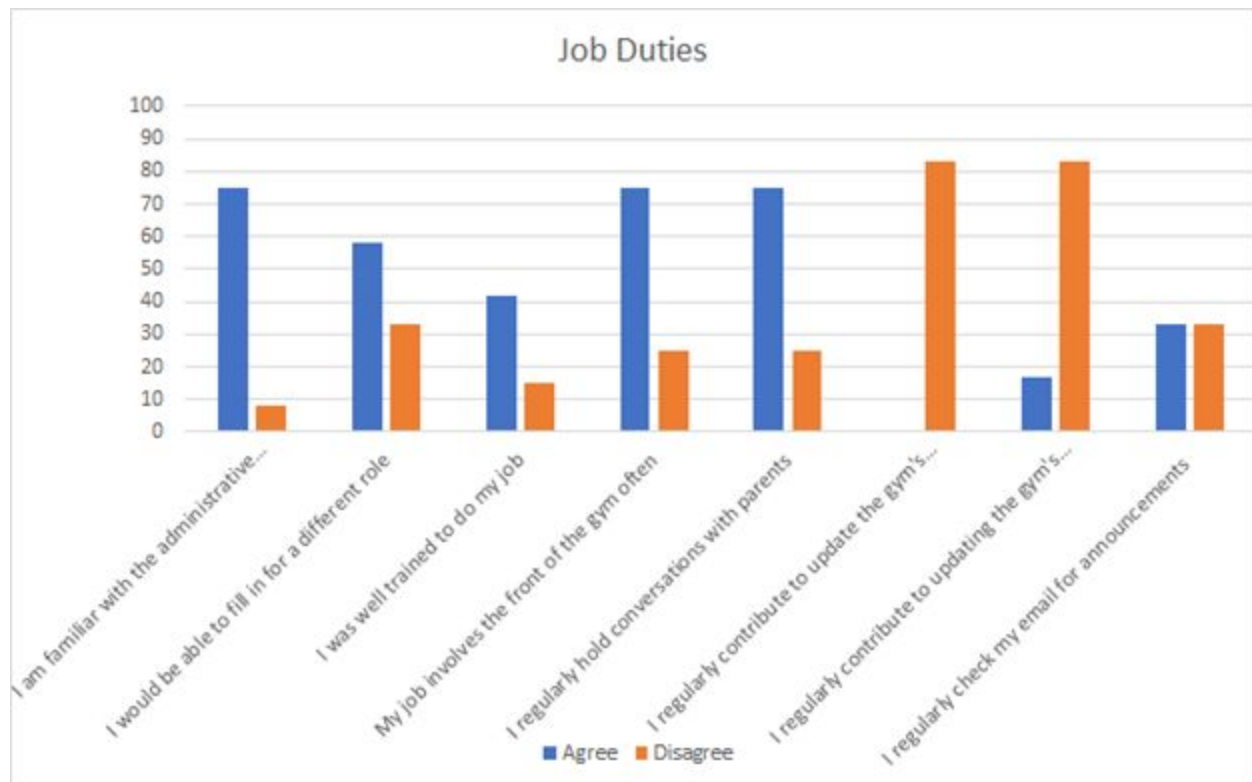
Position

14 responses

Results from Needs Assessment:

The questions from our survey can be divided into five main categories; Job Duties, Hiring Process, Job Satisfaction, Job Confidence, and Job Attendance. We have broken them down into these categories in order to better analyze where employees are in relation to our objectives.

Job Duties:

When looking at this chart there are two major points which stand out in relation to our objectives. First, almost 40% of employees feel as though they would be able to fill in for another person's role if that person was unable to make it to work on any given day. Even though that means 60% of the employees are confident in their ability to cover any given job at the Gym, the fact that near half believe this to be an issue leads our group to believe that there has been a lack of cross-training in communication skills that would allow Coaches to work at the front of the gym and interact with parents effectively. Second, there is an overarching lack of engagement with digital mediums for communication which contribute to failures or pitfalls in everyday business and are partially to blame for the companies suffering online presence.

Appendix of Survey Questions:

Below are the list of questions we asked. These questions were posed in the format of a Likert scale with five options that range from strongly agree to strongly disagree

1. I am familiar with the administrative procedures that accompany TXD
2. I would be able to fill in for another employee of a differing role than myself
3. I learned about potential employment opportunities at this business from an Online source
4. I learned about potential employment opportunities through word of mouth or friends
5. I thought the interview questions for my hiring were difficult to answer
6. During my interview for my current position I felt welcomed to the company
7. I was well trained to completely do my job (need to get a manager or director to deal with issues that can arise)
8. As an employee, I feel like my presence is important
9. I feel as though the work and effort I contribute is appreciated
10. I think who I am and what I believe in are in sync with the company's mission
11. While at work I feel like I am in a cooperative atmosphere
12. At work I feel that I am engaged in my work
13. I feel that other employees are engaged in their work
14. I regularly check my email for announcements for upcoming events
15. I regularly contribute to updating the gym's social media platforms
16. I regularly contribute to updating the gym's website
17. The gym is a safe place to practice gymnastics and cheer
18. I am up to date on the expected standards of conduct for the gym
19. I am up to date with the companies' required safety training
20. I believe the company runs smoothly

21. There are no issues in how management handles organizing events
22. My job involves a high level of interaction with parents/the "front" of the gym.
23. I regularly hold conversations with parents
24. When I talk to parents, there is often conflict
25. When issues arise in discussions with parents, I am able to diffuse the situation
26. I regularly get sick or am otherwise unable to come to work
27. If I am out of work for any reason, there are people I know who are available to lead my class(es) in my place
28. If I know in advance I will be unable to work a particular day, I inform the company ahead of time
29. The company cannot run without my help
30. I am satisfied with my time at this company

Credentials

Trainers include: Alden Conner, Captain of the Glenn R Capp Debate Forum at Baylor University who has appeared in the elimination rounds of multiple national tournaments who seeks to ensure a welcoming team atmosphere and culture and help mediate disputes between team members.

Reese Harlan has worked as a summer camp staff member where she was a part of the leadership team where she had a team to delegate tasks to each session and responsibilities included maintaining a fun work environment for all kids and staff members, coordinating schedules and cabin assignments for campers, creating curriculum for various activity workshops and completing training for safety protocol. She also assisted the directors on numerous trips to recruit more staff members for future summers. In addition she, currently work as the office manager for Texas Dynasty and is responsible for many office tasks as well as maintaining an efficient and exciting gym experience each night for classes. She runs several hundred student/family accounts, am in charge of finances and deposits, cleaning, scheduling, special event training, customer services, managing rosters, and corresponding with fellow directors about weekly goals.

Ryan Fluharty has experience as Assistant Manager at Moody TechPoint where he manages a team of 5 employees to innovate and implement new technologies to the student body. The work environment is very loosely structured and the power difference is low. He trains employees on proper customer service techniques and conflict management styles.

Noelle Flores is experienced in being a tour guide/coordinator at Baylor Visitors Center - she gives tours of Baylor and help plan, coordinate, and host events on campus for alumni,

prospective students, and their families. The office is very team-based, and communication among student employees as well as between her supervisors and coworkers is crucial to making campus visits and events run like clockwork. Everyone is trained in a way that enables them to do whatever the supervisors require, whether it's giving various kinds of tours, driving different kinds of vehicles, answering questions from visitors about Baylor and several aspects of college, working the computers, etc. There's also a lot of supervisor-student worker interaction because the bosses want to stay on top of things by making sure they know what they're doing and looking out for their well-being.

Monica Ly has experience in training employees from her assistant manager position at an establish upscale winery. This was an experience to show how important every aspect of training is to a team working properly together.

All of the trainers are Communications Majors who have studied anywhere between: Corporate Crisis and Public communication courses in order to understand how to best manage the face of companies as well as Interpersonal Communications and Argumentative Development to effectively address hiccups and missteps in group communication. Organizational Communication, Small Group Communication, Leadership Development, Rhetoric courses, Interviewing, Conflict & Communication, Nonverbal are also other classes in which contribute to our team's successfulness in being able to train.

Training Program Description

This program is meant for the company's management team, which aides in their ability to hire, train, and keep employees who are happy where they would love to stay with the company long-term. Communication channels, cross-training, and holding efficient meetings will all be a part of this curriculum for the training program. Happy employees who are content with the way communication effectively is utilized are typically happier with their work environment. This program is also relatively short so that it doesn't disrupt the work environment and can be completed within one day. The benefits of doing a training such as this one is that it utilizes the company's already set in policy and procedures. It'll be low cost in terms of not having to purchase an expensive or interactive training program such as a software. Typically most employees don't care to put in the extra work outside of their jobs unless they're being paid which causes a financial constraint on the company. We are not trying to uproot or change the company, just how it can be improved to run more efficiently.

Target Audience

The training offered by our group aims to establish procedures and norms for communication that improve the overall efficiency of corporate management. These processes are absolutely

useful for anyone who engages in business actions that involve interactions between different sectors or who have many face to face encounters between employees and clients. Management communication skills, or those that target the way information is relayed, organized, and distributed, are uniquely important for organizations such as Texas Dynasty Cheer & Gymnastics because their multifaceted range of business requires commonly understood and accepted communication to be successful. Given the vast number of events organized by TxD and our research which showed an overall dissatisfied staff opinion of how said things are handled, training that begins with meta level considerations of how TxD should exchange information about said events is crucial.

We believe that a part of this problem emerges from a lack of common understanding between the Coaching/Athletic sector of Texas Dynasty and its Administrative/Management sector in terms of planning events, scheduling, and ability to cover dropped shifts. This being the case, our target audience are both Coaches who primarily engage in on the floor activities and Management which handles the scheduling of such activities. Providing training that appeals to both of these groups is critical for group cohesion and mutual transparency that are preconditions for effective communication. Informing coaches of the procedures undertaken for planning events and handling front of the business transactions and fostering both transparency in planning and an ability to complete the basic tasks of coaches and shadows at events in management customers creates an affective network of shared responsibility that manifests in an overall increase in the effectiveness of the company.

Learning Objectives (Establishing Procedures for Management to Communicate w/ Staff (meetings/procedures, apps), How to Request Something from Managers (raises, time off, etc.), Competency ?)

The training program for this company aims to satisfy the criteria of four learning objectives. The first is for management to be able to arrange and conduct weekly or bi-weekly meetings with employees in order to update the staff on any new developments, make sure everyone is on the same page in regards to the operation and policies of the gym, discuss any company issues, and address any other pressing matters. The second learning objective addresses management's ability to select and hire people who represent what Texas Dynasty Cheer & Gymnastics stands for, particularly those who are likely to remain with the company for a while. The third objective requires that by the end of training, all employees should be able to determine which communication channel is best for a message, depending on its content and recipient, and deliver it properly within the company. Finally, the fourth learning objective entails improving the recruiting and hiring process by making sure all workers are able to list, define, and demonstrate how to distinguish quality potential employees from those who may not be a good fit from a pool of candidates.

In addition, the program will include some cross-training among the coaches. It's difficult to fill in for a coworker when his or her duties are unclear to the substitute, so the instructors at

the gym will learn other skills, such as how to answer the phone, register students for any of the gym's activities, and use "iClassPro," a software system utilized in the gym's offices. This is to increase the coaches' skill sets in the workplace, allow for more people to understand and be able to carry out the responsibilities of other positions apart from their own, and have more staff available to take any coworker's shift, no matter the job.

It's ideal to stress these objectives to the trainees so that they'll remember during the program why the training will be beneficial. More importantly, it's crucial that employees undergo the program together in order to decrease the chances of miscommunication about any of the topics. Everyone receiving the same training at once will also be helpful because the employees are amicable and know each other pretty well, so there'll be a sense of camaraderie among the trainees and likely a willingness to help each other understand the material, especially during cross-training. The owners and managers of the gym may not want to be trained in the same way as the rest of the staff, but they still should be present during the program. One way to encourage their presence is to request that they supervise the training and ask them to assist by clarifying any confusion among employees, helping them during group activities, and adding any commentary concerning the company or positional duties they feel is necessary for the staff to know. This way, they too will learn the material and be given the chance to contribute to the growth and improvement of the gym.

Details of Training Program

Our training will consist of 5 skills, listed below. The training itself will last approximately 2 1/2 hours. Breaks will be built into the schedule every skill switch (about 5-10 mins) to ensure maximum focus and motivation for the trainees. We will be training the staff members at the gym, TXD, and will encourage them to bring a laptop computer, if they have one. This is for the third skill, cross training. This is the only piece of equipment required besides something to take notes with if they would like, it will be highly encouraged. Because of the environment, we will not have a space or setup to do a PowerPoint presentation so we are curating visual aids to pass out to trainees so that they can easily follow along with the training. For a more in-depth breakdown of the program, see below.

Order of Skills:
1. Efficient Communication
2. Meeting Agenda
3. Cross Training Coaches
4. Recruiting New Employees
5. Handling Parents

The main issue we wish to resolve with this training program is, a lack of efficiency in communication in management (i.e. delegating tasks, defining goals, getting tasks done) which results in a lack of knowledge in our coaches not knowing how to do anyone else's job. Which leads us to needing to train them on how to get more employees
Training in effective/efficient communication will clear up many issues in management. Making sure everyone is clear on the goals and tasks needed to be completed by each other and/or

coaching staff. Placing emphasis on meetings and task orientation to ensure maximum success in the office and no confusion for staff.

Meeting Agenda and Efficient communication are the simplest due to the prep work they require to be successful. Organization is key when teaching these skills but they do not require advanced skills/ prior experience to learn, nor a lot of time to understand. This is why they will be taught first.

For each skill that we want to teach, we need to tell, show, invite, encourage, and correct. In the following section, we will identify the skills we want to train and then describe some ideas that would help tell, show, invite, encourage, and correct.

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Skill #1: Efficient Communication (30 minutes)

Tell: The point of this skill is to improve the overall inconsistencies and create a better system of delegation, task completion, and weekly goal setting.

Show: An example of how they have not been communicating effectively. Then provide several examples of ways to improve this. Perhaps a demonstration or ask several questions that open up discussion.

Invite: Them to think of an idea this can be done better.

Encourage: Them to create multiple solutions to the situation to ensure there are options for any scenario.

Correct: Constructively to show how the solutions presented are far more useful and will cause major results for efficiency and cohesiveness amongst employees.

_____

Skill #2: Meeting Agenda (20 Minutes)

Tell: How to prep for a successful meeting. How to encourage/motivate all team members to show up. How to communicate all the issues and/or goals for the week productively.

Show: An example of a meeting schedule with a list of points to touch on. Provide an example of an organized meeting agenda

Invite: Them to create a list of ways to improve how meetings are run now.

Encourage: The trainees to speak up about issues that may arise during these meetings to allow room for growth amongst the business.

Correct: The idea that meetings are monotonous and irrelevant. Stress the importance of a united team.

Skill #3: Cross Training Coaches (30 Minutes)

Tell: The tasks that will be learned are mainly office tasks such as; how to answer the phone/take messages, how to direct people, how to register students, how to take a payment, etc. But also, emphasize the need to train on another class outside of their own.

Show: Them how to work 'iClassPro' the software system used at the gym. Also, provide lesson plans to show how simple it is to learn/ follow along in shadowing/train on another class.

Invite: The trainees to practice on their own on the computer after giving an example scenario on the phone, that way you are maximizes the skills learned in a timely manner.

Encourage: Them to be motivated to learn how to coach other classes and stress how it will make them a more valuable asset to the gym.

Correct: Them if they mess up on the phone or computer and provide help if needed. Allow them to work through phone call situations on their own and evaluate their work.

Skill #4: Recruiting New Employees (20 Minutes)

 Tell: The most effective ways to bring in new employees is through advertisement.

Show: Examples of how to advertise new hiring and where they should be located.

Invite: Them to talk to their network of people and encourage them to apply. Also, allow trainees to create graphics to post on hiring websites of hand out at local businesses, this will let them feel involved in the hiring process even if they aren't.

Encourage: Trainees to come up with other ideas to bring in new employees.

Correct: Trainees if they have unproductive ideas.

Skill #5: Handling Parents (20 Minutes)

Tell: The problem that needs to be resolved is a lack of experience in dealing with hard conversations in reference to parents (i.e. they are upset or not happy with their kids or the gym services) Coaches needs more training on this subject in the case they come into contact with this problem we want to be sure they are equipped with the proper skills.

Show: Demonstrate a situation where a parent is angry and give two examples of a response by the staff member. A good response and a bad response. Ask the trainees what they noticed.

Invite: Allow for discussion and let them ask questions. We want them to fully understand the concepts and feel totally comfortable utilizing these skills in real life situations.

Encourage: Encourage them to partner up and try it for themselves. Switching back and forth between being the parent and being the staff so both trainees can practice.

Correct: We will be walking around correcting the mistakes we see and praising the jobs well done.

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Our curriculum includes a beginning, middle, and end. In the training world, we call this the set induction, stimulus variation, and provide closure.

The set induction we have chosen to use is, story: the staff members are very close and friendly so they will not respond well to boring statistics or scripted questions. This will start the program and help the trainees become ready to learn the skills we intend on teaching.

Stimulus Variation refers to different strategies that would help you keep the trainees' attention. Some of the different strategies are: Movement, Verbal Focusing, Nonverbal Focusing, Interaction Style, Pause, Reading, Visual Aids, and Audio Aids.

Our Stimulus Variation will be the training itself; which will include demonstrations, discussions, hands on learning, and breaks to keep trainees on task and motivated to continue learning, (i.e. Pause, Visual Aids, Movement)

To close the training we will invite them to ask any further questions and share one or two things they learned during the presentation, or something they are excited to implement into their everyday work lives. It is important that we maintain a fun and exciting learning environment as many of the employees are young and could get bored easily with a monotonous presentation. FInally, we will thank them for their time and dismiss.

Assessment of Learning Objectives

There are various ways to assess the training program's effectiveness among the gym's managers and staff. Prior to measuring progress, it's important to note the state(s) of the company's operations, employee attitudes, recruiting and hiring process, functionality, and all other factors critical to its success before the workers underwent training. Any differences found

in these during and after the program must be taken into consideration in order to determine how much was achieved. It's also helpful to remember that a company's culture, history, policies, and other major aspects contribute to shaping employees' expectations about training of any kind, so the more positive the attitudes of staff members are toward the program, the more likely training will have a successful effect on the workers. Additionally, the aforementioned aspects can help the trainers predict whether supervisor support and/or a transfer climate will increase, decrease, or be present at all among employees after training, each of which would demonstrate the training program's success or failure. This all will help lay and strengthen the groundwork that will be used to ascertain the gym's progress as a result of the training.

Indicators of the program's effectiveness can not only be found in the trainees' expectations for what the program should entail, but also in their pre-training motivation and self-efficacy. Changes in employee behavior, learning, conflict resolving, and reactions are key elements that will clearly exemplify what works and what doesn't in the program as well as in the company. The way in which the workers are trained will also play a pivotal role in invoking a positive staff reaction to the program and helping employees retain the information that was taught, further contributing to the program's success. For example, members of the staff work closely together, so many, if not all, of them know each other well. In a friendly environment like this, why devise a program in a lecture format that will more than likely rely on boring statistics and pre-scripted questions when workers and their friends can engage in activities and contribute to discussions about the training tasks and problems to solve? If they are to work together to come up with solutions to issues in the future, interactive training makes more sense because they'll be able to learn and practice together.

Once the pre-existing conditions of all these elements are considered, and after employee changes, if any, have been observed throughout the program, the trainers can use these to analyze the success or failure of the training once it's complete. They would need to see some lasting changes in the company—some of these changes may include employees implementing the new communication methods, managers holding consistent meetings and keeping everyone up to speed on the gym's operations, more worker involvement and care in the selection of new hires, and coaches being able to take shifts in the office. If one or none of these practices are utilized post-training, it would indicate a failure in training and a need to devise a better way to reach the company. If two or more are implemented, however, it could turn around Texas Dynasty Cheer & Gymnastics for the better, and the company may see drastic improvement in worker morale, the atmosphere, gym affairs, and perhaps even management communication and support. In addition, employee feedback to be received and read by the trainers, possibly via survey, could best determine the effectiveness of the training program, as such comments and observations from the trainees themselves would provide beneficial opinions and new insight on the training session and help trainers decide whether or not the program may prove successful for other companies in the future.

Training Budget

Contact Hours

Calculating training budget via contact hours at a rate of $20/hour, the required budget prior to including equipment and materials breaks down as so:

- In person consultation: 1/hr
- Time for conducting training: 2/hr
- Research Process: 23/hr
  - Construction of Needs Assessment: 3/hr
  - Analyzing Needs Assessment: 4/hr
  - Writing Objectives: 1/hr
  - Develop Training Proposal: 6/hr
  - Develop Training Plan: 6/hr
  - Assessing Training: 3/hr
  - Producing Feedback and further suggestions: 2/hr

This totals to be 26 hours and $520 per person. This price per hour is consistent with industry averages and justifiable by the labor exerted by our team in order to provide the highest quality training possible. The in depth research done by our group as well as specific training objectives we have established warrant said price.

Equipment and Conducting:

Our training will require minimal technological set up and given the relatively small number of employees at TxD does not require a large location for it to be hosted. As this is the case we seek to keep the costs at a minimum and believe that training can be conducted [in gym/another location to be determined]. We want training to be as comfortable as possible so we seek to provide seating and tables which can be acquired in the form of fold out tables and chairs or can be achieved in a more relaxed environment that uses the various widgets, obstacles, and mats in the gym. Technologically, our training session will require the rental and usage of a projector as well as screen to project on if one is not available on site. External to this we hope for most of the training to be hands on which limits the need for superfluous devices. Depending on the time of day this is scheduled we may seek to provide food and drink for the trainees. Price wise, this breaks down as follows:

- Location cost if at the gym: [Cost to Rent gym for 2 hours]
- Location cost if elsewhere: [to be determined]
- Acquisition of Tables: 5 Tables at $50
- Acquisition of Chairs: 18 chairs at $15 each
- Rental of Projector and Screen: Free per Baylor Access
- Food and Drinks: $150

This comes out to at least $670 for setup and conducting training. These prices were determined through averaging cost per item as found online and a general estimate of food costs for 18 people. Given that these are estimates they are subject to change.

The return on investment from this training opportunity will be that the quality of each employee will rise if the trainees follow the training objectives fully. With an increase of employee quality, client satisfaction will rise and there will be potential for there to either be more new clients or more repeat clients coming back because they enjoyed the overall experience. As noted above, the estimated cost to invest into conducting the training is about $670. Added into the cost of $520 per trainer, equalling $2,600, the overall cost of investment is $3,270. With our estimations the organization will make that investment back within 6 months if the training is properly followed. (Insert scholarly source here)

Trainer Evaluation: