

12. Training The Never Ending Process

It's important to think of training as something that goes on forever, as long as the employee stays on the job. Basically, you will be conducting two levels of training with your new employee:

- ✓ Initial Training
- ✓ Follow Up Training

Beware of the trap that is easy to stumble into: *Training Complacency*. "I don't have time for training," isn't something you'll hear yourself saying. **Adequate initial and follow-up training is the very foundation of your business.** The "value proposition" of your business moves is satisfying the housecleaning needs of clients. The "product" is our *people*, whose mission is to provide the cleaning services those clients.

Your Product is Your People

- If you don't put every effort into providing the best product (your employees) at the front end, and investing in training programs, sales skills and professional customer service, you're not going for a hoot if the product doesn't sell.
- What it all boils down to is "what you put in is what you get out" to fulfill your company's promises and customer expectations. If you send out poorly trained employees, they will fall apart at the "back end" because you didn't invest in them at the "front end."
- The only way you can expect to offer and deliver the Best Product is to "manufacture" as close to perfection as humanly possible. You can't manufacture anything by just "throwing" a bunch of parts together and expecting the parts to assemble themselves.

Little or no training will derive the same end results. Poor or inadequate training might hold the product together long enough to get it in the consumer's door, but it's bound to fall apart and break apart real fast. Like any product that fails to meet the buyer's reasonable expectations, the consumer will stop purchasing it.

Why do some products we buy and use work better and last longer than others? How can Mercedes justify charging twice as much for their product than Cadillac can command for its product? Both cars will get you from Point A to Point B, right? Both are luxury automobiles, right?

- How can Rolex® justify \$5,000 for a watch when you can buy a Timex® for \$50? They both tell time, don't they?

- The engineering, quality of the parts, the careful assembly of those parts, and rigid quality control are what define the value of the manufactured product.
- Your “people-product manufacturing” model is no different.

The “People” Manufacturing Model

- **Engineering:** Your “engineering” process is the engineering of the Professional House Cleaning System. The System will not work “Mercedes” or “Rolex” perfection unless the parts are made up to those standards. And as in the engineering of a high quality product, the specifications call for high quality parts.
- **The Parts:** Consist of the “fit” of the people you hire for a job they’re intended to perform. That’s why it’s so important to implement and religiously follow the Step 1 Training Process in the first place. If you try and hire people that don’t “fit” or of the wrong material, you’ll get a low quality product.
- **Assembly:** The assembly is you. It depends on how well you match engineering specifications with the parts you use. It is the Training Process, procedure and training procedure. Miss any steps in the assembly procedure and you lose all the benefits of high engineering standards. It’s like quality control going flying out the window.
- **Quality Control:** Some of the mechanisms you have in place to ensure the product that’s being checked before it goes out the door is your “Quality Control”, periodic follow-up training and Performance Review. If you catch a problem, you “fix” it immediately — whether it’s retraining for technical shortcomings or redirecting behavior.

Like any product, if you build it is what determines the level of its reputation and value in the marketplace. Just as cars or watches aren’t *just* cars and watches, cleaning services aren’t *just* cleaning services.

You don’t want to be the Rolex®, and you certainly don’t want to be the Seiko®, but you do want to be the Seiko® of the housecleaning business.

Types of Training

- We talked about the two “levels” of training, those being Initial Training and Follow-Up Training. Within each of those levels are three types of training which need to be performed:

1. **Classroom Instruction:** By Classroom Instruction, we are referring to training conducted by an instructor with the employee at a site other than the home of a paying client.
2. **Home Study:** The review of training materials by the employee on her own time.
3. **On-the-Job:** Actual training for the employee in the real world environment in clients' homes.

Classroom Training

- Classroom training is the part of the training where you review various cleaning products, equipment, and supplies with the employee, talk about the "what", "how", and "why" of the cleaning system, review training materials with the employee, and basically conduct your "chalk talk."
- Here's where conducting training in your office has advantages, because you can *show* the employee the system and products in a real residential home setting. This can give your On-the-Job training a head start.
- If your office is not located in your home, if you cannot or do not want to conduct your training in your home, try and limit your classroom training to a minimum. In other words, save most of your product and teaching points and cleaning techniques for On-the-Job training sessions.
- Limit most of your Classroom training to discussion of training materials that is going over the Professional House Cleaning Manual and any training videos you may utilize.

You can explain the "what" and "why" but it's not so easy to show the "how" in other than a normal home with regular bathrooms, bedrooms, kitchen, residential flooring, carpets and household belongings.

Home Study

- Hopefully, your new employee Mary will be taking enough of an interest in her new job to be willing to do some learning at home on her own time. Materials to be reviewed on the first day of Classroom Training should be handed out at the end of the Orientation Day. Explain that it will be very helpful to review these materials tonight in preparation for tomorrow's training day.

- Suggest that you'll be quizzing her on the materials in order to see how much she's been able to get out of the information. Explain that it's not a "pass" or "fail" matter, but rather to expedite the training process by finding out how much Mary has learned.

On-the-Job Training

- In the Employee Survey we conducted with House Cleaning Employees, of the three types of training they received, they indicated that they were most satisfied with the On-the-Job program. And that response is understandable. "see", "feel", "touch" and "do". It's the easiest way for a person to learn anything. "Show and Tell."
- For the most part, YOUR PARTICIPATION IN ON-THE-JOB TRAINING SHOULD BE LIMITED TO TRAINING THE TEAM LEADER (you should have one or more who are qualified) and FOLLOW UP TRAINING of the new employee as she progresses through her training period.
- This means it's VERY important for you as a Leader VERY thoroughly, and follow up on making sure that your Team Leaders are following your professional cleaning procedures exactly.
- What your greatest responsibility in On-the-Job Training is, by following the Five Step Selection Process in getting good-fit candidates, you will attract the best of the best who will learn the system and stay on the job.
- You want to make employees responsible enough on the job that they not only understand the professional cleaning System, but are capable of teaching others.
- You have a business to run, and other hats to wear. You can't spend all of your time every one day out in the field, at least not every day. However, with good quality training being so very important, it is necessary that you take the time to train and follow up with your Team Leaders.

A Team Leader who is not qualified to train other employees should not be a Team Leader. This responsibility is why Team Leaders' compensation is set at a higher level. Your mission with respect to On-the-Job Training is to "train the trainer." More on this subject in chapter on *Team Leaders*.

Once you have seasoned Team Leaders who you are comfortable with delegating the entire On-the-Job Training responsibility to, your participation will be limited to, perhaps the first hour or so On-the-Job, and to periodic follow-up On-the-Job. Until you have reached this

comfort level, however, you or a qualified assistant operations person must except this responsibility.

Indoctrination

- If you look up the word “Indoctrination” in the thesaurus you will find the synonyms, “brainwashing,” “infusion,” and “ingrain.” The training you conduct with your employees MUST have the goal of indoctrination just that with respect to the outcome of your training.
- Remember, the goal is not training. Training is the vehicle to accomplish your goal. Your goal is “Learning” by your employees (ingraining).
- Nobody ever became “brainwashed” in minutes, hours, or even a day, not even a week. You don’t ingrain knowledge or skills on anyone in one day, either. It takes consistent, unremitting repetition — after day, after day, after day, after day.
- The key to effectively indoctrinating a system of employees is through repetition, repetition, repetition and repetition. It’s kind of like exercising, it won’t hurt, but it’s sure not going to achieve anything either. Shouldn’t you be explaining something to your employees a couple of times? It won’t hurt, but it sure isn’t going to make a habit.
- The objective of indoctrination training is to ingrain your methods and procedures into your employees so that those methods are always performed. They’re used and applied without even thinking about it, like tying shoelaces or riding a bike — the employee goes through the motions automatically, out of habit.
- What are the primary habits you want to ingrain?

Primary Habits to be Ingrained

Primary technical habits to be ingrained

1. We clean from top to bottom, back to front, left to right.
Always wear the apron without exception.
2. All-Purpose Cleaner in the left apron loop; All-Purpose Cleaner in the right apron loop.
Never set your GC or AP spray bottles down on the counter; *always* place them back in their appropriate (left or right side) apron loops.
3. One trip around the room; never retrace your steps (except for the bathrooms, where we go once around to do the shower, tub, sink and toilet — the “wet” work, and once around the room again to do the rest of the cleaning).

6. Work *smarter*, not harder.
7. Work *safely*, avoid accidents.
8. Think "*efficiency*", not speed; work "*efficiently*", not faster.

Behavioral Habits to be Ingrained

Eight primary behavioral habits to be ingrained

1. Dependability: Early, rather than late.
2. Reliability: Ready to go, not a "No Show"
3. Disposition: Sunny and bright, not moody and gloomy.
4. Caring: About their work habits, their job, their fellow team members, themselves, and above all, *the* general public.
5. Quality Conscious: Doing the right thing and doing it right.
6. Pride of Work: Be the very best at what you're assigned to do, no matter what the job.
7. Good Team Player: Understanding that teamwork is key to accomplishing the job effectively and efficiently.
8. Dedicated: Always ready, willing and able to go the "extra mile"; chip in whenever and wherever needed.

What, Why and How?

- Your training needs to be organized, structured, consistent, thorough, and effective. It needs to answer "what", "why", and "how" on each subject consistently.
- With respect to materials, Mary needs to know exactly *what* has to be done, *why* it must be done in a particular way, and shown precisely *how* to do it.
- With respect to equipment, materials and cleaning supplies, she needs to know *what* product is used for, *why* "this" particular product is used, and shown *how* to use it.

Provide Training in Accordance with the Adeptness of the Trainee

On Orientation Day, you gave Mary a Training Schedule outlining the overall course of the program. You didn't necessarily establish a specific training topic for a particular day, but you did set a sequence of

Because people absorb information and learn at different rates, you may have a general time frame in mind pertaining to training on any given subject. But while some new employees may grasp on to the "how" very quickly, others may require more intense instruction and may take longer to acclimate.

- If you try to move some people along too quickly, not only will they not learn the subject of instruction properly, they may become frustrated and quit before they become proficient
- One way to move the training along, and still allow the slower learner to grasp what's already been taught, is to spend some time each day reviewing subjects which have previously been covered
- Remember, repetition, repetition, repetition, repetition. In fact, whether the person is a slow learner or not, covering previously covered training segments is necessary in order to gain the desired technical and behavioral work habits.

What, Why and How, Then – DEMONSTRATING

- When instructing any new procedure, you should always first explain the “what”, “why” and “how”. Then, demonstrate it. As you are performing the procedure, be sure to explain what you're doing, why you're doing it, and give specific instructions on how to do what you're demonstrating.
- Sometimes the demonstration can be done by first showing the wrong way of doing something. Sometimes this can be a very convincing way of showing how a technique is done the way you're training them to do it. For example:
- You may show how to clean objects with a cleaning cloth instead of a feather duster (picture frames, for example).
- Pretend to have a vacuum cleaner that Mary may have left in a poor place and if indeed she does so (but be careful that your demonstration doesn't become a real event!).

When you're giving instructions about always putting the spray bottles back in their appropriate apron loops, don't just “tell” them how efficient it is; demonstrate by walking away from a spray bottle that's intentionally left on the counter and then retracing your steps (while verbally pointing out how inefficient this mistake was).

- Showing the wrong way, and explaining and demonstrating “why” it's wrong, can be an effective and memorable training exercise

Keep the Training Focused and on Track

- Encourage Mary to ask questions at any time, so long as the line of questioning is relevant to the subject currently being taught.

- Getting into other areas of questioning on other topics will cause the trainer to lose continuity and will distract the trainee from the matter currently being taught. However, if Mary does introduce a non-relevant (to the current topic) question, tell her that she's asked a good question but that you want to jot it down and cover it when you've finished discussing the current subject/procedure.
- For each training segment, set a goal of accomplishment that you intend to achieve by the end of the session. Explain to Mary what the goal for this particular training segment is before you begin the training.
 - An example would be:
 - ✓ *"What we're going to discuss in this segment is how we're going to do the 'wet work' in the bathroom. We're going to discuss with you 'what' we're going to clean, 'what' we're going to use to clean it, 'why' we use the products we do, 'why' we use the methods we use, and 'how' to do each product and each procedure. The goal here is for you to understand 'the bathroom wet work procedure' before we move on to cleaning the rest of the bathroom."*
- Breaking your training into smaller segments (i.e. the "wet work portion" of a bathroom) as opposed to trying to clean the entire bathroom) will allow for training on very specific "parts" of the cleaning process. This trains Mary's full attention on the specific, topic you're trying to teach. It also gives you a way of rating Mary's progress on small segments or "chunks".

"Test" the Trainee's Comprehension

- As you progress through each training issue, it's important to "test" how well Mary is learning what her instructor has been attempting to teach her. Simply telling Mary what to do and how to do it is no assurance that she's learning what you're explaining and demonstrating.

Throughout each training segment, keep asking Mary to paraphrase what you've explained.

"Do you remember what we use to clean hard water stains in the toilet, Mary?"

- ✓ *"Do you remember which pad we use on the shower doors, was it the white pad or the green pad?"*

- ✓ "What tool and cleaning product do we use to clean the shower door runners when you can't get at the section which can't be reached with a toothbrush?"

- Of course, the best way to test your trainee's comprehension is to have Mary explain and demonstrate the procedure to you after you've explained and demonstrated it to her. You're the "expert" and she's the "novice", so it's understandable she's going to be nervous at first.
- You will facilitate her training by remaining calm and patient throughout her schooling. Calmly redirect her, but *enthusiastically* congratulate and applaud her when she's "got it".
- As you continue to review and retrain on this succinct cleaning segment, raise the goal that you and Mary aim to achieve. The first goal you've discussed the segment of the bathroom wet area. Your next goal was for Mary to UNDERSTAND the procedure.
- The next goal with respect to this procedure for Mary is to KNOW the procedures. Finally, once you're satisfied that Mary knows and understands the procedure, your next goal will be for Mary to MASTER the procedure.
- You shouldn't expect to accomplish all these goals in one training session or in one day. It may take a while for your trainee to actually achieve a given goal on a particular day, but she will eventually, particularly "mastering" it. Ingraining the training into the employee's mind is an important and integral part of your training and is a critical element of controlling [people] product-manufacturing processes.

The Training Sequence

- Normally, a new employee being added to a team is assigned as the Bathroom Person. Under typical circumstances, this is where the training sequence will begin (following, of course, basic orientation to the job). However, in the real world there are factors which may influence the sequence of training for a new employee:

Factors that can Influence the Training Sequence

Situation

The Reality

New owner with all new employees.

Somebody has to clean the other rooms using different products and methods than the Bathroom Person. Knowing how to clean a toilet won't be too helpful in the kitchen!

New owner with few, if any, existing clients.

Most, if not all, jobs (at the beginning) will be first-time cleanings. This will require additional training for new employees who are inexperienced performing "necessary cleaning" work compared to first-time cleanings.

An established owner with an entirely brand new team

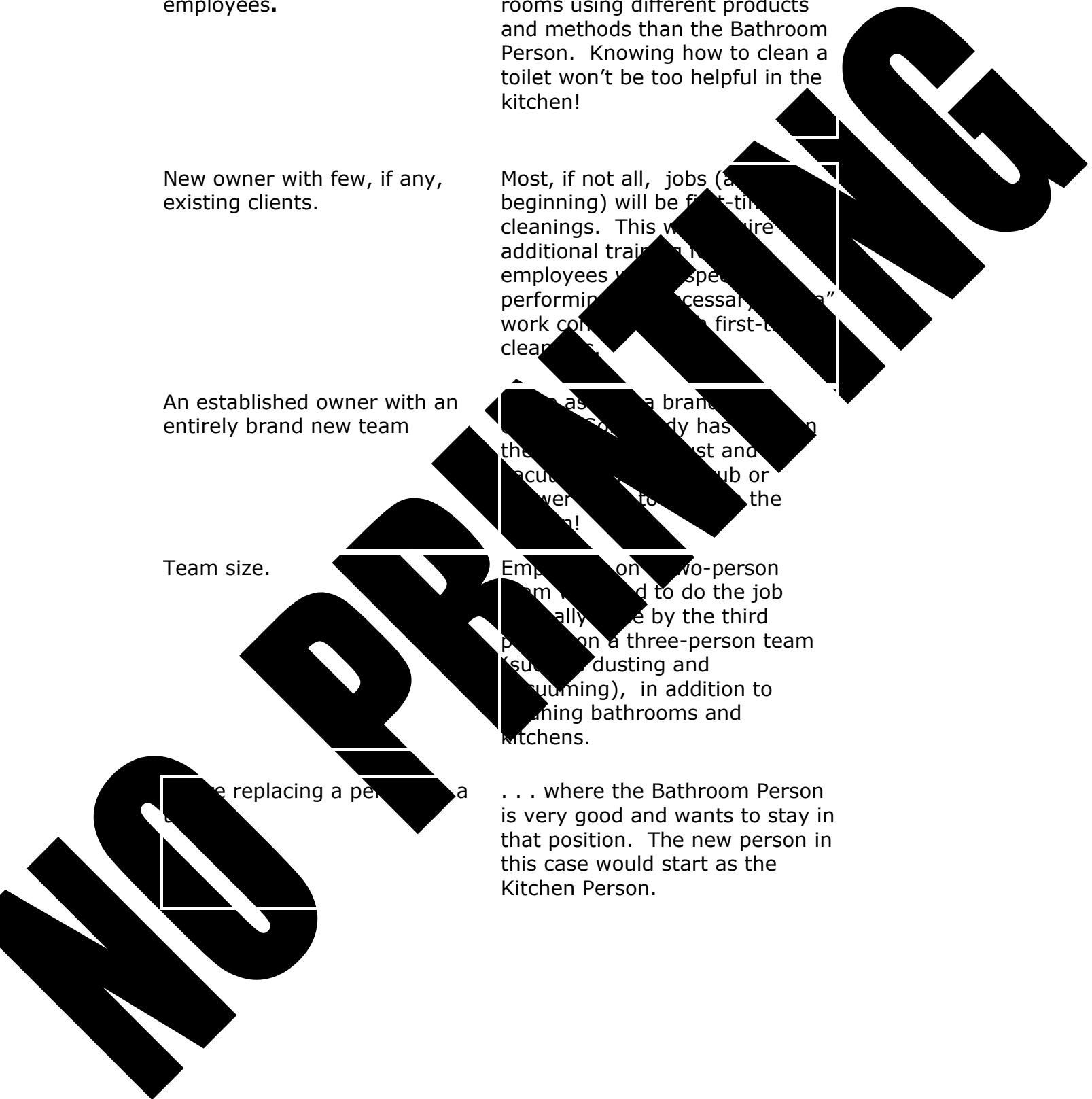
... as a brand new team. Somebody has to do the most and the most accurate job on the job or the owner will be the one!

Team size.

Employment on a two-person team would do the job initially. By the third person on a three-person team (such as dusting and vacuuming), in addition to cleaning bathrooms and kitchens.

... replacing a person a

... where the Bathroom Person is very good and wants to stay in that position. The new person in this case would start as the Kitchen Person.



Every Employee Needs to be Cross-Trained

- Over time (and sooner better than later), EVERY employee should be cross-trained on all jobs. Team members can get sick, take time off, not show up, and yes, even quit. It's not comfortable to be in the position of having work to do and no one trained to do it.
- The reason that you normally start a new employee in the Bathroom Person is because it is the job requiring the least education. Make sure you don't give your new employee the wrong first impression that "it's the dirty job that nobody wants."
- Don't permit the other team members to deride you or the Bathroom Person with slurs like "Toilet Head" or any other demeaning` expressions. They may mean it, but it should not be taken lightly by your new hire.

Same Person on the Same Job

- While you absolutely need to cross-train your employees to learn all the tasks involved in the entire house cleaning process, *you will not "switch" jobs on a daily basis.* Bathroom Person needs to be the Bathroom Person on a regular, everyday basis. Likewise with the Kitchen Person. Cross-training helps to improve the entire team's efficiency.

Training Review

- Throughout a trainee's indoctrination, it is important to track her progress in assignments. It will be helpful for both you, the employee, and the employee's Team Leader to record the progress (or lack of progress) that's being made on the job. We recommend that you or the Team Leader complete a Training Review Report at the end of each work day during the employee's first month of tenure, then every other day during the employee's next two months on the job.

You can use the Training Review Report along with the Training Report Rating Guide to quantify the employee's work habits, knowledge and skills using the same rating system you did through the Five Step Selection Process.

The Training Review Report

Nine Sections of the Training Review Report

1. Technical Habits

2. Behavioral Habits
3. Vacuum Cleaner Use, Care and Maintenance
4. Cleaning Products
5. Tools & Equipment
6. Cleaning the Bathroom
7. The Kitchen
8. Dusting, Polishing and Vacuuming
9. Special Assignments

- Within each of these sections are a number of tasks related to the section, each of which will be rated.

Section A – Technical Habits

	Rating	Score
1 Adherence to "Top to Bottom - Back to Front, Left to Right"		
2 <i>Always</i> wears the apron and keeps it properly equipped		
3 Glass Cleaner Spray Bottle in Left Apron Loop - All Purpose Cleaner in the Right Apron Loop		
4 Never leaves spray bottles or apron tools on the counter; always places them back in the apron		
5 "One Trip Around the Room" "Don't Retrace Your Steps"		
6 "Work Smarter - Not Harder"		
7 "Work Safely - Avoid Accidents"		
8 <i>Think EFFICIENCY - Not Speed / Work EFFICIENTLY - Not Faster</i>		
TECHNICAL HABITS TOTAL SCORE		

Section B – Behavioral Habits

	Rating	Score
1 Dependability: "Early, rather than late."		
2 Reliability: "Ready to go, not a No Show."		
3 Disposition: "Sunny and bright, not moody and trite."		

- 4 Responsible: *"Careful, thoughtful and thorough."*
- 5 Integrity: *"Stealing even a Coke is a big 'nope'."*
- 6 Caring: *"About work habits, job, company, team members, clients & self."*
- 7 Quality Conscious:
"About doing the right thing, and doing the thing right."
- 8 Pride of Work:
"About being the very best at the job, no matter what the job."
- 9 Good Team Player:
"Understands that teamwork is key to efficiency & effectiveness."
- 10 Dedicated: *"Always ready, willing and able to go the extra mile."*



SECTION C - VACUUM CLEANER USE, CARE AND MAINTENANCE

- 1 The vacuum cleaner and its tools
- 2 Proper carrying and vehicle storage/transportation procedures
- 3 Bag removal and replacement procedures
- 4 Checking for maximum continuous suction
- 5 Avoiding accidents with the vacuum
- 6 Minimizing wear and tear
- 7 Preventative maintenance procedures
- 8 Troubleshooting and repair
- TOTAL SCORE THIS SECTION

Rating	Score

SECTION D - CLEANING PRODUCTS

- 1 The chemical cleaning products we use
- 2 Chemical products we avoid using, or use sparingly
- 3 Understanding the MSDS sheets

Rating	Score

- 4 Proper dilution and mixing of concentrated products
 - 5 Products which are used undiluted/straight from the container
 - 6 The purpose and use of each product
- TOTAL SCORE THIS SECTION

SECTION E - TOOLS & EQUIPMENT

- 1 Organization and use of the cleaning apron
 - 2 Organization and use of tray caddies
 - 3 Gloves - when to use them
 - 4 Back brace & Knee pads - when to use them
 - 5 Proper dusting techniques
 - 6 Efficient use and care of professional tools, equipment and supplies
- TOTAL SCORE THIS SECTION

Rating	Score

SECTION F - CLEANING THE BATHROOM

- 1 Sink
 - 2 Tub
 - 3 Toilet
 - 4 Shower walls
 - 5 Shower doors (inside and out) and runners
 - 6 Mirrors
 - 7 Vanity/medicine cabinets
 - 8 Floors
- TOTAL SCORE THIS SECTION

Rating	Score

SECTION G - THE KITCHEN

- 1 Cupboards, counter tops and fingerprints
- 2 Sink and counter top problems
- 3 Refrigerator (inside and outside)
- 4 Stove top and front
- 5 Toaster, toaster oven, can opener, microwave, etc.
- 6 The floor

Rating	Score

TOTAL SCORE THIS SECTION

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SECTION H - DUSTING, POLISHING AND VACUUMING

- 1 Managing cleaning cloths
- 2 Cobwebs, fingerprints, dust rings and wall marks
- 3 Pictures, window glass and mirrors
- 4 Polishing/dusting tables Book shelves, wall units, and cabinets
- 5 TV, VCR, DVD/CD, stereo and computer equipment
- 6 Drapes, window frames and mini-blinds
- 7 Vacuuming floors, furniture, stairs and throw rugs

Rating	Score
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TOTAL SCORE THIS SECTION

SECTION I - SPECIAL ASSIGNMENTS

- 1 First-time and one-time cleanings - Mastering the difference
- 2 Cleaning inside the oven and refrigerator
- 3 Window cleaning
- 4 Cleaning chandeliers

Rating	Score
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TOTAL SCORE THIS SECTION

Rating the Performance Report

Quantify the employee's work habits, knowledge and skills using the same rating system you did through the *Five Step Selection* process. Scoring would be as follows:

Current Status	Rating	Score
Meets the Skill/Habit	+	+5
Satisfactory Skill/Habit	✓	+2
Needs to Improve	-	-5

Unsatisfactory Skill Level/Habit

X

-10

The Training Report Rating Guide

Let's take a look at the Training Report Rating Guide for a clear understanding of how ratings should be applied to each of the areas on the Training Report Form.

+ Means: *The desired Habit or Skill has been MASTERED*

ITEM SHOULD BE GIVEN THIS RATING IF **ALL** OF THE FOLLOWING APPLY TO THE SUBJECT BEING RATED:

- The employee expertly fulfills the function of the subject being rated, is very knowledgeable of the subject and/ or behavioral habits being rated.
- Mary has MASTERED the habit or skill being rated, and can be depended on to perform the particular task being rated expertly without supervision.
- No retraining or redirection is needed to correct a problem on the subject being rated. The subject being rated makes this person a *great asset* to the organization.

√ Means: *The desired Habit or Skill is a "SATISFACTORY" Level of Performance*

ITEM SHOULD BE GIVEN THIS RATING IF **ALL** OF THE FOLLOWING APPLY TO THE SUBJECT BEING RATED:

- Is "Proficient" but the trainee knows *What, Why and How* with respect to the skill and knowledge being rated, or has acceptable, if not perfect, behavioral habits on the subject being rated.
- Is either performing up to expectations or is making satisfactory progress. Can generally be depended on to perform function or work habit being rated without constant supervision or redirection.

Trainee knows and exhibits the correct behavior or procedure, and is making good progress in improving in this area.

- Means: *Improvement is Needed, Weak in this Area*

ITEM SHOULD BE GIVEN THIS RATING IF **ANY** OF THE FOLLOWING APPLY TO THE SUBJECT BEING RATED:

- Does not know enough in this area of the job, or is weak in the behavioral habit being rated. Does not exhibit the skill or technical habit being rated. Needs constant supervision.
- Retraining or redirection required on the subject. Behavioral habits may result in negative impact on the team. Technical Habits may have a negative impact on the quality of the work.
- Not making improvement from past Training Review reports. Work habit may have negative effect on the work of the trainee and/or fellow team members. "Questionable" respect to truthfulness or honesty.

X Means: Unsatisfactory Performance - Progress

ITEM SHOULD BE GIVEN THIS RATING IF ANY ONE OF THE FOLLOWING APPLIES TO THE SUBJECT BEING RATED:

- Not responding to retraining or redirection.
- Has bad attitude with negative impact on the team.
- Poor skill or habit detracting from the efficiency of the team.
- Work Habit being reported on negative for trainee and/or fellow team members.
- Insistence on doing it his way in spite of prior redirection on subject (unless he/she is, arguably, unable or unwilling to learn the right way).
- Known for truthfulness or dishonesty with respect to training.
- It is obvious this individual is a poor fit for the item being rated and it is unlikely to improve on the subject.

Rating the Employee's Progress

The "Scoring Guide" for each Section can be found at the end of each one of the nine sections. In other words, each Section stands on its own with an individual Rating and Scoring Level.

Employees must be placed on the employee being trained and counseled to achieve, at the minimum, a "GOOD" score in each of the nine training categories. That means a score of 28+ points in Section A, 35+ points in Section B, 28+ points in Section C, and so on. In fact, the better the raw "Part" (the "fit" of the employee to the job), and the better the "Assembly" (training), the closer to "perfect" you can expect the scores to be as the training progresses.

You'll want to rate a new employee 8 times during the first 90 days on the job. Once a week for the first month, and every other week for the next two months.

- During each of the first four weekly reports, and the following four biweekly reports, you should see an upward climb in the scores in each of the nine categories on each progressive Training Review Report. In other words, Mary will be re-rated on every report on each of the nine sections of the report **on which she has received training instruction**. Keep all reports in the employee's file and use them to compare the current report to prior ones.
- When Mary has completed her Initial Training in *all* nine areas (Sections A to I, inclusive), you may then want to determine the total cumulative score from the TOTAL SCORE box on each of the nine sections. The overall scoring would rate as follows:
 - A **"Perfect"** Cumulative Total Score on all nine sections of a report would be **315**.
 - A **"Good"** Cumulative Total Score would be **30+** points.
 - A **"Minimal"** Cumulative Total Score would be **16*** (*with no "X's").
- While the Cumulative Total Score is a way of tracking the overall progress (or lack of progress) of an employee who has been fully instructed in all areas of the job responsibilities, you still need to pay attention to the areas needing improvement in each of the nine sections of the report. This is especially true in those areas where the employee has not yet been trained, or most likely, to be retrained or redirected.
- *NOTE: When an employee receives Special Training (including cross-training) on a specific job area, you should proceed with the Training Review Report process throughout the first three months of employment. This will allow you to identify the employee's performance and highlight strengths and weak spots that are likely to show up during the first three months of tenure. It will also help in identifying potential future leaders.*

Until and unless the employee has been thoroughly trained in all phases of the home cleaning job, she cannot be expected to get the Cumulative Total Scores we discussed. In other words, a Cumulative Total Score of "Perfect" Score of 315 could not be obtained if Mary has not been trained on the subject matter in Section G (*The Kitchen*), or *all* of the subjects contained in Section I (*Special Assignments*), for example.

When a team member changes positions on the team, such as moving from Bathroom Person to Kitchen Person, for example, we recommend that the Team Leader complete a Training Review Report at the end of the first week of the change. The employee should be rated at the end of each week until his/her scoring level is at least "GOOD" or higher.

- Once that level of achievement has been reached, you should obtain an updated report once a month until the employee has "Mastered"

the job. Over time, a "Perfect" or near-perfect score should be attainable in most categories. The toughest category for an employee to rate "Perfect" in will likely be "Behavioral Habits" (Section B Report).

- Not to be lost in this discussion is the fact that how well the pupil is taught will greatly influence how well the pupil progresses. If the Team Leader is completing weekly reports on the trainee's progress, it's important that retraining or redirect counseling be implemented on any "-" or "X" rating. If those same ratings continue on subsequent Training Review Reports, it signals the following:
 1. The trainee has not responded adequately to retraining or redirection, or
 2. The necessary retraining or redirection has not been done, or not done properly.
- If you're relying on your Team Leaders to accurately and fairly complete the reports, you need to go out in the field and observe the progress of new employees occasionally and do your own Training Review Report to compare your findings with the employee's Team Leader has been reported. This provides an opportunity to rate your Team Leaders for accuracy and their training skills and assist you in preparing Team Leader Training Reviews.

Counseling Team Leaders: Rate Objectively

- It's important to encourage Team Leaders to rate each trainee fairly and objectively. You want the Training Review Report to paint a true picture of the employee's progress. You need to avoid having any personal relationship between the Team Leader and the trainee affecting the accuracy of the rating.
- Therefore, be sure to explain clearly how the various "+", "√", "-", and "X" ratings should be applied. Go over the **Training Review Report Rating Form** with your team leaders and teach them how to rate an employee on each category objectively.

Documents relating to

Training – The Never Ending Process

Professional House Cleaning Supplementary Manual

Training Handouts:

Efficient Bathroom Cleaning

Efficient Kitchen Cleaning

Efficient Dusting and Polishing

Efficient Vacuuming

Efficient Carpet Cleaning

Efficient Window Cleaning

Training Review Handout

Training Review Key Rating Guide

NO PRINTING