

**IMPROVING PERFORMANCE AND RETENTION
AT JOB TRAINING CENTERS
with
(PAR) Performance And Retention Assessment System**

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Improving Performance and Retention at Job Training Centers with PAR

Employment Inventory

The Performance And Retention (**PAR**) is a widely validated selection instrument used to identify individuals who will be dependable, motivated, , and productive in education, training and on the job. . The PAR report provides feedback to the student/client and gives specific suggestions about work behavior strengths and development needs, providing an up-front indication of suitability for the education or training program. This development report is based on the norms from tens of thousands of employees and students.

Overview

Over one thousand students at seven residential job training centers completed the PAR, then were tracked for four months. Their test scores were compared to evaluations by their instructors and counselors and to records of their attendance, behavior, and termination.

The analysis showed that students with passing scores on **PAR** are **more successful** in many ways. More of them **remain enrolled** in the program more than **90 days, earn performance evaluation bonuses, complete training, and terminate as a completer**. They have **fewer absences, discipline incident reports, AWOL training days, AWOL terminations, resignations, and disciplinary terminations**.

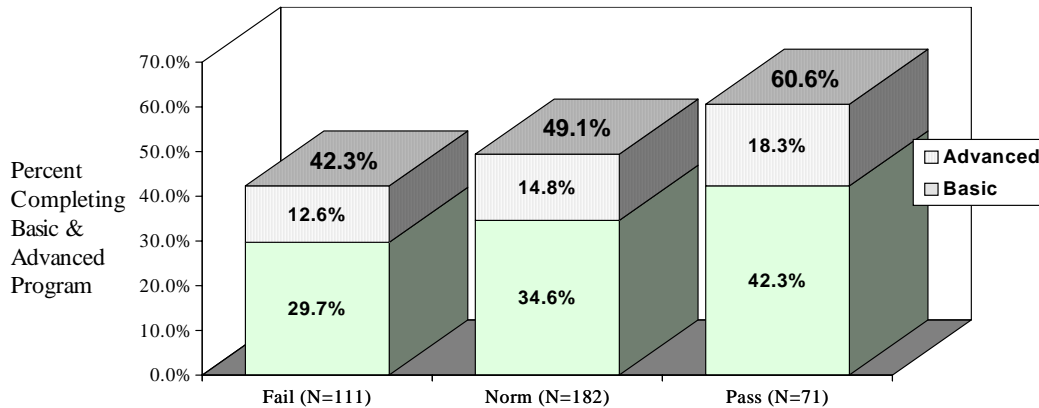
Compared to the training program norm, **PAR passers** are more *dependable, motivated, and successful* in the program. **As a result, staff can shift more of their attention from managing negative behavior to teaching job and social skills.**

Fewer Terminations

PAR passers successfully complete the job training program at a higher rate than the program norm. PAR passers have fewer resignations, disciplinary terminations, and AWOL terminations, and are less likely to leave the program within 90 days. (Figures 1, 2, and 3)

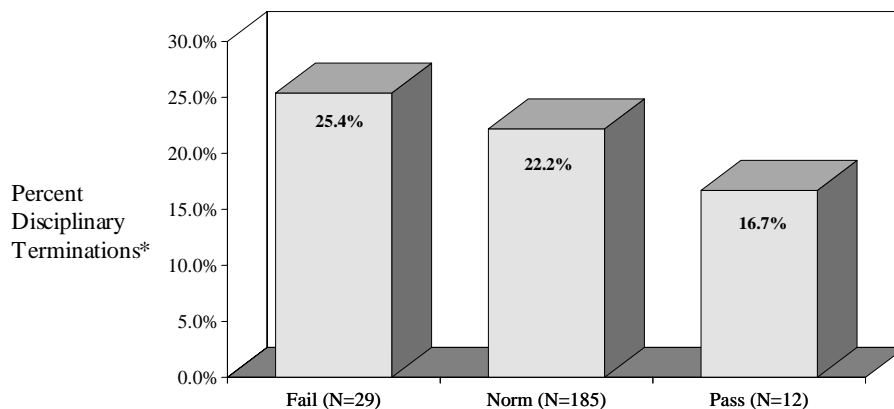
By selecting larger numbers of PAR passers, more students throughout the job training program will stick with the program and complete training requirements. Staff can spend more time mentoring and training students and less time processing disciplinary terminations, contacting AWOL students, and counseling premature resignees.+

Figure 1. Program Completion Rates



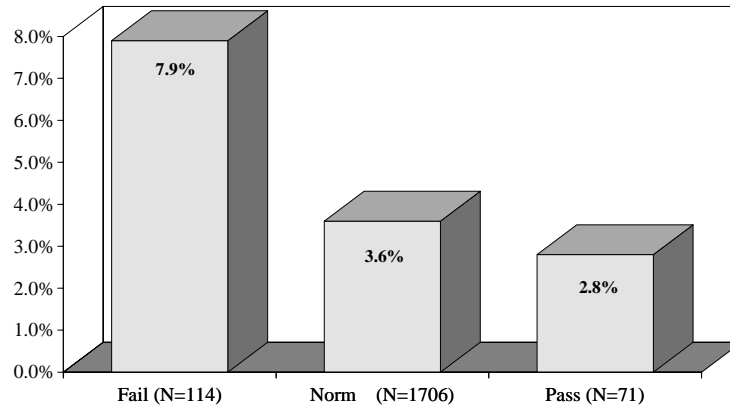
PAR passers have 11.5% more program completions (23% improvement) than the National Job Training Program norm.

Figure 2. Disciplinary Terminations



PAR passers have 5.5% fewer disciplinary terminations (24.8% improvement) than the National Job Training norm.

Figure 3. Percentage of Resignation Terminations

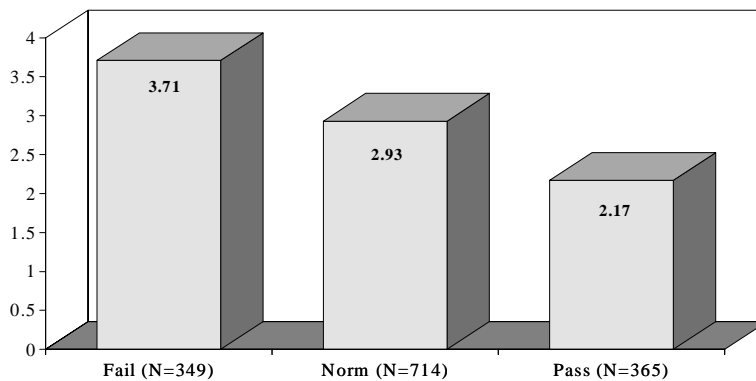


2.8% of PAR passers resign from the program compared to 3.6% of the National Job Training norm (22% improvement)

Fewer Behavior Problems

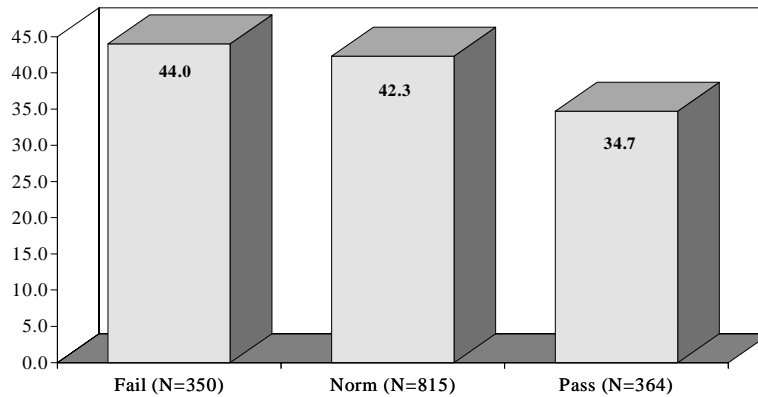
Students who pass PAR show more positive behavior in the training program. They have fewer absences, disciplinary incidents, AWOL days, and more performance bonuses. By selecting PAR passers into the program, overall student behavior improves, enabling more time and attention to be devoted to education.(Figures 4 and 5)

Figure 4. Total Discipline Incidents per Student



PAR passers have 0.76 fewer disciplinary incidents (26%) than the National Job Training Program norm.

Figure 5. Total Class Absences per Student

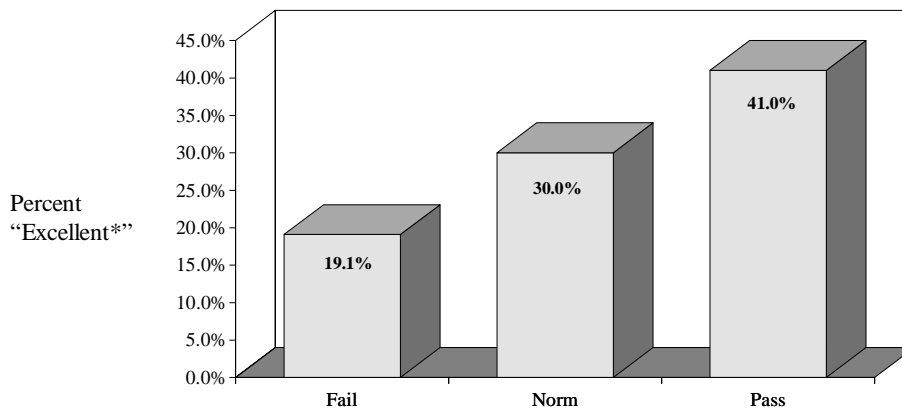


PAR passers have fewer absences (18%) than the National Job Training Program norm.

Stronger Program Evaluations

PAR passers show a 37.8% improvement in all 12 performance evaluation ratings from staff, compared to the training program norm. The higher PAR scoring students learn better social skills and work habits from their programs. Employers will view them as productive, dependable, conscientious, and good with people. (Figure 6)

Figure 6. Social and Training Factors



EI passers receive 11.2% more Excellent ratings on all 12 factors than the National Job Training Program norm (37.8% improvement).

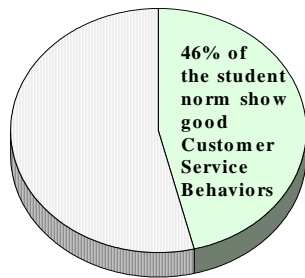
* Beginning Social Skills, Advanced Social Skills, Personal Skills, Dealing with Feelings, Alternatives to Aggression, Dealing with Stress, Punctuality/ Attendance, Productivity/ Work Habits, Acceptance of Supervision, Quality of Work, Initiative, and Safety.

Better People Skills and Productive Behavior

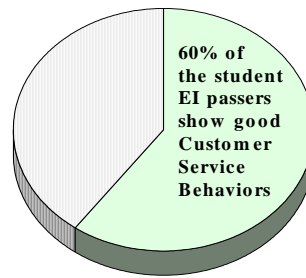
PAR passers demonstrate numerous positive work habits and customer service behaviors necessary for success in hourly jobs. They also demonstrate commitment to the job training program and develop employability skills necessary to obtain jobs. As a result, employers view PAR passers as strong customer service providers and dependable employees. (Figures 7 and 8)

Figure 7.

National Job Training Program Behavior Norm



Pass EI Customer Service

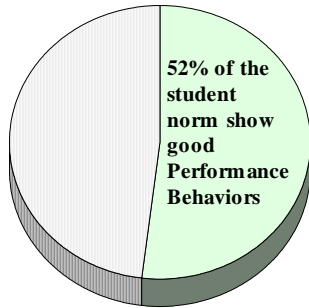


Compared to the Job Training Program norm, PAR passers show 14% more (30% improvement) Customer Service Behaviors *

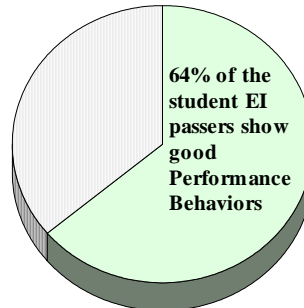
- make good eye contact with people
- not mumble when talking to people
- remain cheerful when explaining policies
- not make a sarcastic remark to co-workers
- not act irritated at co-workers' requests
- restate people's needs before acting
- say "thank you"
- not argue with co-workers
- pay attention when people are speaking
- answer the phone properly
- tolerate rude people calmly

Figure 8.

**National Job Training
Program Behavior Norm**



**Pass EI
Performance and Tenure**



Compared to the Job Training Program norm, PAR passers show 12% more (23% improvement) Performance Behaviors*

*

- return from breaks and meals within the allotted time
- after completing one task, not need prompting before moving on to another
- not participate in spreading rumors
- not skip work without calling in
- not leave a job half finished in a rush to leave for home
- not dress inappropriately at work
- not be late for work without a good reason
- not take an unauthorized break
- work faster during busy times
- take the initiative to find another task when finished with regular work
- not let joking friends be a distraction and interruption to work
- not use a weak excuse to stay home from work
- not deny or lie about a mistake
- keep working, even when other co-workers are standing around talking

Summary of Improvements

Students who achieved passing scores on the Performance and Retention performed better on 10 different measures of productive behavior and outcomes at national job training centers. PAR passers have better subjective ratings made by staff and better records of objective program outcomes. The PAR does not show adverse impact against applicants on the basis of sex, race, or ethnic background.

PAR Results Summary

Students

- 26% Fewer Discipline Incidents
- 17% Fewer Problem Terminations
- 24% More Program Completers
- 21% More Excellent Social Skills
- 35% More Excellent Job Skills
- 23% More Productive Behaviors
- 30% More Service Behaviors
- 18% Fewer Absences
- 22% More Earned Bonuses
- 13% Fewer AWOL Days

Organizational Benefits

Job training programs can use the PAR to improve program outcomes such as vocational training completion, job placement, and job retention. This can be achieved by using the PAR to select and develop both students and hourly staff.

Student PAR passers are more likely to succeed in training programs. They remain in the program longer than 90 days and are committed to following rules and fulfilling program requirements. Selection of more PAR passers will improve the quality of the trainee population, allowing for more efficient use of training dollars. PAR passers are likely to graduate and be placed into jobs they will retain.

As the quality of the students improve, program outcomes improve. In addition, staff time and program resources can be utilized more efficiently. Fewer discipline incidents and AWOL occurrences allow staff to spend more time working with motivated and committed students who are likely to enhance their job keeping skills. The combination of more dependable staff and fewer crisis-oriented students results in consistent and effective delivery of services to students who quickly develop skills necessary to succeed in the workplace. Workgroups of PAR passers meet and exceed the job training program outcome measures, upgrading the overall performance of the program.

7 PAR Applications for Workforce Training Program Success

Training Program Selection

1. Selection of Job Training Program Students by admitting more PAR passers establishes a more qualified group of trainees who are likely to succeed in the program. PAR passers have fewer absences, discipline incidents, AWOL training days, and noncompleter terminations. PAR passers excel in the training program, are dependable, and are likely to retain a job after placement. Admission by using the PAR reduces the guesswork of determining suitability and increases the likelihood for student success.

Placement

2. Vocational Placement by using the PAR development report allows instructors to more effectively select students who will succeed in specific vocational training programs. In addition, the PAR development report provides individual feedback about each student's social skills and dependability.

Identifying High Risk Students

3. Identification of High Risk Students by using the PAR is quick and reliable. In the event that PAR failers are admitted into the program, objective data from each student's PAR development report can be used immediately to structure specific social skills development programs to address each student's development needs. PAR data speeds up the intervention process because staff do not have to wait for students to demonstrate a pattern of negative behavior (discipline reports, AWOL days, absences, failing performance evaluation scores) to determine that students are high risk for not completing the program.

Career Counseling

4. Counseling Services can be improved by using the PAR and the PAR development report to guide students to the most appropriate vocational training program and job placement. Social skills development plans specific to each student can also be created. PAR data gives counselors objective and reliable information that can be used to identify specific behaviors students need to develop to be successful in the workplace. Counselors, armed with PAR data, can immediately and accurately tailor services to individual students, increasing each student's opportunity to develop employability skills.

Development of Social Skills

5. Social Skills Training has more impact when staff use the PAR development report to identify behaviors that each student needs to be successful on the job. In addition to offering general social skills classes to all students, more intense training can be delivered to specific students in need of more in-depth training. Since PAR data is available when students arrive, students can be assigned to tailored social skills classes immediately.

School-To-Work Internships

6. School-to-Work programs such as internships and workplace learning can truly be tailored to promote individual development when PAR data is used to target student development needs. For example, students who **score high** on the PAR **demonstrate solid workplace behaviors** and would benefit from learning trade skills at the worksite. However, students who score lower on the PAR would benefit from modeling appropriate workplace behaviors such as dealing with frustrated customers or establishing rapport with peers and supervisors.

Staff selection & Development

7. Selection of Job Training Program Staff by hiring more PAR passers results in less turnover, fewer accidents, less employee theft, fewer absences, and fewer involuntary terminations. Hiring more PAR passers produces a more dependable and productive workforce.