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**STUDIOMIX Recommendation Paper**

What kind of businesses contribute not only to the economy but also to the health of our society? Businesses such as STUDIOMIX provide all around health services such as nutritional coaching, fitness classes, massages, yoga retreats, acupuncture, and much more helping customers reach their physical goals. This team of real-life and relatable individuals is not only about living a nutritious life but also claim on their own website, <http://www.studiomix.com>, to promote a physical culture in which everyone is “moving and experiencing the health benefits of exercise” (San Francisco Gym, 2017). Gathered from a one-on-one interview with STUDIOMIX head nutritionist, Katy Jercich, their training lacks a more successful approach including suitable evaluations for their nutritionists which will ultimately bring the company more time, money, and organization. STUDIOMIX training would most benefit from implementation of interactive lectureing and on-the-job training with a behavior evaluation, trainee reaction evaluation, and trainee learning evaluation.

**Current STUDIOMIX Training Method**

Currently, STUDIOMIX utilizes the role-play approach to their training. Katy Jercich conducts one-on-one mock nutrition consultations in which the trainee acts like the nutritionist and Katy the client. Through this method, Katy assesses what the trainee is strong in and/or needs more training in for example, a better knowledge of a certain diet. This provides the trainer a direct understanding of what is lacking and is meant to waste little time going over what the new nutritionist already knows. A key benefit from this form of role-playing is that Katy is not only a teacher but also a student. She gives the trainee a chance to prove them self while in turn being given new, creative ideas. After the trainee pretends to be the nutritionist and Katy the client, Katy switches roles showing the trainee how to improve and/or what to add, for example, to make sure to go over recipe ideas or over budgeting. Although it may save some time by not being redundant, the process proves challenging because it takes a large segment of Katy’s time and can turn out to be a long training process. In addition, if STUDIOMIX grows, potentially new trainers might be needed for interviewing, and they lack the materials to keep all training consistent and organized.

Altogether, their current training is not totally unfavorable but has room for improvement.

**Overview of Recommended Training and Evaluation Process**

Taking in all the challenges and benefits of Katy’s current plan, STUDIOMIX would most benefit from first, a stimulating lecture, accompanied with the provided PowerPoint, and secondly, on-the-job training. The lecture embraces all types of learning, and on-the-job training provides authentic experience for the trainee. This style of training should go over all the tasks included in the nutritionist task list located in Appendix E. In addition, provided are two sample lesson plans going over the two tasks in Appendix B and C. After, the trainer should then evaluate with an on-the-job training approach. Included in Appendix E, F, and G are the evaluations that should follow up the lesson training. All these materials represent the mold of training that would benefit STUDIOMIX most.

**Recommended Training including Benefits vs. Drawbacks**

By starting with a lecture, STUDIOMIX will be able to embrace all types of learners while keeping training interesting and exciting. It involves a PowerPoint for visual learners, an activity in Appendix D for kinetic learners, and an auditory lecture for auditory learners. Not only does it address all learners, but through interacting with the trainees, the trainer may still learn from the trainee. According to Werth (2011), “Allowing student participation in class development also fosters student-centered instruction where learners see themselves as active participants in their own development where learning is constructed and discovered instead of dictated by the teacher”. This lecture is not meant to be dull and boring but should involve the trainee interactively allowing trainees to feel comfortable while learning.

Secondly, taking advantage of an on-the-job training (OJT) approach to training would benefit STUDIOMIX both financially and organizationally. Contrary to what many may believe, on-the-job training provides most of the experience and knowledge employees need to succeed at their position. Ronald Jacobs states in his book *Structured On-the-Job Training: Unleashing Employee Expertise in the Workplace* that an employee is estimated to learn “90 percent of his or her knowledge and skills through OJT” (Jacobs, 1995). This allows all types of learners to experience real life work after learning the proper procedures in the lecture. Although some protest the idea of OJT because of its informal and unplanned nature, by working on that job consistently, employees will utilize all the tasks required of a nutritionist found in Appendix A. Instead of Katy role-playing as a client, if she utilizes the on-the-job training approach she can simply observe the behavior of the employee by using the behavior evaluation (Appendix G). Not only will the employee be gaining job experience but also STUDIOMIX will be still making an income. Some dislike the on-the-job training process for its fast pace, but because STUDIOMIX began with a lecture, the trainee should be well-prepared and not surprised with any unreasonable information.

**Tasks and Evaluations**

Provided, for the trainer, are lesson plans for tasks 2 and 7 along with a PowerPoint and Activity Appendix D. The first lesson in Appendix B states that the Trainee will be able to measure the weight, find the client’s height, and find client’s BMI. This training lecture and slides 1-8 of the PowerPoint is necessary to the trainee for being able to handle future clients. Training them to find out this information will make it easier to assess what the patient needs and/or for tracking the patient’s future progress. Organizing this for the client’s first meeting communicates to the client thoughtful and careful planning. When the client feels they are receiving better service, better results will follow. Assessing the trainee will be easily achieved through their correct demonstration of the steps on the job assessed by the behavior evaluation. Next, the final task of learning how to prepare a food journal in Appendix C is a new addition into STUDIOMIX training that will provide the new employee an idea as how to better asses the client’s typical eating patterns. Like task 2, this will be evaluated while the employee is on-the-job. For both tasks, the behavior evaluation lists seven requirements which either the employer will check yes or no as to whether the employee fulfilled it.

Included with the suggested training comes suggested evaluations. These evaluations, as seen in Appendix E, F, and G, allow STUDIOMIX to evaluate the reaction of employees to their training, the knowledge employees have gained from training, and the behavior change that employees have implemented because of training. The first evaluation, Appendix E, is the Reaction Evaluation. This evaluation is beneficial because it allows the STUDIOMIX trainer to receive feedback personally and to receive trainee thoughts about the training. Nyitor Shenge (2014) states in Training Evaluation: Process, Benefits, and Issues” that “Kirkpatrick (1994) advises that every program should at least be evaluated at this level to provide for the improvement of a training program.” This should help training improve every time a new trainee is hired. The test is easily given to the employee to quickly fill out. The reaction evaluation will measure the trainee’s thoughts on training through the answering of rated questions.

Secondly, a learning based evaluation is necessary to see how much knowledge the trainee gained from training. Although sometimes labeled as being laborious, a one page learning based evaluation is provided in Appendix F that would require less than ten minutes to perform. Hayes and Ninemeier clearly address its necessity in *Human resources management in the hospitality industry* because it can “identify how training sessions might be improved and asses the trainees’ success”. Being a test with straight-forward and objective answers as recommended, the trainer will easily be able to see quickly what the trainee has learned or is lacking.

Lastly, the final evaluation determines the behavior change in a trainee. This evaluation is key to see the transfer of training knowledge into the trainees’ on-the-job work. A behavior evaluation has been provided in Appendix F which is merely a checklist that will require the trainer to observe the trainee’s duties taught in training. According to Shenge (2014), “for many trainers, this level represents the truest assessment of a program's effectiveness.” If the trainee fulfills all the requirements most answers should be yes and if not, more training is required.

**Conclusion**

STUDIOMIX has the potential for becoming an even more thriving business with the addition of a lecture and on-the-job training program. After giving trainees the base of a lecture to gain the required knowledge to perform optimally, they will be ready to be a STUDIOMIX nutritionist. Both methods are advantageous to all types of learners and will provide an organizational approach that clearly communicates the necessary procedures giving STUDIOIX the capacity for greater success. The following evaluations will provide all the necessary information for any necessary improvements. Altogether, by utilizing this material STUDIOMIX will waste less time, be more organized, and produce nutritionists that best represent their company performance goals

Works Cited

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**Appendix A – Nutritionist Task List**

Position: Studiomix Nutritionist Task List

Staff working in this position must be able to perform the following tasks:

1. Provide professional consulting services to clients.
2. Accurately measure the weight, height, and BMI of the client.
3. Advise clients on nutritional principles, dietary plans and diet modifications, and food selection and preparation.
4. Counsel individuals and groups on basic rules of good nutrition, healthy eating habits, and nutrition monitoring to improve their quality of life.
5. Consult with physicians and health care personnel to determine nutritional needs and diet restrictions of patient or client.
6. Conduct and evaluate dietary and nutritional research.
7. Make a journal entry/” What I Eat in a Day”.
8. Organize, develop, analyze, test, and prepare special meals such as low-fat, low-cholesterol and chemical-free meals.
9. Develop visual aids, course outlines, and other materials used in teaching.
10. Advise clients on sanitation, safety procedures, menu development, and budgeting.
11. Coordinate recipe development and standardization and develop new menus for consultant.
12. Select and obtain materials and supplies, such as brochures on nutrition.

Date of last review:

Task list approved by:

**Appendix B – Training Lesson 1**

STUDIOMIX

**TRAINING LESSON #1: Client Assessment**

**Training Objective:** Trainee will be able to measure the weight, find the client’s height, and find client’s BMI. (slide 4)

What Should Trainee(s) be doing?

1. Taking Notes
2. Actively Listening and/or Participating

**Location:** Conference Room

**Instructor:**

**Trainee(s):**

**Time: 30-50 minutes**

|  |  |
| --- | --- |
| **Outline**   1. Introduction  * Role Play Activity  1. Measure Weight  * Scale  1. Measure Height 2. Body Mass Index | **Tools**   1. Laptop 2. PowerPoint 3. Projector Screen |

**Teaching Material**

**Step 1: Introduction**

Start with a question: What do you do with a client on their first day? (Let trainees answer and get involved.) Part of what you should do on the first day is measure the weight and determine their BMI to determine whether they are at a healthy weight.

Do Role Play Activity provided on PowerPoint (slide 3).

**Step 2: Measure Weight (slide 6)**

a. Bring client to scale in weight room. (Show trainees where weight room is and demonstrate how to use scale.)

b. Before standing on the scale, Client should remove outer garments and shoes.

c. The scale is automatic so once they stand on it, it will do the work.

d. Record their results in the client’s new Word Document. Each employee is provided with a desktop computer to record client information. (Show trainees sample in slide presentation.)

**Step 3: Measure Height (slide 7)**

a. Bring client to ruler posted in weight room.

b. With their shoes removed, measure their height.

c. Record their results in their personal Word Document.

**Step 4: Body Mass Index (slide 8)**

a. Go to <https://www.choosemyplate.gov/tools-BMI>. and enter the client information in the Body Mass Index calculator. You will use this information to determine whether the client is underweight, at a healthy weight, or overweight.

b. Let the client watch to show the process to allow openness.

**Appendix C – Training Lesson 2**

STUDIOMIX

**TRAINING LESSON #2: Creating a “What I Eat in A Day”**

**Training Objective:** Trainee will be able to create a food journal entry. (slide 10)

**Location:** Conference Room

What Should Trainee(s) be doing?

1. Taking Notes
2. Actively Listening and/or Participating

**Instructor:**

**Trainee(s):**

**Time: 20-40 minutes**

|  |  |
| --- | --- |
| **Outline**   1. Introduction 2. Trainees Journal Activity 3. Compare Journals to Recommended Daily Allowances 4. Providing Solutions | **Tools**   1. Laptop 2. PowerPoint 3. Projector 4. Trainee Activity Worksheet |

**Teaching Material**

**Step 1: Introduction (slide 11)**

Start with a question: Has anyone tracked what they ate in a day? Have you heard of MyFitnessPal? MyFitnessPal is an app that helps you track what you have eaten throughout the day. When you enter all your food, it adds up all the nutrients you have eaten that way you can see where you are lacking or overeating.

**Step 2: Fill out personal “What I eat in a day” (slide 11-13)**

“What I eat in a day” videos are popular YouTube videos in which people show you what they eat. We will be doing a writing version. After showing trainees the YouTube video (link in PowerPoint), show example of activity they will complete. Have trainee(s) complete personal food journal entry.

**Step 3: Compare findings to Dietary Guidelines for your age and activity level. (slide 15)**

a. Provide Recommended Daily Allowances (RDA’s) for each food group.

2015-2020 Dietary Guidelines for Americans (pg. 78)

<https://health.gov/dietaryguidelines/2015/resources/2015-2020_Dietary_Guidelines.pdf>.

b. Trainee(s) will go through Journal Entry and compare to RDA’s.

c. Discuss their findings.

**Step 4: Providing Solutions (slide 16)**

a. Trainees will discuss their findings and come up with ways to improve intake to reach proper RDA’s.

b. If they are within the RDA’s, congratulate them and challenge them with situations in which some client may be lacking and ask for solutions.

Ex: What if a client is gluten intolerant and has trouble meeting the recommended daily allowance of grains? What would you recommend as gluten-free alternatives?

Note: Make it clear to the trainee(s) that this is not the only representation of a client’s daily eating habits.

**Step 5: Case Study Activity (slide 17)**

At this point, use the case study activity provided on the slide presentation. Let the trainee(s) discuss possible solutions.

**Appendix D - WHAT I EAT IN A DAY ACTIVITY (slide 13)**

Date:

“What I Eat in A Day”

Food Journaling

Meal Time Ingredients

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| --- | --- | --- |
| Ex: Breakfast | Ex: 9 am | Ex: ½ cup oats  1 banana  1 tbsp. almond butter |
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**Appendix E - Employee Reaction to Training**

Scale: Junk Food=poorly, Healthy Eating=good, Raw Vegan=great

1. The trainer was easy to understand.

Junk Food Healthy Eating Raw Vegan

1. The trainer provided a comfortable learning environment.

Junk Food Healthy Eating Raw Vegan

1. The trainer listened to my ideas and was respectful.

Junk Food Healthy Eating Raw Vegan

1. The trainer provided interesting activities that were helpful to training.

Junk Food Healthy Eating Raw Vegan

1. The training was organized in a way that was easy to understand.

Junk Food Healthy Eating Raw Vegan

1. Training taught me how to perform the tasks required of my position.

Junk Food Healthy Eating Raw Vegan

1. I will be able to perform the tasks discussed in training.

Junk Food Healthy Eating Raw Vegan

Comments:

**Appendix F - Employee Post-Training Learning Test**

1. What 3 objectives must be completed for the first client meeting?
2. What four tools do you need for the initial client assessment?
3. Where is the scale and ruler located in which you will assess the weight and height of the client?
4. What tools are needed to perform a journal entry and compare it to the United States Dietary Guidelines?

True/False

1. The client should wear their outer garments and shoes when being measured.
2. You will calculate the BMI of the client based on what the client looks like.
3. Do not let the client see you calculate their Body Mass Index.

1. When a client fills out a journal entry, it is the only determinant of what they eat daily.

**Appendix G - Employee Behavior Test:**

**NOTE: Trainor sits in on trainee client session.**

**Yes No**

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1. Does the trainee use all four tools in the

initial client assessment?

1. Does the trainee properly weigh the client?
2. Does the trainee properly find the height

of the client?

1. Does the trainee properly find the BMI of the client?
2. Does the trainee successfully accomplish a journal

entry with the client?

1. Does the trainee correctly use the Dietary Guidelines

to retrieve the client’s dietary requirements?

1. Does the trainee provide recommendations?

**Additional Comments:**