Welcome to the PDX People Analytics Meetup

Thank you to our sponsors:

PROPELLER

WWW.PROPELLER.COM

Employee Training & Development as a Potential Deterrent to Turnover

DR. JASON G. RANDALL

DEPARTMENT OF PSYCHOLOGY

PORTLAND STATE UNIVERSITY

TALENT LAB DIRECTOR (*TALENT ASSESSMENT, LEARNING, & ENGAGEMENT*)

Talk Outline

Importance of employee learning & development (L&D) at work

How is employee L&D relevant to employee turnover?

Research example in a high turnover industry: Direct Support Professionals (DSPs) in NY state

Recommendations for people analysts

Training is an Investment

ATD (2023) state of the industry report

- $1,308 in direct expenditures per employee on T&D
- ~34 hrs of formal learning per employee
- 4%-5% of company's payroll budget
  - Higher expenditures in tech & finance where upskilling is key

Learning & Development in Organizations

Employee learning and development are critical for individual, team, and organizational success (Salas et al., 2012)

L&D is also an important part of human development with large societal benefits (Aguinis & Kraiger, 2009)

Complex, changing work environments and knowledge requirements require continuous learning, including outside of formal training environments
- ~70% of work-related learning occurs informally (Tannenbaum et al., 2010)
- ~50% of formal workplace learning is online and self-directed (ATD, 2020)

L&D to Deter Turnover

Organizational support for employee learning and development:
- equips employees with knowledge and skills necessary to
  - perform well, feel competent, earn promotion
  - adapt and innovate
  - sustain self-efficacy and motivation
- signals investment in the employee thereby provoking an obligation to reciprocate

Thus, we expected that:
- organizational support for training
- formal training
- informal learning

  would negatively predict DSP's turnover intentions

L&D to Deter Turnover: Example in DSPs

Turnover is undesirable, especially in healthcare/frontline workers, where organizations are already short-staffed (Hewitt et al., 2020)

Direct Support Professional (DSP) work is hard, the pay is low, and the pandemic added layers of fear and complexity to the decision of whether to stay or quit
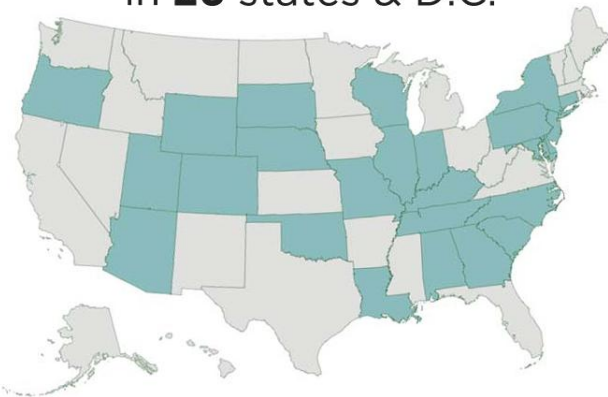
What is a DSP?
- ◦ ODHS video

Challenges for the DSP Workforce

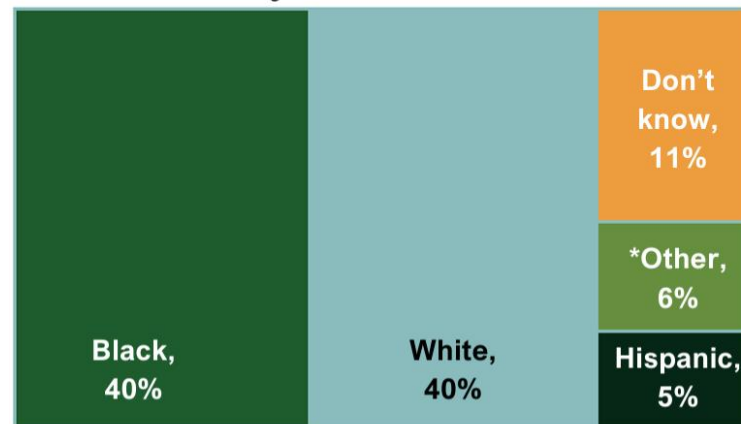National Core Indicators-IDD; 2023 Annual State of the Workforce Survey

PARTICIPATING STATES & AGENCIES

More than **325,591** DSPs with **3,934** provider agencies in **26** states & D.C.

DSP DEMOGRAPHICS

Race and Ethnicity

Black, 40%

White, 40%

Hispanic, 5%

*Other, 6%

Don't know, 11%

*Other category includes DSPs who are American Indian/Alaskan Native (1%), Asian (1%), Pacific Islander (1%) Other (1%) and More than one race/ethnicity (2%)

Gender Identity

67% Female

28% Male

5% Don't know

<1% Non-binary

AGENCY CHARACTERISTICS

70% provided residential supports

52% provided in-home supports

64% provided non-residential supports

59%

Percentage of agencies that are private for-profit organizatons

Challenges for the DSP Workforce

WAGES

$17.20
2023 median hourly wage

$15.98
2022 median hourly wage

TURNOVER

Average **turnover ratio** across participating states

40%

TENURE

Of those DSPs who left employment at their agency in 2023, **2 out of 3 DSPs (66%) had been employed for less than one year.**

Of those DSPs who were employed at their agency at the end of 2023, nearly **1 out of 3 DSPs (32%) had been employed with that agency for 3 or more years.**

Two Research Project Samples

1. Cross-sectional survey of frontline workers, Direct Support Professionals (DSPs), in April 2020

   Randall, Brooks, & Heck (2022, *International Journal of Training and Development*)

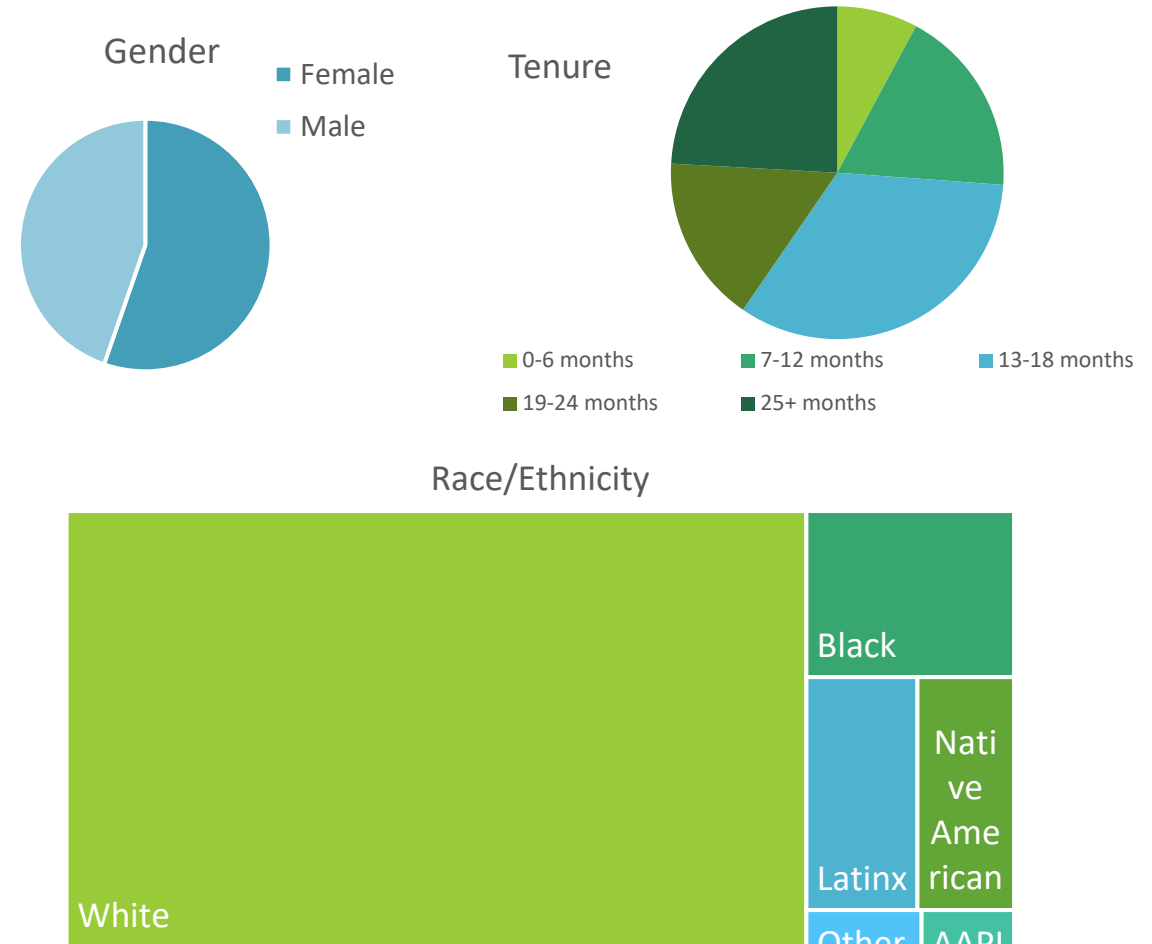2. Follow-up longitudinal survey of a different sample of DSPs in Spring 2023

Research Goal: Demonstrate how organizational efforts to support different forms of employee learning and development is worth the investment

Project 1 DSP Sample

Participant recruitment through agency sponsor to administer survey online (April 2020)

N = 481

Different employers, but training and performance evaluations are standardized for NY state

Gender
- Female
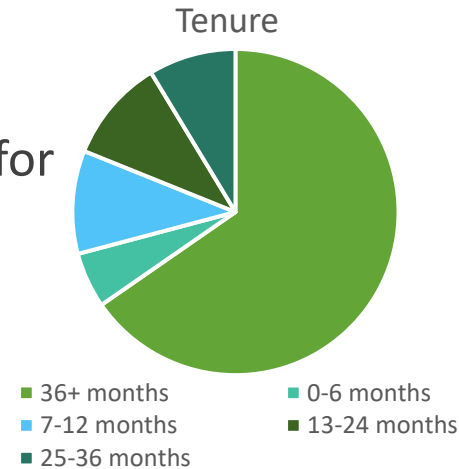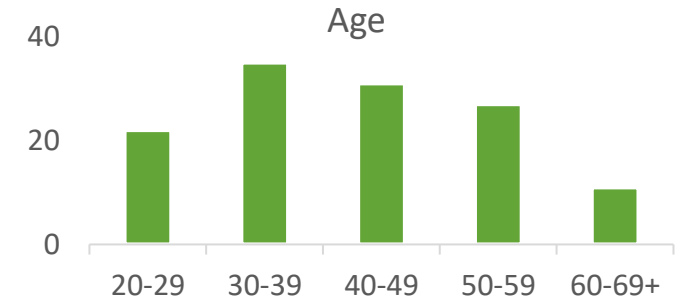- Male

Tenure
- 0-6 months
- 7-12 months
- 13-18 months
- 19-24 months
- 25+ months

Race/Ethnicity

White

Black

Native American

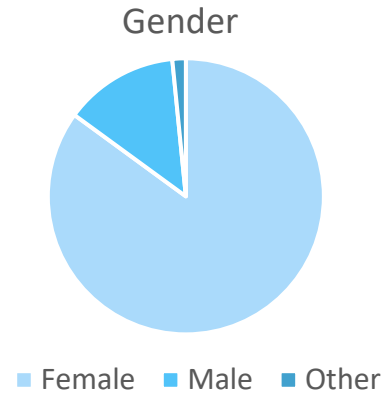Latinx

Other

AAPI

Project 2 DSP Sample

Participant recruitment through agency sponsor to administer survey online (Jan – Apr 2023)

T1 (Day 0) *N* = 168

T2 (Day 28) *N* = 150

T3 (Day 53) *N* = 138

Different employers, but training and performance evaluations are standardized for NY state

Gender

- Female
- Male
- Other

Age

20-29   30-39   40-49   50-59   60-69+

Tenure

- 36+ months
- 0-6 months
- 7-12 months
- 13-24 months
- 25-36 months

Race/Ethnicity

White   Black   Latinx   Other   NA

Method

Measures

- **Organizational support for training**: 4-item scale (Schmidt, 2004)
  - "Training and development are encouraged and rewarded by my department"
- **Formal training**: 0% (none) - 100% (more than enough) on standard competencies and code of ethics
- **Informal learning**: 9-item scale of IL behavior frequency (Wolfson et al., 2019)
  - "Trial and error to uncover a better solution"
- **Turnover intentions**: 3-item scale (Mobley et al., 1978)
  - "I think a lot about leaving the organization"

Analysis strategy

- Regression with covariates (learning orientation, age, tenure, region)
- SEM to investigate causal and indirect effects of supportive climate on learning behavior and subsequent turnover intent

Project 1 Findings

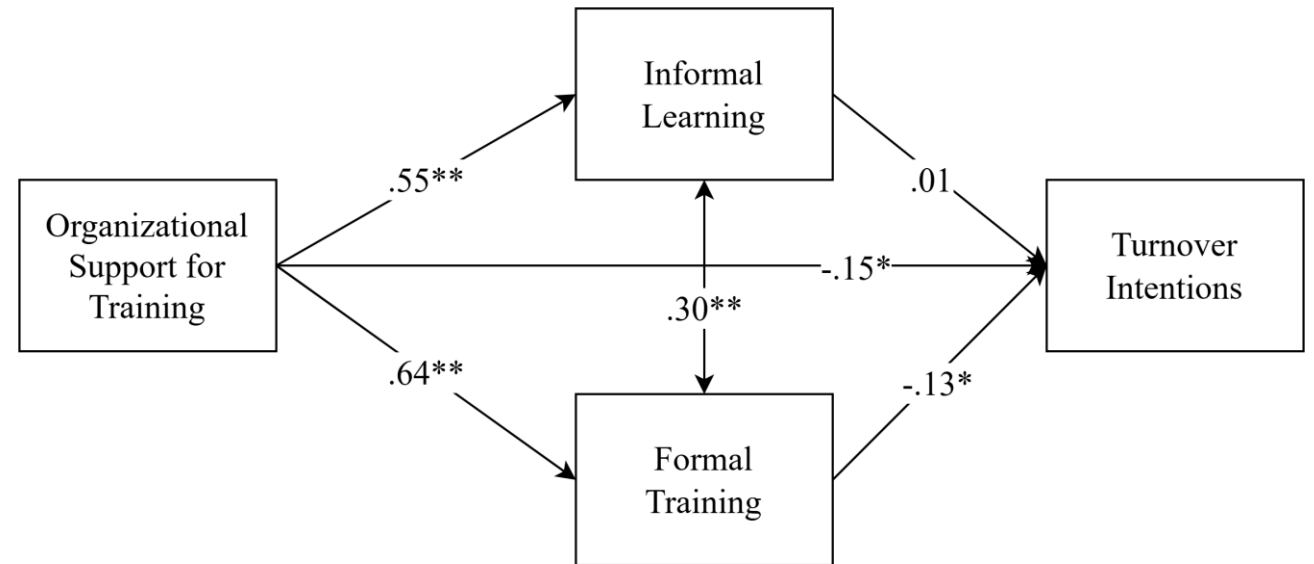| Predictors of Turnover Intent	β	SE	R^2
Intercept	.06	.24	.09
Informal Learning	-.04	.09	
Formal Training	-.11*	< .01	
Org. Support for Training	-.20**	.09	

Project 1 Findings

Indirect effect of Org. support mediated by **Formal Training**:

- B = -.08, SE = .04
- 95% CI = -.25, -.01

Indirect effect of Org. support mediated by **Informal Learning**

- B = .01, SE = .03
- 95% CI = -.09, .10

Project 2 Findings

Predictors of Turnover Intent (T3)	β	SE	R^2
Intercept	.06	.24	.15
Org. Support for Training (T1)	-.27**	.09	
Informal Learning (T2)	-.24*	.09	
Formal Training (T2)	-.24*	< .01	

Project 2 Findings

Indirect effect of Org. support mediated by **Formal Training**:

◦ B = -.05, SE = .06

◦ 95% CI = -.17, .05

Indirect effect of Org. support mediated by **Informal Learning**

◦ B = -.05, SE = .04

◦ 95% CI = -.13, .02
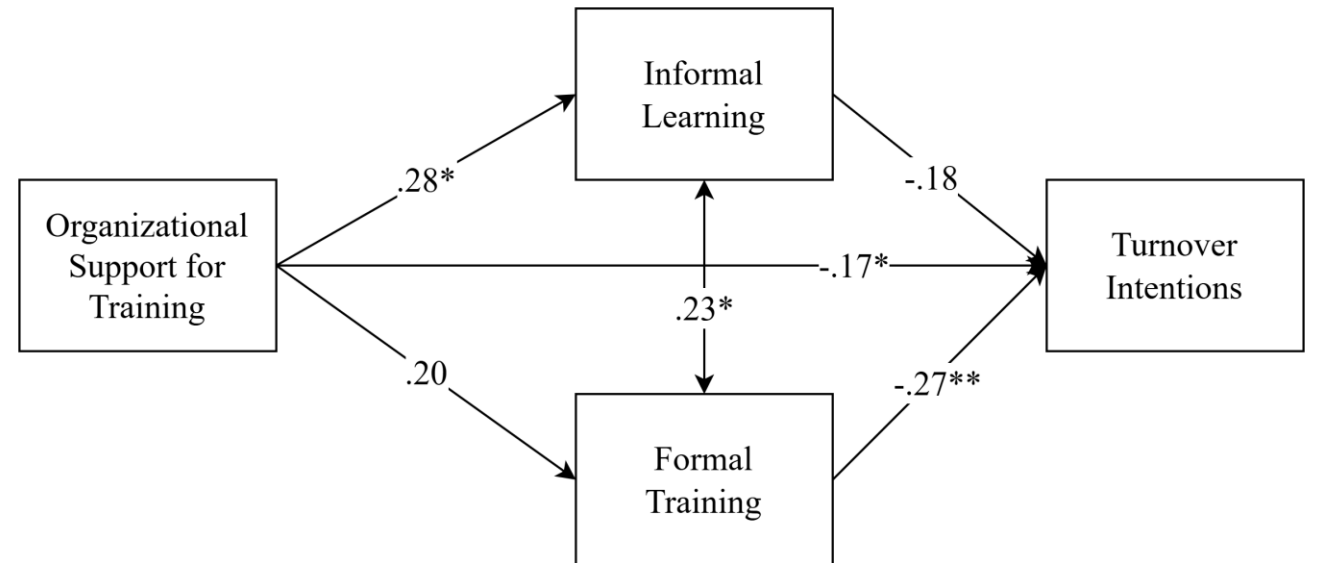
Research Project Conclusions

Participation in formal and informal learning may equip employees to effectively respond to changing circumstances or needs, reducing fear, distress, and even turnover

Organizations should invest in formal training and support informal learning opportunities for employees, even during challenging times; organizational support matters!

Investing time and resources in employees' professional development communicates an employee's worth and may encourage reciprocal commitment and retention

Recommendations for People Analysts

Communicate the value of T&D to organizational leaders as part of your recruitment & retention strategy

L&D data needed to identify people at higher risk of turnover:
◦ Participation in formal training opportunities (frequencies, rates, self-report, etc.)
◦ Informal learning behavior (self-report)
◦ Perceived organizational support (self-report; org climate)
◦ Turnover intentions (or perhaps job satisfaction, engagement)

Make T&D part of your personal and team development plans (and track this!)
◦ Formal Training: professional development, certifications, CE, higher education etc.
◦ Informal Learning: feedback-seeking, observation, demonstration, trial-and-error, etc.

BUT…Training is not always the answer!

ALTERNATIVES …

Training is a Subsystem of the Personnel System
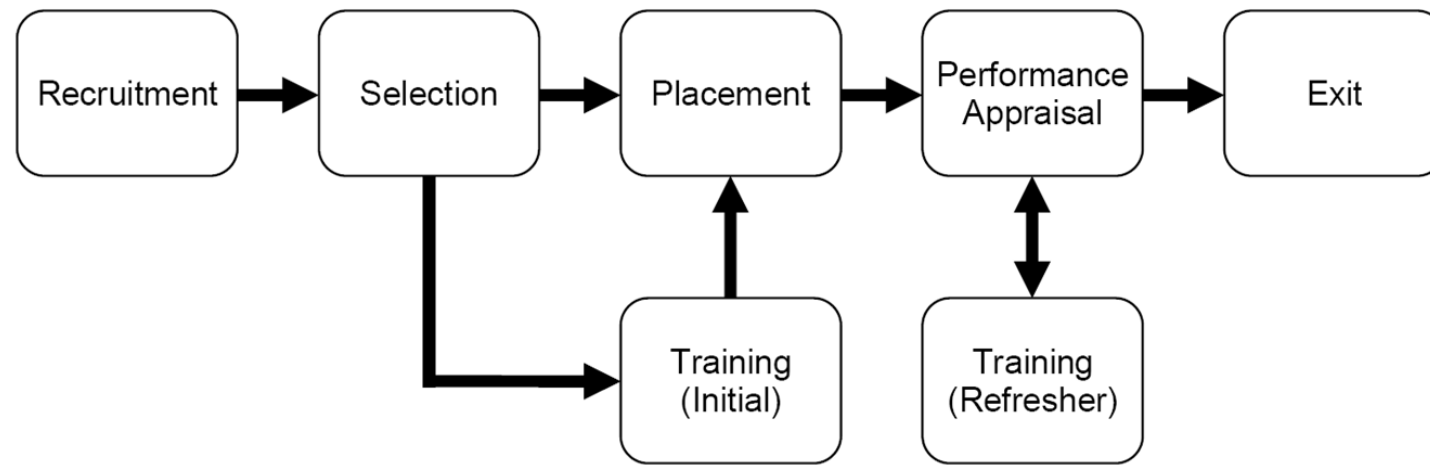
Figure 1. Applicant and/or employee flow through and interactions with various personnel systems within and organization.

Thank you!

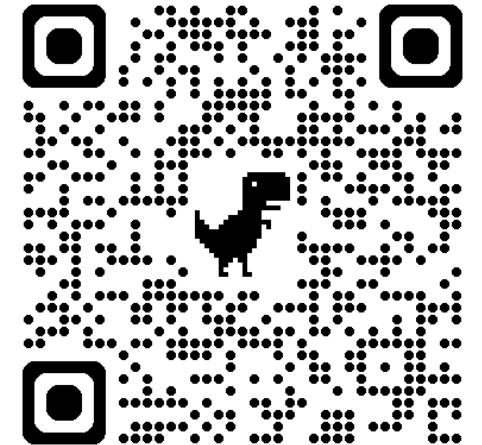*Interested in collaborating? Email me at jasonran@pdx.edu*

BIO Dr. Hunt's work focuses on using technology to increase workforce performance through improving employee experience, development, engagement, and well-being. He has worked with hundreds of organizations spanning almost every industry and was honored by the Society for Industrial-Organizational Psychology for applying psychological science to develop technology solutions that have positively influenced millions of employees around the globe.
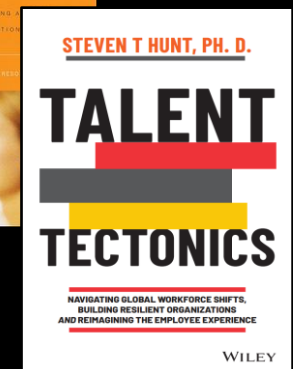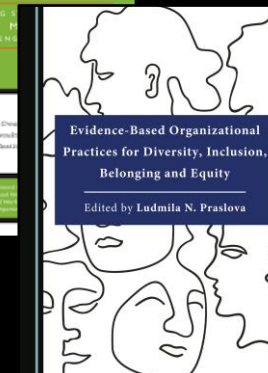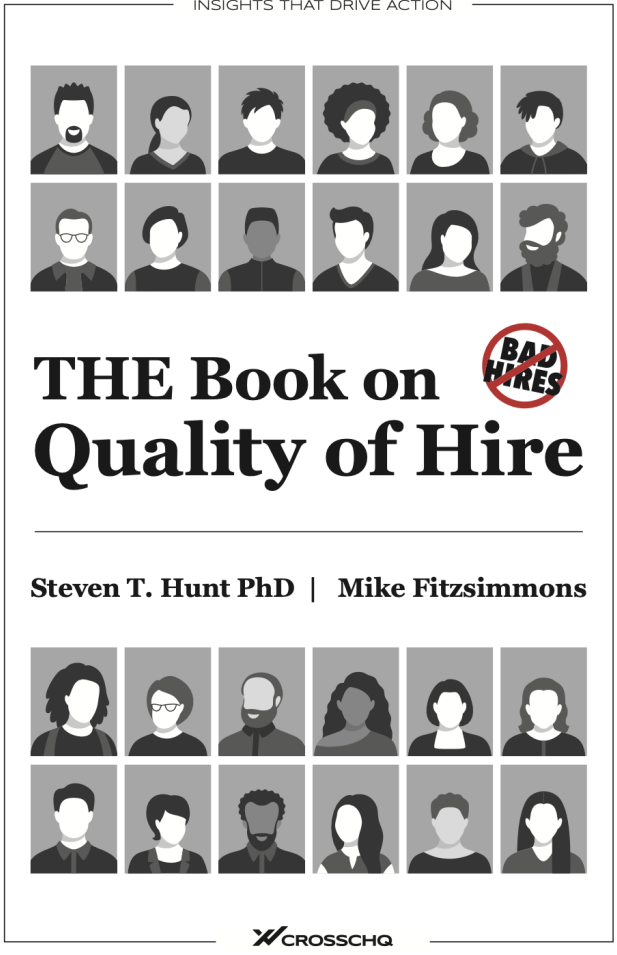
Steven T. Hunt, Ph.D.
Founder, i3 Talent LLC

E-mail: **s.hunt@sap.com**
Linked In: **steventhunt**

HOW QUALITY OF HIRE IMPACTS BUSINESS PERFORMANCE

"The most important decision a company makes about employees is the decision to hire them."
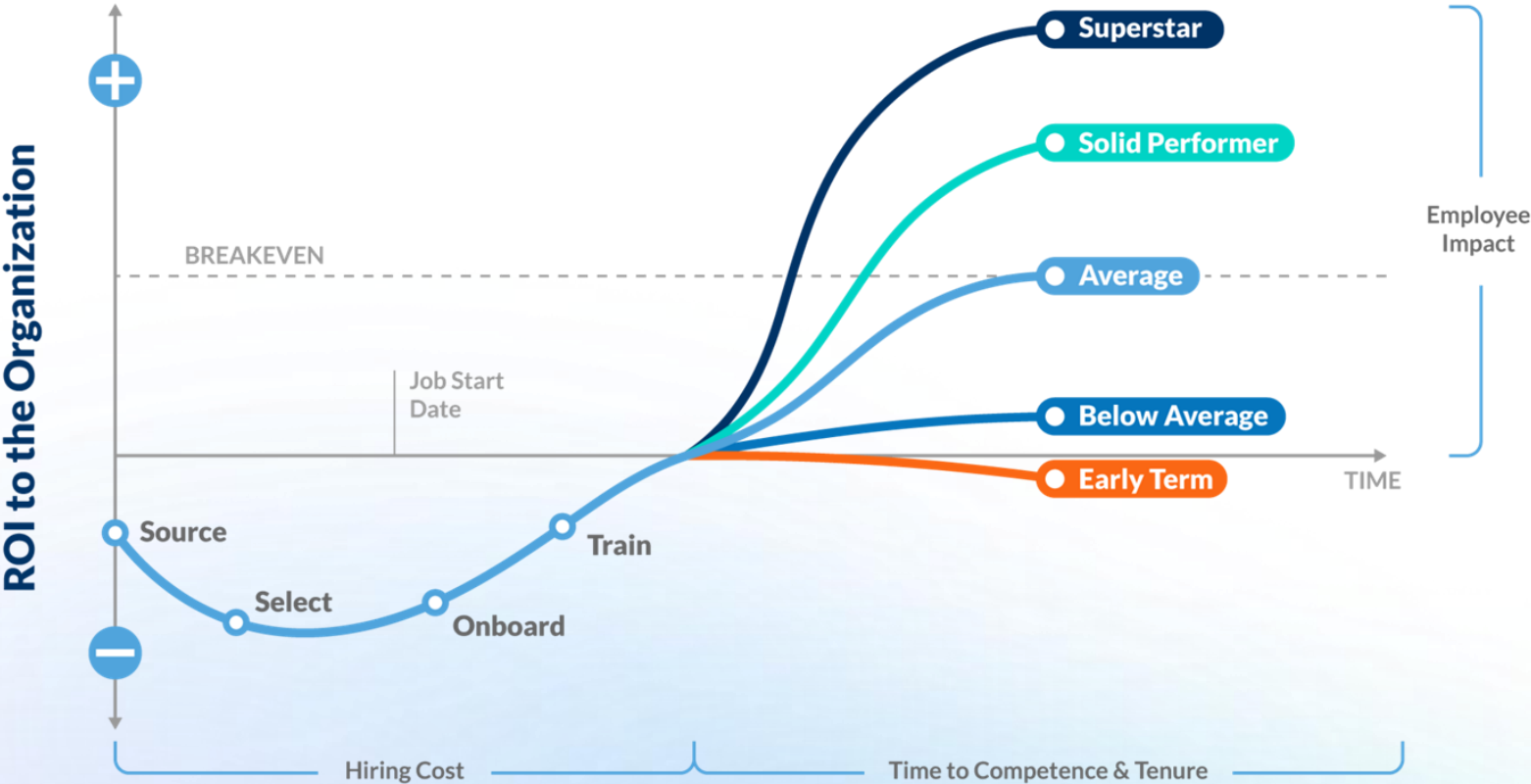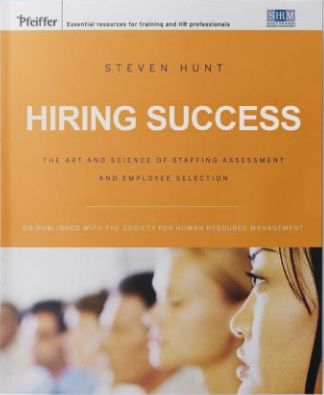
COMPONENTS THAT DEFINE QUALITY OF HIRE

MODERATORS THAT INFLUENCE QUALITY OF HIRE

JOB DESIGN

- Compensation & Benefits
- Work Schedule & Location
- Intrinsically Enjoyable Tasks & Work Environments
- Access to Career Development Opportunities & Resources
- Manager & Co-Worker Relationships
- Company Values & Mission

HIRING PROCESSES

- Applicant Sourcing
- Employee Selection
- Candidate Engagement

ONBOARDING METHODS

- Tactical Provisioning
- Developmental Support
- Cultural Understanding
- Social Connections

FROM DISCONNECTED DATA POINTS...

...TO ACTIONABLE INSIGHTS

What was my Quality of Hire last quarter?

What departments and managers are below average?

Am I sourcing for the right skills & competencies to drive QoH?

How can we improve our interviews & assessments to drive quality?

CROSSCHQ

If quality of hire is so impactful, why don't companies actively measure it?

✓ Historically hard to measure, so companies gave up trying to measure it

✓ Previously measured using inadequate metrics: it is NOT a manager survey!

✓ Leaders are reluctant to own a metric they cannot fully influence

Its time will come…30 years ago companies did not measure customer satisfaction or employee engagement. Now those are board level metrics.

Thank you!

e-mail **steve@steventhunt.com**

Linked In QR