

APPENDIX E

Detailed PRT Example from Bank Case Study¹

Injection 1—The bank uses moneys from hiring and initial training to raise the pay for entry position pay levels.

No.	Obstacles	Show Stoppers	Intermediate Objectives (IOs)	Blocking Factors
11	Training moneys invested in new employees who leave are lost to the bank.		Training moneys saved by retaining new hires and thereby avoiding training more new employees is available for pay increases	
12			Teach the teacher training for best experienced employee keeps training local and less expensive, freeing up funds for pay increases.	
13			The bank lacks hiring criteria for high-potential, long-term employees likely to be retained in the business.	
14			Bank hires excellent long-term employee prospects	

Injection 2—Personnel develops a competitive pay package for workers.

No.	Obstacles	Show Stoppers	Intermediate Objectives (IOs)	Blocking Factors
21	The bank does not know what the wage rate structure is in their locality (banks and other industries).		Contact the local Chamber of Commerce to get most recent salary surveys.	
22	The bank does not know what other banks are paying experienced help.		Bank checks with local banking association to determine pay levels of experienced help.	

(Continued)

¹From Cox et al., 2003, pp. 83–88. Used with permission by Cox, Schleier, and Blackstone. © Cox, Blackstone, and Schleier.

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No.	Obstacles	Show Stoppers	Intermediate Objectives (IOs)	Blocking Factors
23	Management lacks a clear definition of what “competitive” means. What does it take to keep an excellent employee?		Management reviews above data and sets pay 10 percent above comparable work and pay.	
24	Management does not have a clear policy for removing average to marginal employees.		Management establishes performance guidelines and measures providing feedback to employees. Marginal to average employees are terminated.	

Injection 3—The bank provides workers with advanced training.

No.	Obstacles	Show Stoppers	Intermediate Objectives (IOs)	Blocking Factors
31	The bank sends employees out of town for training.		Select best employee for advanced teach the teacher training.	
32			Provide new employee and advanced training locally.	
33			Train best employee in basic/advanced training	

Injection 4—Top management recognizes the difference between causes of turnover and need for growth.

No.	Obstacles	Show Stoppers	Intermediate Objectives (IOs)	Blocking Factors
41	Management does not have a precise definition of turnover and its categories.		Management defines turnover as the loss of current employees and categorizes turnover into causes (retirement, better job in banking, better job in other industry, family moved, etc.).	
42	Management does not have a clear definition of growth and its relationship to staffing (protective capacity).		Management clearly defines growth and the need for protective capacity based on BM.	
43	Management does not know exactly which workers are leaving because the bank is not competitive pay-wise.		Management determines turnover based on only categories (better job in banking, better job in other local industries) to validate the definition of “competitive pay package.”	

Detailed PRT Example from Bank Case Study 3

Injection 5—The bank conducts exit interviews to determine reasons for turnover.

No.	Obstacles	Show Stoppers	Intermediate Objectives (IOs)	Blocking Factors
51	The bank has no policies or procedures related to exit interviews.		The bank develops policies and procedures with responsibilities for conducting and collecting employee information including reasons for leaving.	
52	The bank has no structured interview format to determine reasons for leaving bank employment.		The bank develops a format for collecting and analyzing turnover reasons.	

Injection 6—Personnel uses banks best workers to train new workers.

No.	Obstacles	Show Stoppers	Intermediate Objectives (IOs)	Blocking Factors
61	Bank selects best candidate as teacher.		Determine criteria and measurements for “best employee.”	
62			Establish criteria for selecting employee with communications skills commensurate with being a good teacher.	

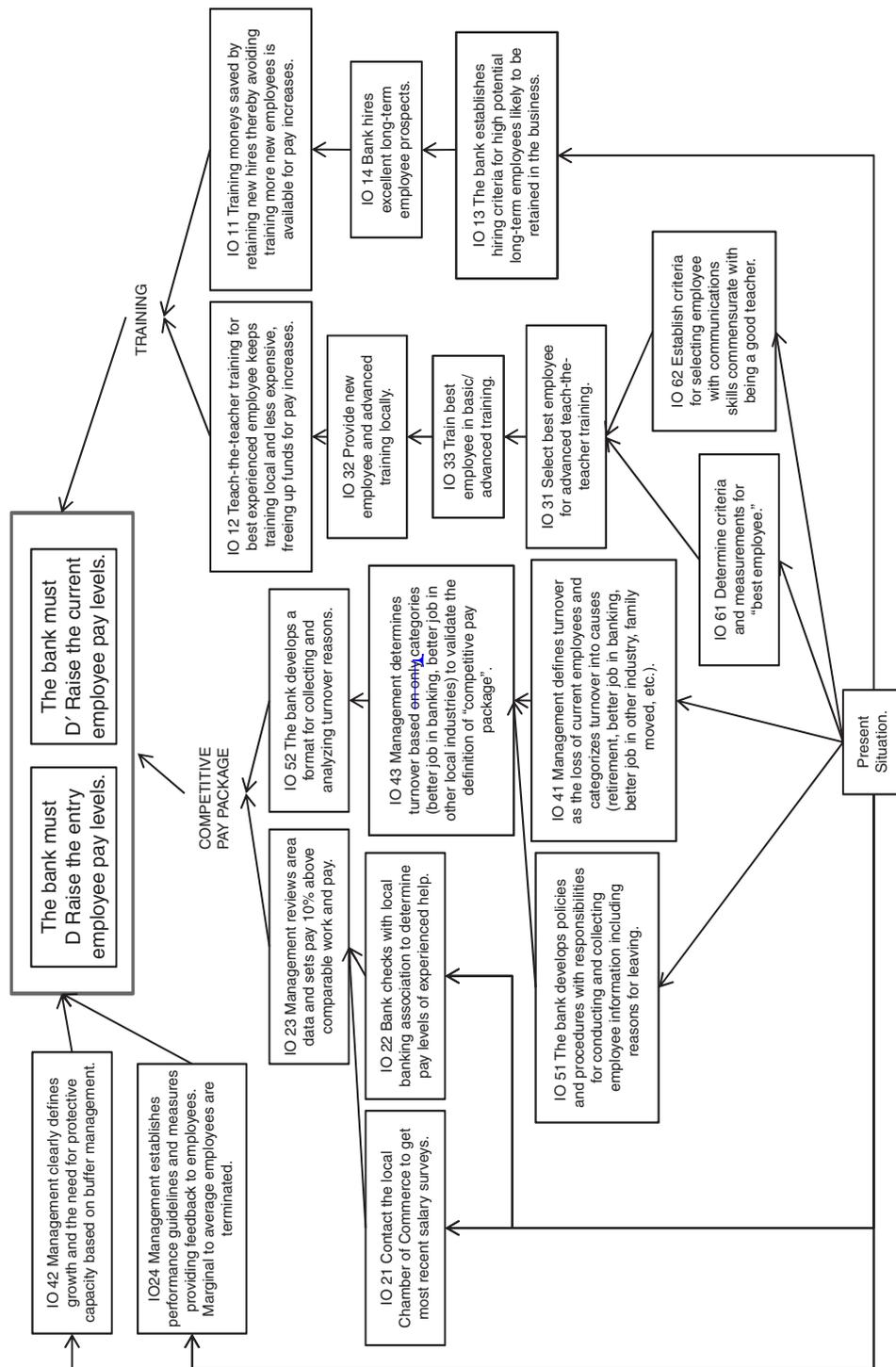


FIGURE 25-E1 I/O map for bank example.