

Need Training? | Show Me the Problem!

After completing this session, you should be able to leverage tools for completing a systematic needs analysis and pinpoint root causes of issues requesting training or performance improvement interventions

Fix them, please.

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Define the Problem and its Causes

What's the Problem?

Consulting

In consulting, the goal is to define

- what the problem is
 - what is causing it
 - what options are available to correct it
-

What is the problem?

A consultant looks for the gap between the desired state and the existing state.



Zap the Gaps

The solution, which may not be training at all, is the answer to bring the existing behavior to the desired behavior state. In Zap the Gaps , by Ken Blanchard, Dana Robinson and Jim Robinson, the process is identified as

1. Go for the “shoulds” (desired behavior)
 2. Analyze the “is” (existing behavior)
 3. Pin down the cause
 4. Select the solution
-

Look at Other Issues

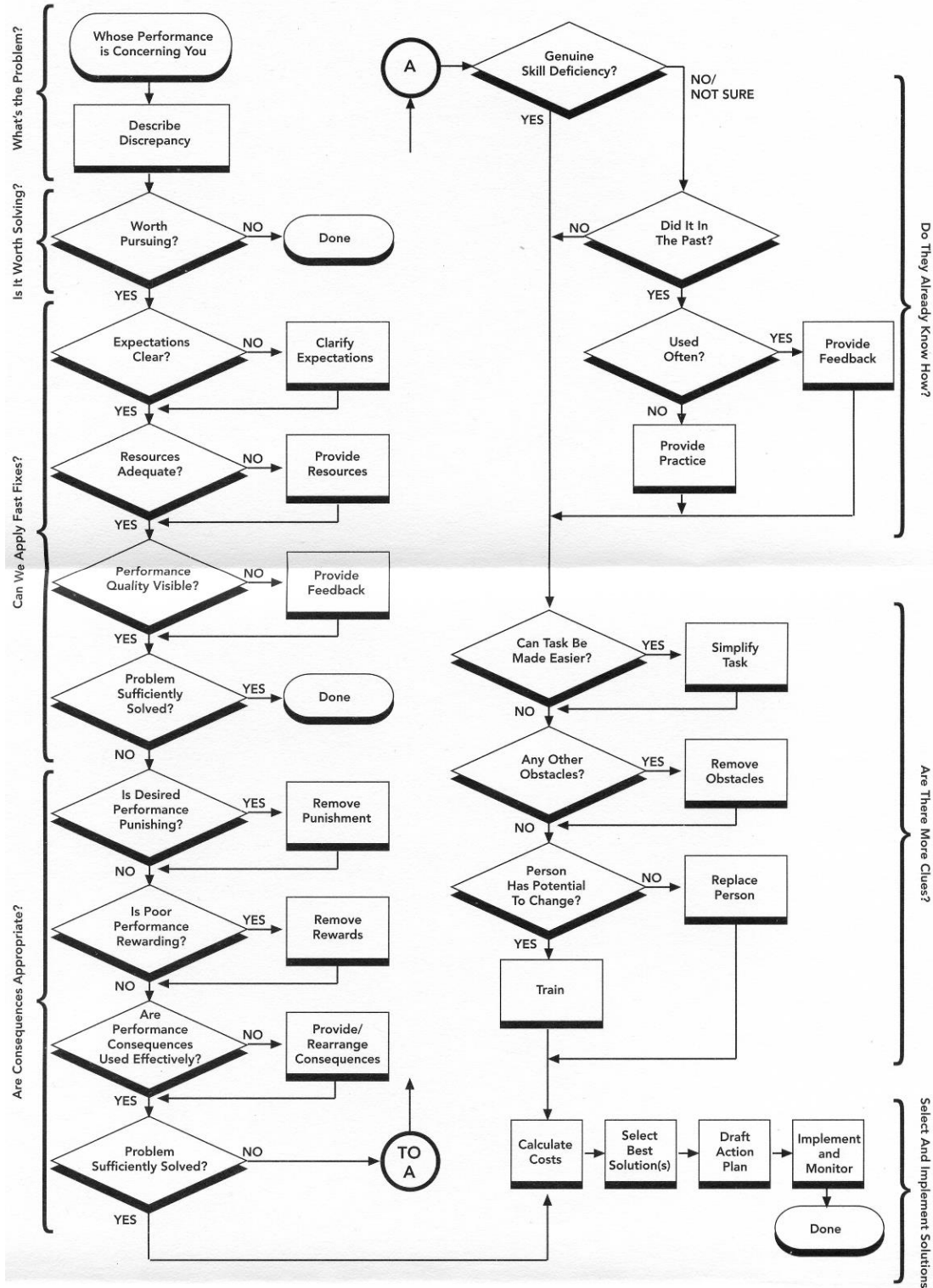
There are often other “fast fixes” which may be applied to the problem. Before we invest a lot of time in developing e-learning, we may want to look at other possibilities for the problem. Robert Mager¹ has created an excellent diagnostic tool that helps with the search. It is reproduced on the following page.

Continued on next page

¹ Mager, R. Pipe, P. (1997) *Analyzing Performance Problems or You Really Oughta Wanna*. Atlanta: The Center for Effective Performance

What's the Problem?, Continued

Performance Analysis Flow Diagram

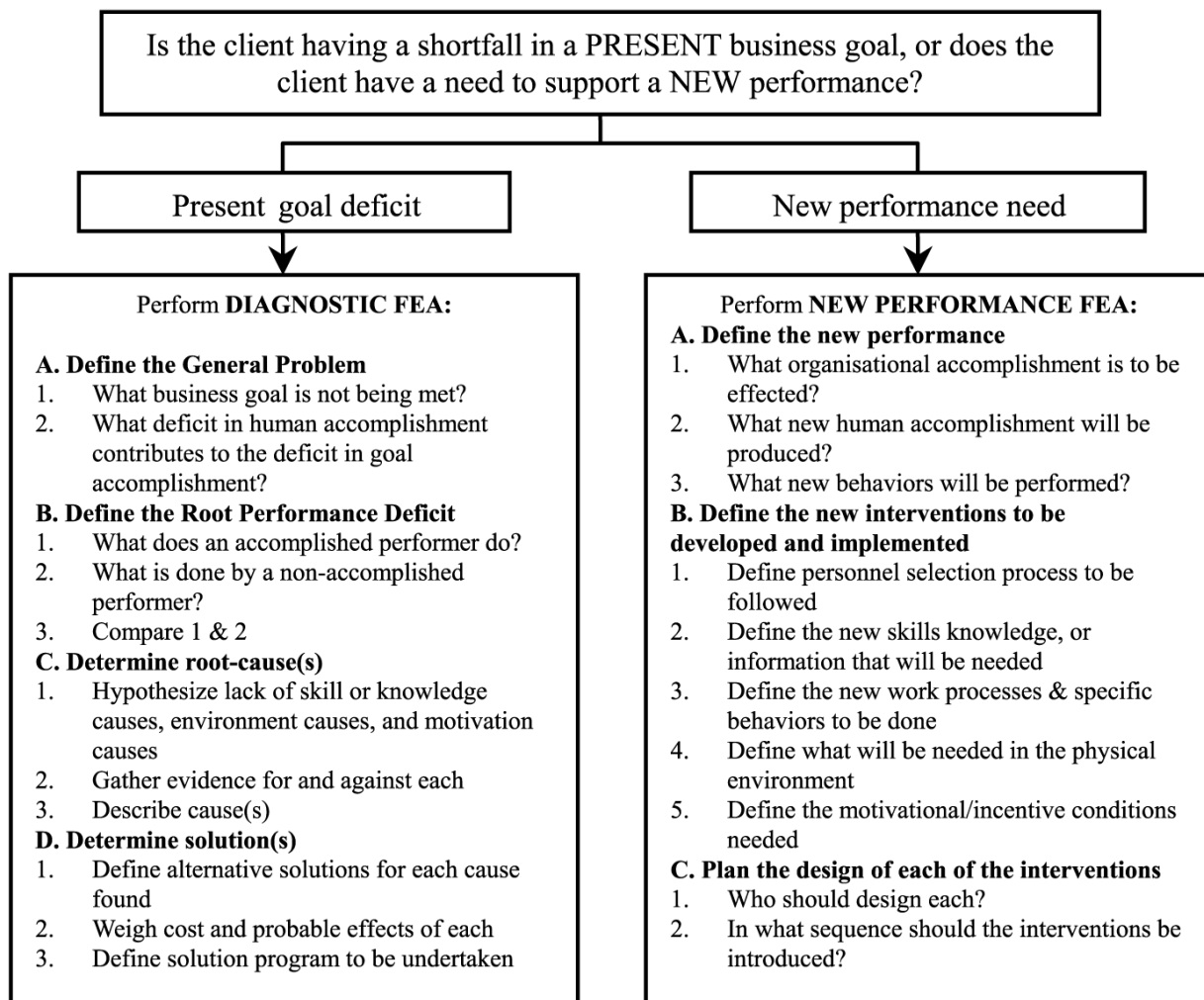


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What's the Problem?, Continued

Joe Harless
Front End
Analysis

There are different issues when there is a new performance need as opposed to a present goal deficit.



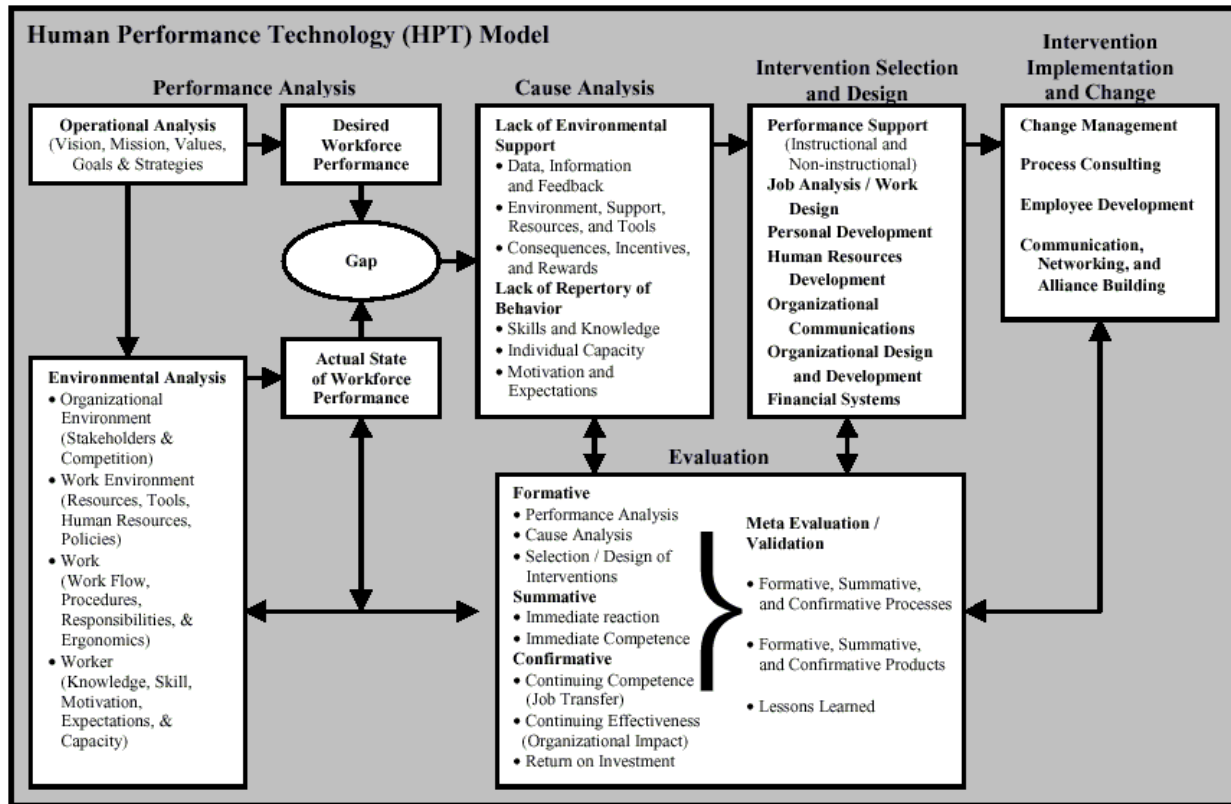
Source: Harless (1970)

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Examine the Causes

ISPI HPT Model

ISPI uses the Human Performance Technology Model and considers a variety of support tools.



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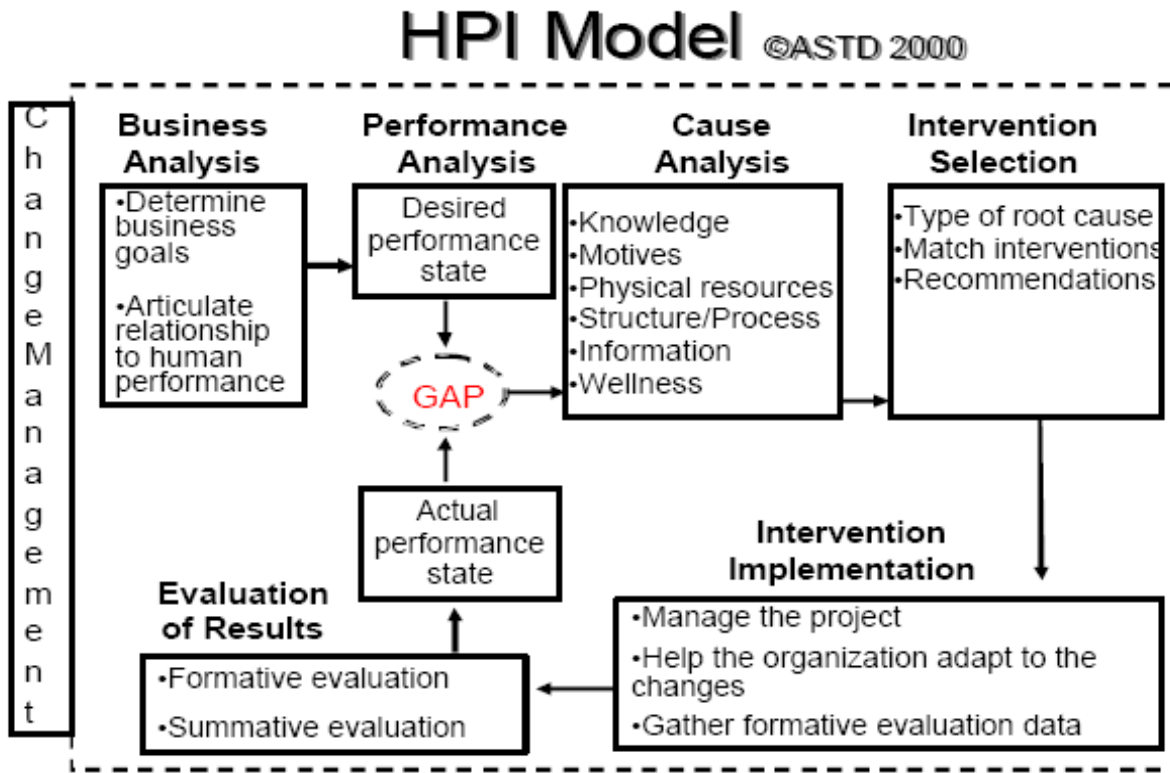
HPT model is from page 3 of *Fundamentals of Performance Technology*
by D. M. Van Tiem, J. L. Moseley, and J. C. Dessinger, published by ISPI in 2000.

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Examine the Causes, Continued

ASTD HPI Model

ASTD (now ATD) uses the Human Performance Intervention Model, considering the need for change management as part of the process.



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Examine the Causes, Continued

Six Boxes

The Six Boxes Model (Carl Binder, www.sixboxes.com) or Behavior Influencing Model (Tina Teodorescu, www.competencesystems.com) both have their roots in the work of TF Gilbert, and examine six areas that can be positively or negatively influencing the employee.

We consider the positive and negative influences on each area in examining the system.

External/Environmental Conditions 85% of the problems are here		
1) Expectations & Feedback	2) Tools & Resources	3) Consequences & Incentives
Internal/Employee Conditions 15% of the problems are here		
4) Skills & Knowledge	5) Selection, Assignment, Capacity	6) Motives & Preferences

Performance Influencing Model: Boxes 1-3

	1) Expectations & Feedback	2) Tools & Resources	3) Consequences & Incentives
External/Environmental Influence			
Enablers	<p>Descriptions and measures of expected work outputs</p> <p>Clear and relevant information/expectations on how to do the job</p> <p>Relevant, timely, frequent, positive, concrete feedback about how one is performing against expectations</p> <p>Constructive suggestions for improvement and corrective feedback</p>	<p>Tools, resources, time, materials, and physical environment designed to support optimal work output and comfort</p> <p>Access to managers, coaches, and experts on a timely basis</p> <p>Sufficient personnel to support efficient workgroup performance</p> <p>Optimal work processes and job designs</p> <p>Reference tools and resources that are easy to use and built of the job</p>	<p>Sufficient financial incentives contingent upon desired performance</p> <p>Non-monetary incentives for success</p> <p>Informal positive social consequences for doing the right thing from managers and peers</p> <p>Career development opportunities</p> <p>Clear consequences for poor performance</p> <p>Consequences that match expectations and feedback</p>
Obstructions	<p>Poor contradictory, or absent descriptions and measures of expected work outputs</p> <p>Ambiguous, subjective, or conflicting information /expectations on how to do the job</p> <p>Vague, infrequent, negative, delayed, unconstructive feedback about how one is performing against expectations.</p> <p>Too many different expectations, lack of clear priorities</p>	<p>Not enough people, money, time, supplies, equipment, or other resources to do the job efficiently and effectively</p> <p>Lack of good coaching from managers</p> <p>Inefficient, poorly designed jobs and workflow</p> <p>Lack of needed support functions/staff</p> <p>Bad ergonomics or other physical environment factors.</p> <p>Reference tools or needed information that is hard to use or find, irrelevant, absent, not helpful, and/or information overloaded</p>	<p>Too little compensation</p> <p>No recognition for exemplary performance</p> <p>Informal negative social consequences for doing the right thing from managers and/or peers</p> <p>Informal positive social consequences or easy excuses for doing the wrong thing</p> <p>Unclear or absent career development opportunities or career planning process</p> <p>Poor performance rewarded the same as good performance</p> <p>Consequences inconsistent with expectations and feedback</p>

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Performance Influencing Model: Boxes 4-6

		4) Skills & Knowledge	5) Selection, Assignment, Capacity	6) Motives & Preferences
Internal/Employee Influence	Enablers	<p>Training that teaches the skills and knowledge required to accomplish organizational goals</p> <p>Opportunity to learn by the most efficient and effective means, in classrooms, self-study, with means, with managers and coaches</p> <p>Training designed to support performance of exemplary performers</p> <p>Training to teach proficiency in the use of the best tools and resources</p> <p>Effective skills training, opportunities to practice skills, and skill support/modeling from managers</p>	<p>A good match between the capacity and characteristics of people and jobs</p> <p>Effective selection processes and tools</p> <p>Other personal attributes and characteristics needed for success in the job</p> <p>Assignment to jobs/tasks that are a good match with people's skills, knowledge, and preferences</p>	<p>Incentives and compensation that people are motivated to work for- they want what is available</p> <p>Assignments and job functions that sufficiently fit individual's preferences</p> <p>Positive, enthusiastic attitude about job and company</p> <p>Good relations with co-workers and environment that supports positive social feelings.</p>
	Obstructions	<p>Training and other learning methods that are cumbersome, ineffective, not worth the time, or don't produce performance improvement</p> <p>Training as the automatic solution to performance problems</p> <p>Training not based on characteristics of exemplary performance</p> <p>Training on wrong objectives/topics—not based on real gaps</p>	<p>People with intrinsically different abilities than the job requires</p> <p>Performance scheduling demands that prevent people from being at their peak</p> <p>Inappropriate social behavior</p> <p>No background or interest in the job</p>	<p>Incentives and compensation that just isn't worth the work, if there are other jobs available</p> <p>Assignments and job functions that conflict with individuals' preferences</p> <p>Negative, cynical, or defeated attitude about job and company</p> <p>Chronically problematic relations with co-workers</p> <p>Unpleasant working conditions</p>

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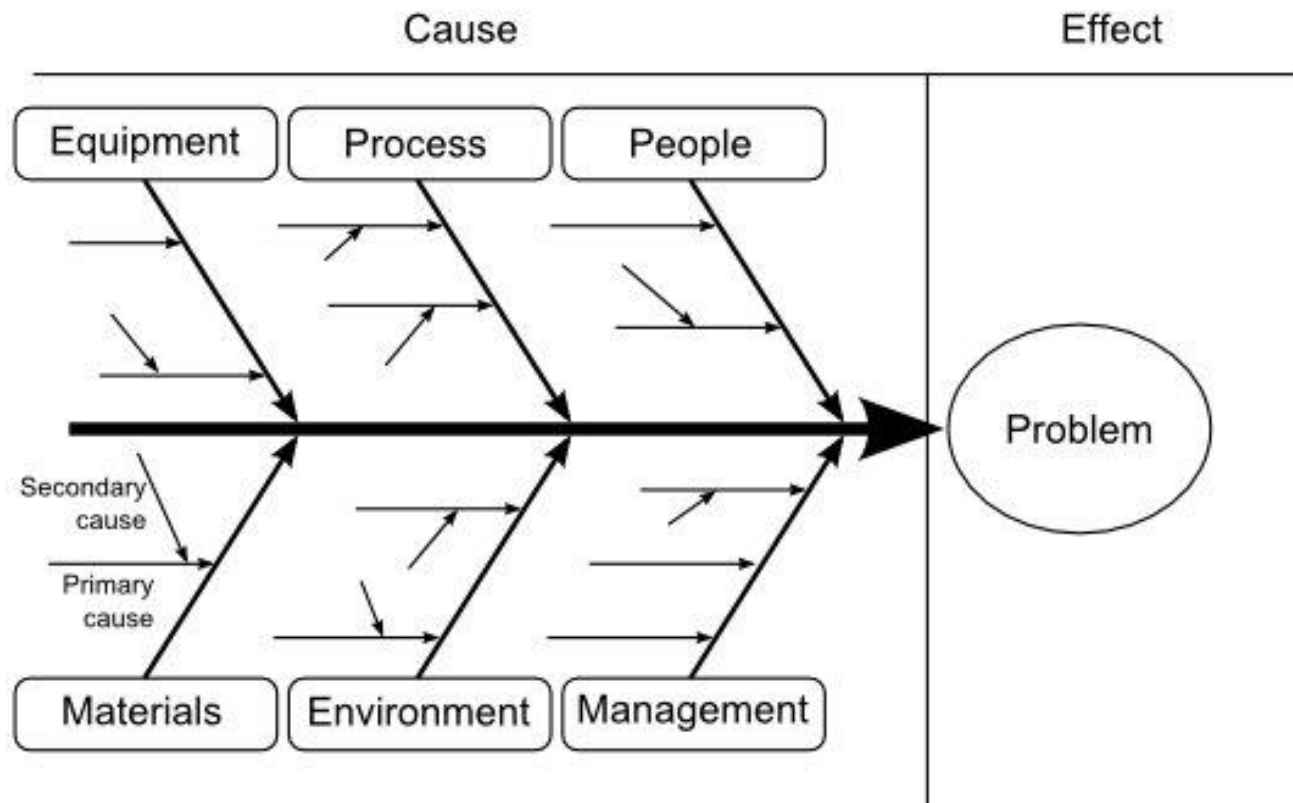
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Ishakawa/Fishbone Diagram

Fishbone Diagram

The Ishakawa or Fishbone diagram is used in Six Sigma work. It examines six areas, similar to Six Boxes, considering equipment, processes, people, materials, environment and management looking for causes of the problem.



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5 Whys

Define the Problem

Ask
Why is that?

→ Why is that?



→ Why is that?



→ Why is that?



→ Why is that?



Action:

Keep Asking Questions

Solving Problems

You cannot solve a problem until you can define it. You cannot fix it until you know what is causing it. Help your client recognize the process and see the effectiveness of the results.

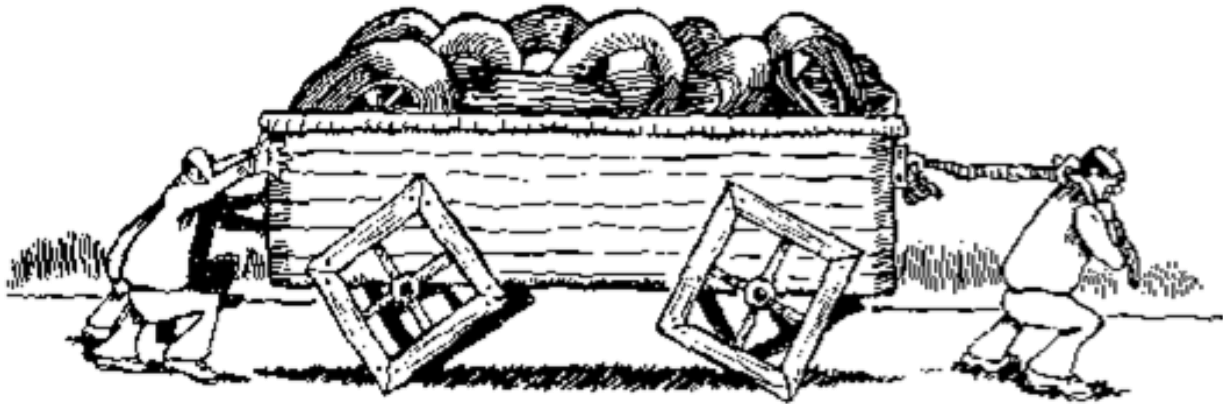


Illustration from Scott Simmerman, SquareWheels.com

REMEMBER, THEY CAN'T ALWAYS SEE THE PROBLEM!
LEVERAGE YOUR OUTSIDE PERSPECTIVE.