



OCTOBER 10, 2018

CHIROPRACTIC ID

ENSURING ALIGNMENT

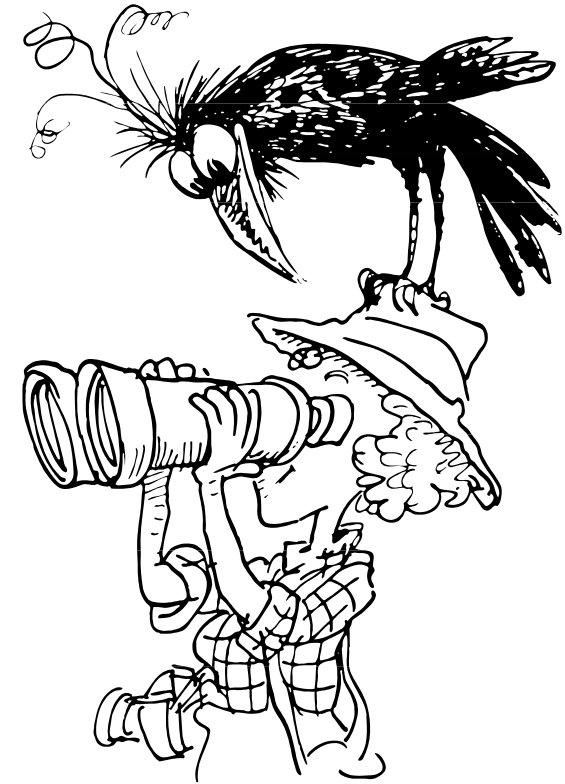
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Steps to Ensure Alignment

1. Clearly Identify the problem. Ask what's wrong.
2. Examine the root causes. Ask why.
3. Determine what they need. Outline the solution.
4. Define Success. Create the assessment.
5. Content and Activities. Add Information and practice.
6. Take a Step Back. Check for alignment.
7. Evaluate. Look back. How did we do?



Key thoughts:

If you cannot define the problem in one sentence, it is not clear enough to solve.

The problem statement may evolve after your analysis.

Define the goal: In the end, the learners should be able to (know) _____ and (do) _____.

Steps to Ensure Alignment

Goal

In the end, the learner will
(know) and be able to (do)

Outcomes

Objectives

Assessment _____
Content _____
Activity _____

Assessment _____
Content _____
Activity _____

Assessment _____
Content _____
Activity _____

Assessment _____
Content _____
Activity _____

Assessment _____
Content _____
Activity _____

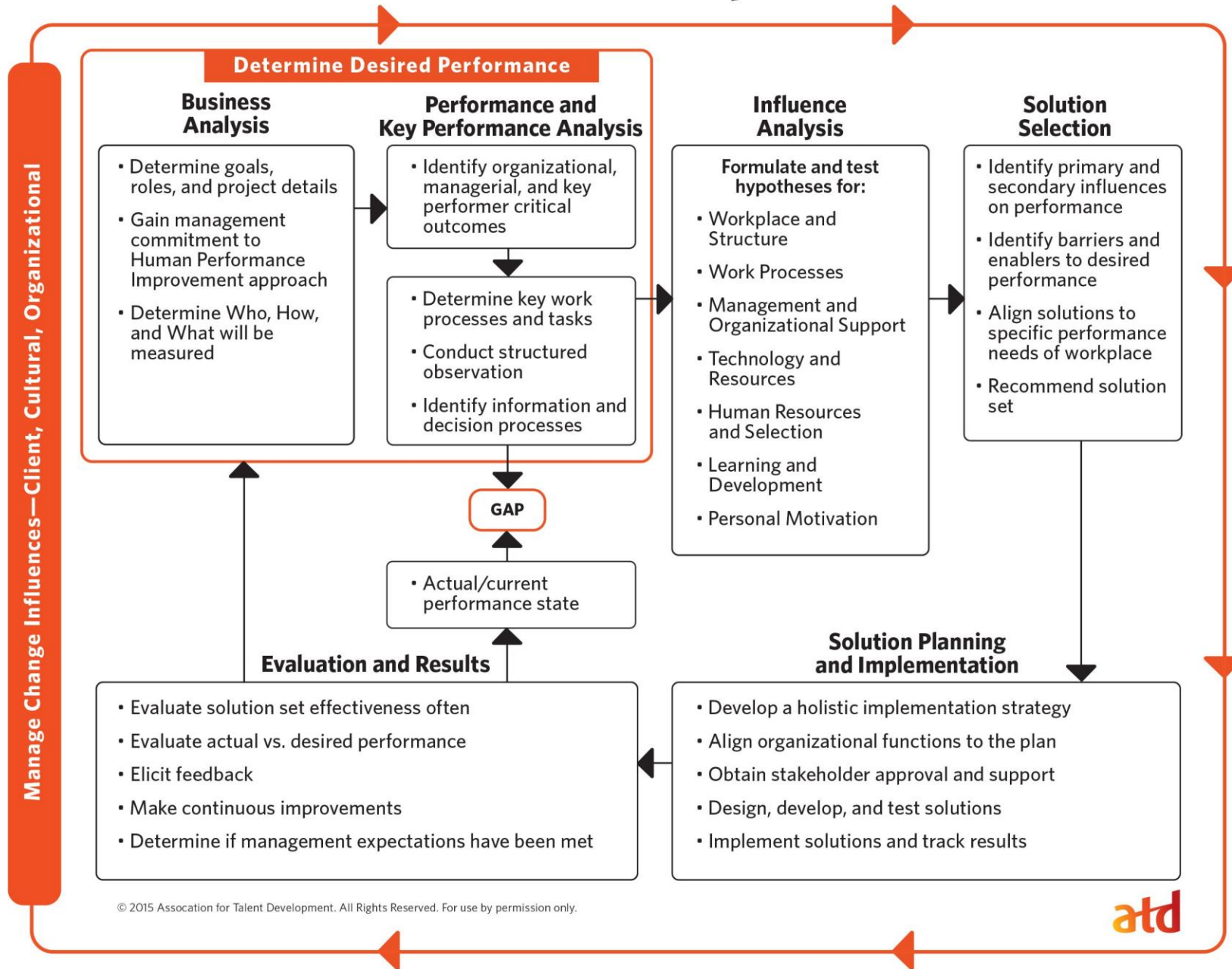
Assessment _____
Content _____
Activity _____

Assessment _____
Content _____
Activity _____

Assessment _____
Content _____
Activity _____

Assessment _____
Content _____
Activity _____

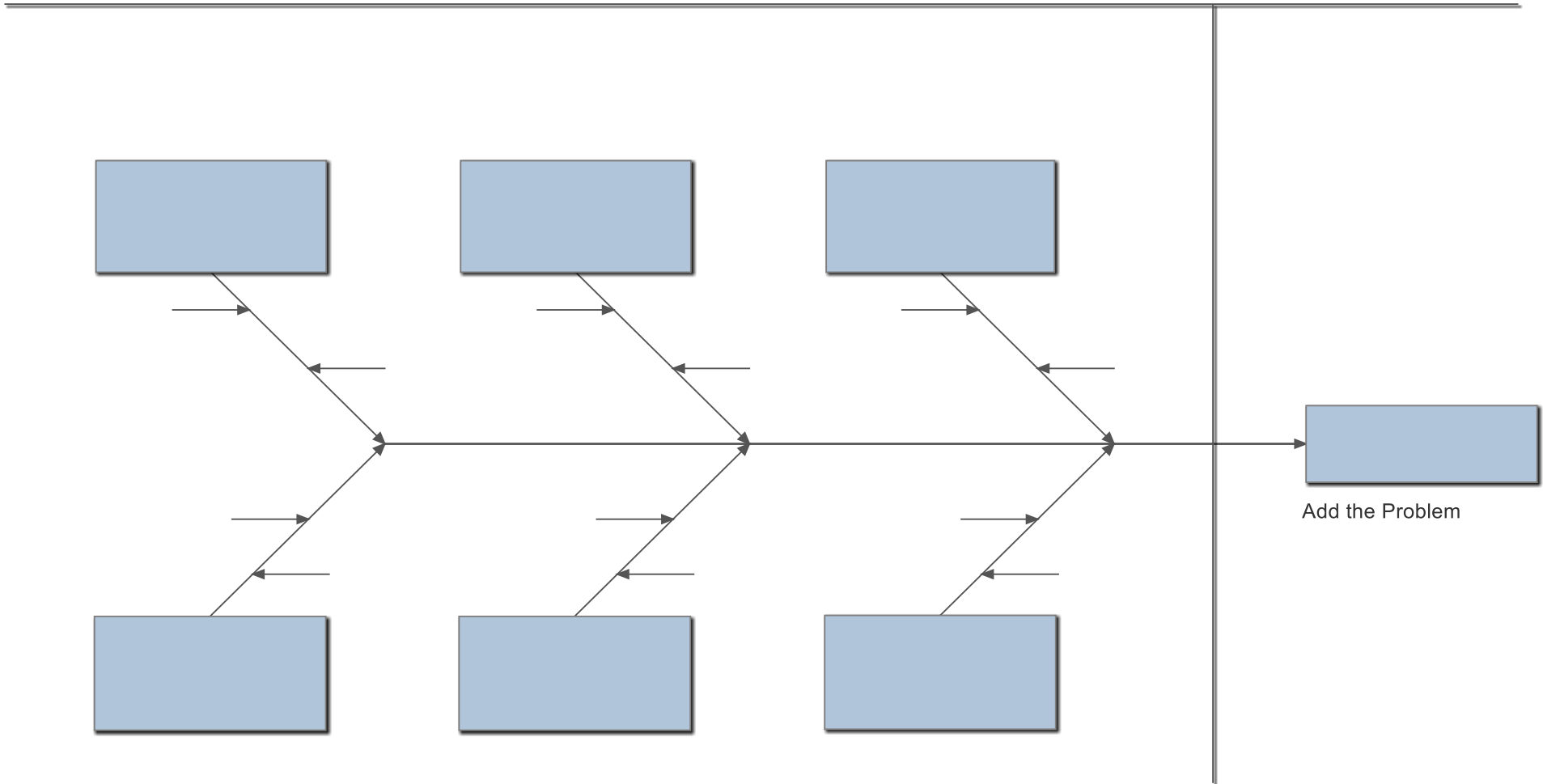
ATD Human Performance Improvement Model



FISHBONE DIAGRAM

Cause

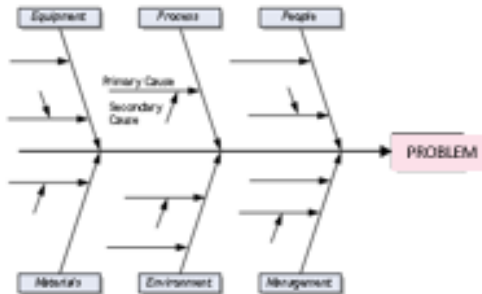
Effect



Instructions: Write the problem in the box on the right side. Consider the main categories that are related to the situation and write them in the boxes at the top and bottom of the diagram. Write reasons related to each category that may contribute to the problem on the lines. If there is a sub-reason, add a vertical or diagonal line from the reason line and document it. Examine the probable causes to determine if there is something that can be corrected to address the problem.

Fishbone/Ishikawa/Cause & Effect Diagram Categories

Define
the Main
Areas



4Ps

- Policies
- Procedures
- People
- Plant/Technology

6M (Used in Manufacturing)

- Man
 - Materials
 - Machine
 - Methods
 - Measurements
 - Mother Nature (or environment).
- Sometimes, additional categories are included:
- Management
 - Money
 - Maintenance.

8P (Used in Service Industries)

- | | |
|--------------|--------------------------|
| • Procedures | • Physical Evidence |
| • Policies | • Personnel |
| • Place | • Place |
| • Product | • Product (Service) |
| • People | • Price |
| • Processes | • Promotion |
| • Price | • Process |
| • Promotion | • Productivity & Quality |

4S (Used in Service Industries)

- Suppliers
- Systems
- Surroundings
- Skills

SIX BOXES ANALYSIS

Influence	1. Expectations and Feedback	2. Tools and Resources	3. Consequences & Incentives
EXTERNAL/ENVIRONMENT			
	4. Skills & Knowledge	5. Selection, Assignment, Capacity	6. Motives and Preferences
INTERNAL/INDIVIDUAL			

SIX BOXES ANALYSIS

Behavior Influencing Model – Enablers / Positive Behavior Influences

Look for these positive attributes in your Six Boxes analysis

<p>Expectations and Feedback (1)</p> <ul style="list-style-type: none"> • Descriptions and measures of expected work outputs • Clear and relevant information/expectations on how to do the job • Relevant, timely, frequent, positive, concrete feedback about how one is performing against expectations • Constructive suggestions for improvement and corrective feedback 	<p>Tools and Resources (2)</p> <ul style="list-style-type: none"> • Tools, resources, time, materials, and physical environment designed to support optimal work output and comfort • Access to managers, coaches, and experts on a timely basis • Sufficient personnel to support efficient workgroup performance • Optimal work processes and job designs • Reference tools and resources that are easy to use and built for the job 	<p>Consequences and Incentives (3)</p> <ul style="list-style-type: none"> • Sufficient financial incentives contingent upon desired performance: a comp plan that works • Non monetary incentives for success • Informal positive social consequences for doing the right thing – from managers and peers • Career development opportunities • Clear consequences for poor performance • Consequences that match expectations and feedback
<p>Skills and Knowledge (4)</p> <ul style="list-style-type: none"> • Training that teaches the skills and knowledge required to accomplish organizational goals • Opportunity to learn by the most efficient and effective means, in classrooms, self-study, with means, with managers and coaches • Training designed to support performance of exemplary performers • Training to teach proficiency in the use of the best tools and resources • Effective skills training, opportunities to practice skills, and skill support/modeling from managers 	<p>Selection, Assignment, Capacity (5)</p> <ul style="list-style-type: none"> • A good match between the capacity and characteristics of people and jobs • Effective selection processes and tools • Other personal attributes and characteristics needed for success in the job • Assignment to jobs / tasks that is a good match with people's skills, knowledge, and preferences 	<p>Motives and Preferences (6)</p> <ul style="list-style-type: none"> • Incentives and compensation that people are motivated to work for – they want what is available • Assignments and job functions that sufficiently fit individual's preferences • Positive, enthusiastic attitude about job and company • Good relations with co-workers and environment that supports positive social feelings.

SIX BOXES ANALYSIS

Behavior Influencing Model – Obstructions / Negative Behavior Influences

Look for these negative attributes in your Six Boxes analysis

<p>Expectations and Feedback (1)</p> <ul style="list-style-type: none"> • Poor, contradictory, or absent Descriptions and measures expected work outputs • Ambiguous, subjective, or conflicting information / expectation on how to do the job • Vague, infrequent, negative, delayed, unconstructive feedback about how one is performing against expectations • Too many different expectations, lack of clear priorities. 	<p>Tools and Resources (2)</p> <ul style="list-style-type: none"> • Not enough people, money, time, supplies, equipment, or other resources to do the job efficiently and effectively • Lack of good coaching from managers • Inefficient, poorly designed jobs and workflow • Lack of needed support functions/staff • Bad ergonomics or other physical environment factors. • Reference tools or needed information that is hard to use or find, irrelevant, absent, not helpful, and/ or information overloaded 	<p>Consequences and Incentives (3)</p> <ul style="list-style-type: none"> • Too little compensation • No recognition for exemplary performance • Informal negative social consequences for doing the right thing – from managers and/ or peers • Informal positive social consequences or easy excuses for doing the wrong thing • Unclear or absent career development opportunities or career planning process • Poor performance rewarded the same as good performance • Consequences inconsistent with expectations and feedback
<p>Skills and Knowledge (4)</p> <ul style="list-style-type: none"> • Training and other learning methods that are cumbersome, ineffective, not worth the time, or don't produce performance improvement • Training as the automatic solution to performance problems • Training not based on characteristics of exemplary performance • Training on wrong objectives /topics – not based on real gaps 	<p>Selection, Assignment, Capacity (5)</p> <ul style="list-style-type: none"> • People with intrinsically different abilities than the job requires • Performance scheduling demands that prevent people from being at their peak • Inappropriate social behavior • No background or interest in the job 	<p>Motives and Preferences (6)</p> <ul style="list-style-type: none"> • Incentives and compensation that just isn't worth the work, if there are other jobs available • Assignments and job functions that conflict with individuals' preferences • Negative, cynical, or defeated attitude about job and company • Chronically problematic relations with co-workers • Unpleasant working conditions