

# **DEFINE THE PROBLEM AND ITS CAUSE**

**THE FOUNDATION OF PERFORMANCE SUPPORT**

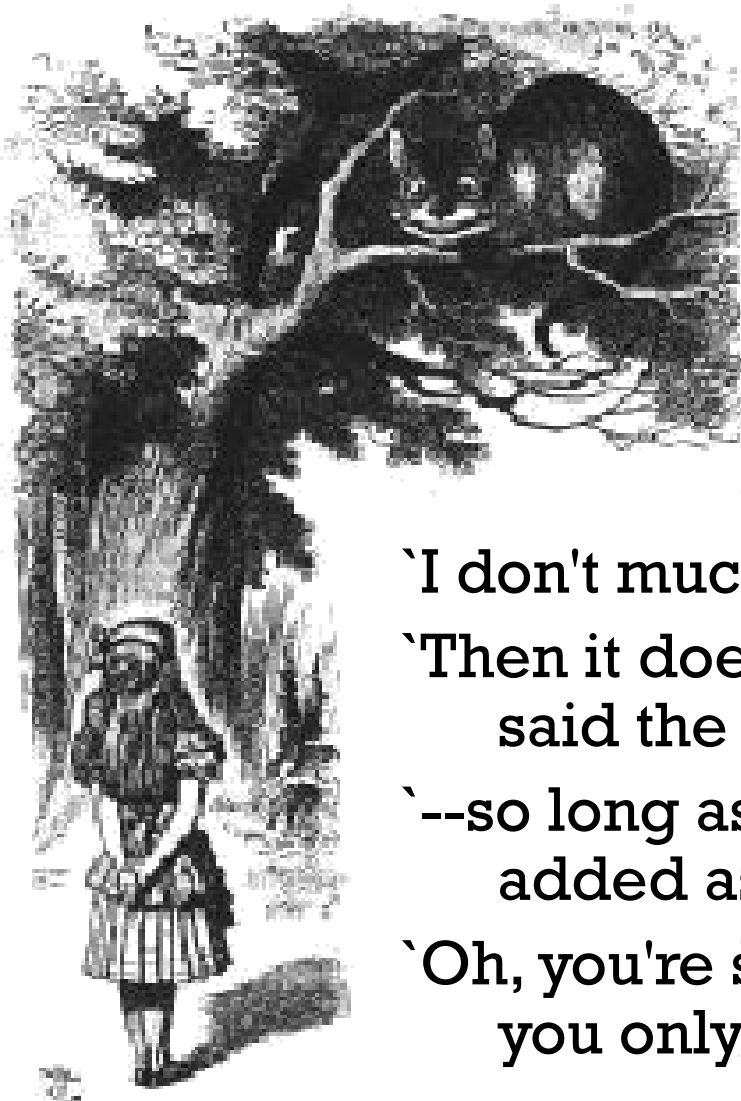


**Jean Marrapodi**

Director of eLearning

New England College of Business

# WHERE ARE WE GOING?



‘**W**ould you tell me, please, which way I ought to go from here?’

‘That depends a good deal on where you want to get to,’ said the Cat.

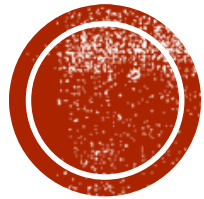
‘I don't much care where--’ said Alice.

‘Then it doesn't matter which way you go,’ said the Cat.

‘--so long as I get SOMEWHERE,’ Alice added as an explanation.

‘Oh, you're sure to do that,’ said the Cat, ‘if you only walk long enough.’”





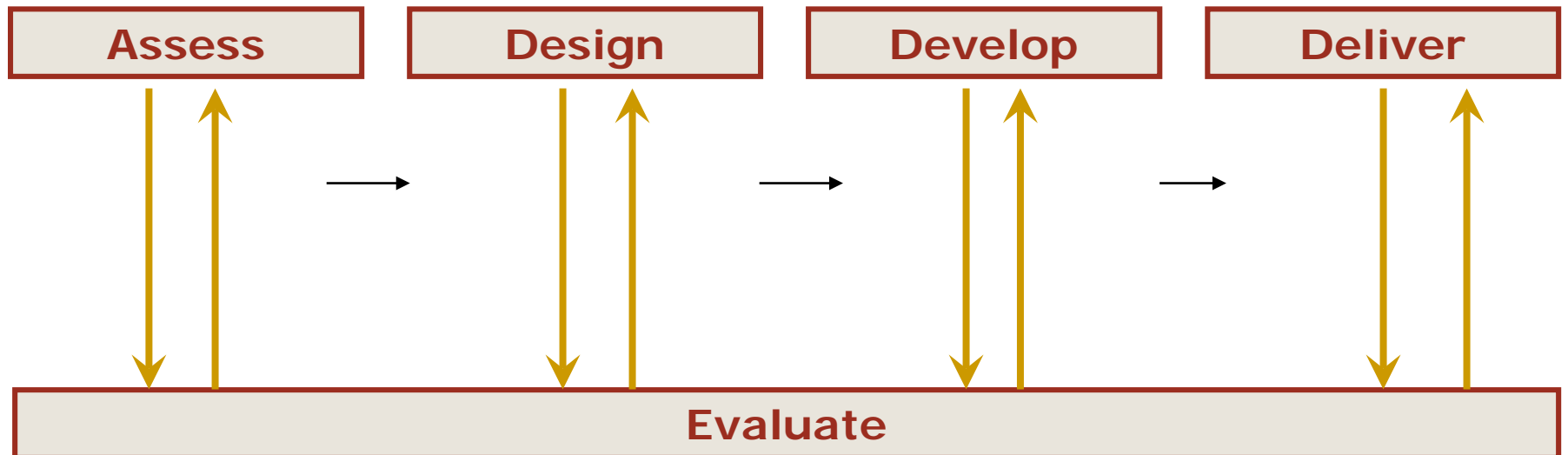
# **TRADITIONAL INSTRUCTIONAL DESIGN**



# ADDIE

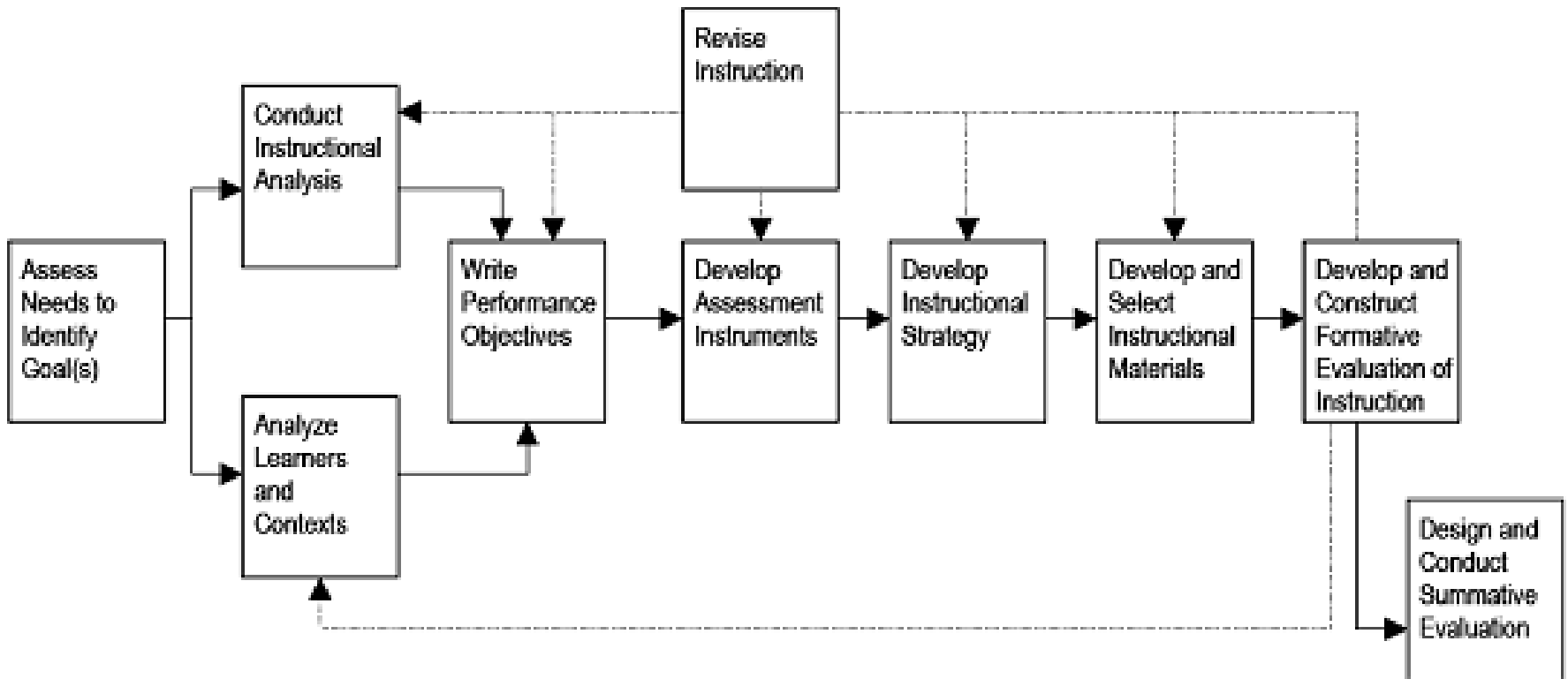


# ISD – INSTRUCTIONAL SYSTEMS DESIGN



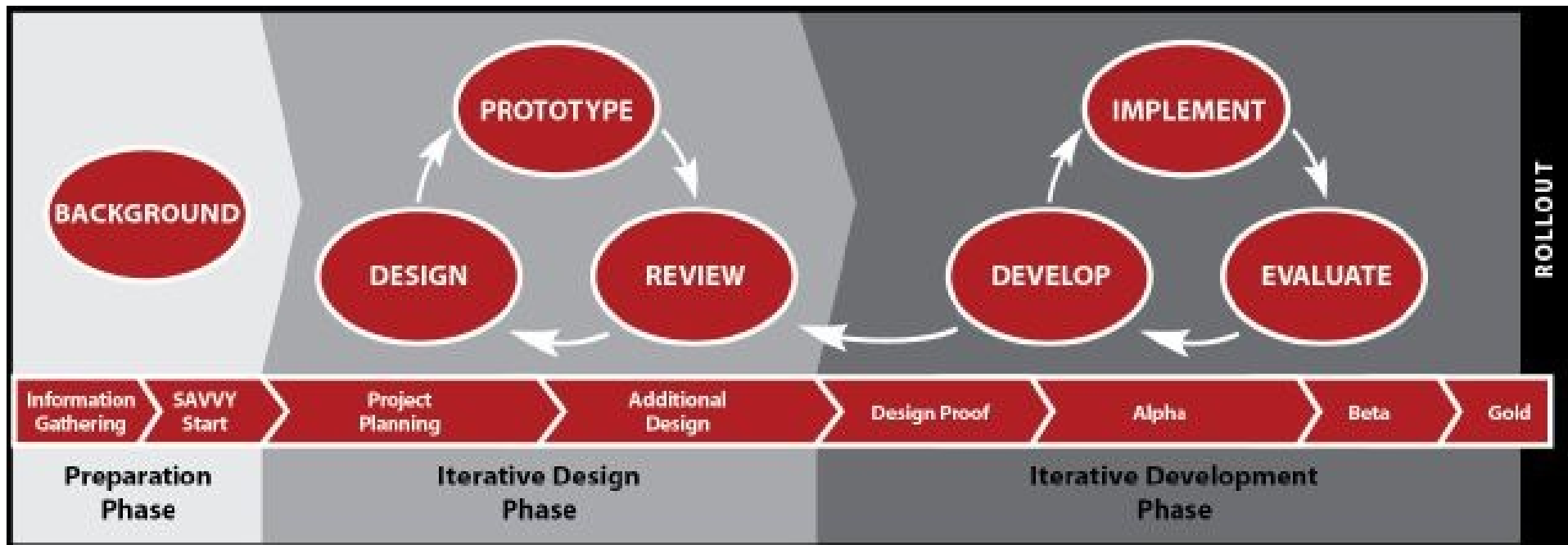
# DICK & CAREY MODEL

The Systematic Design of Instruction, 1978

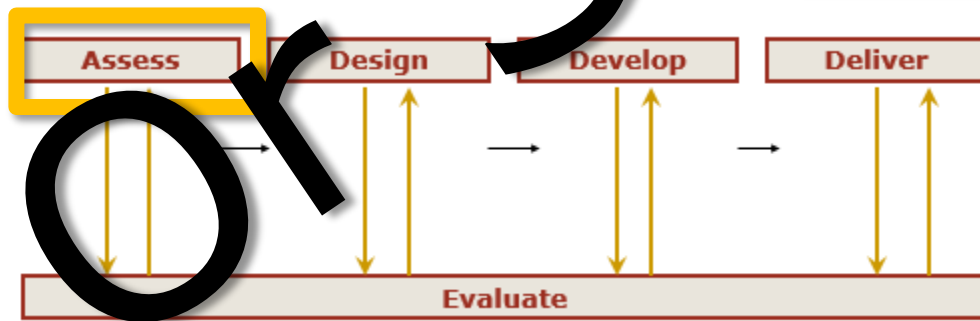
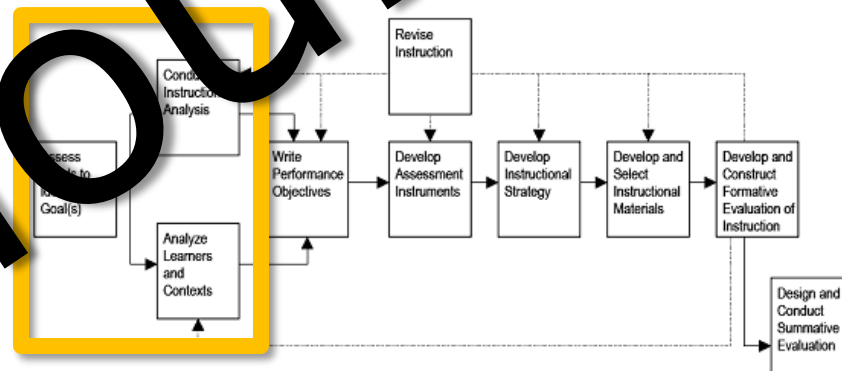
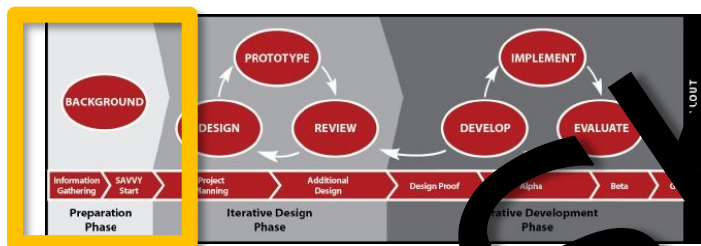


# SUCCESSIVE APPROXIMATION METHOD (SAM)

Michael Allen, 2012



# ALL MUST BEGIN WITH A SEARCH



**NEEDS  
ASSESSMENT**





# PERFORMANCE CONSULTING





# TRAINER, ID OR PERFORMANCE CONSULTANT?

	<b>Trainer/ID</b>	<b>Performance Consultant</b>
<b>Focus</b>	Learning needs	Performance needs
<b>Assessments</b>	Training needs: Knowledge & Skills	Performance gaps
<b>Output</b>	Structured learning experiences	Solutions that change performance
<b>Accountability</b>	Training activity	Better business results
<b>Measures</b>	Participant reaction & learning	Performance change & ROI
<b>Relationship to Organizational Goals</b>	Cost center	Produces measurable results

Adapted from Mike Kunkle (2012)

<http://www.slideshare.net/MikeKunkle/trainervsperformanceconsultanthighleveloverview>



# SHOW ME THE PROBLEM!

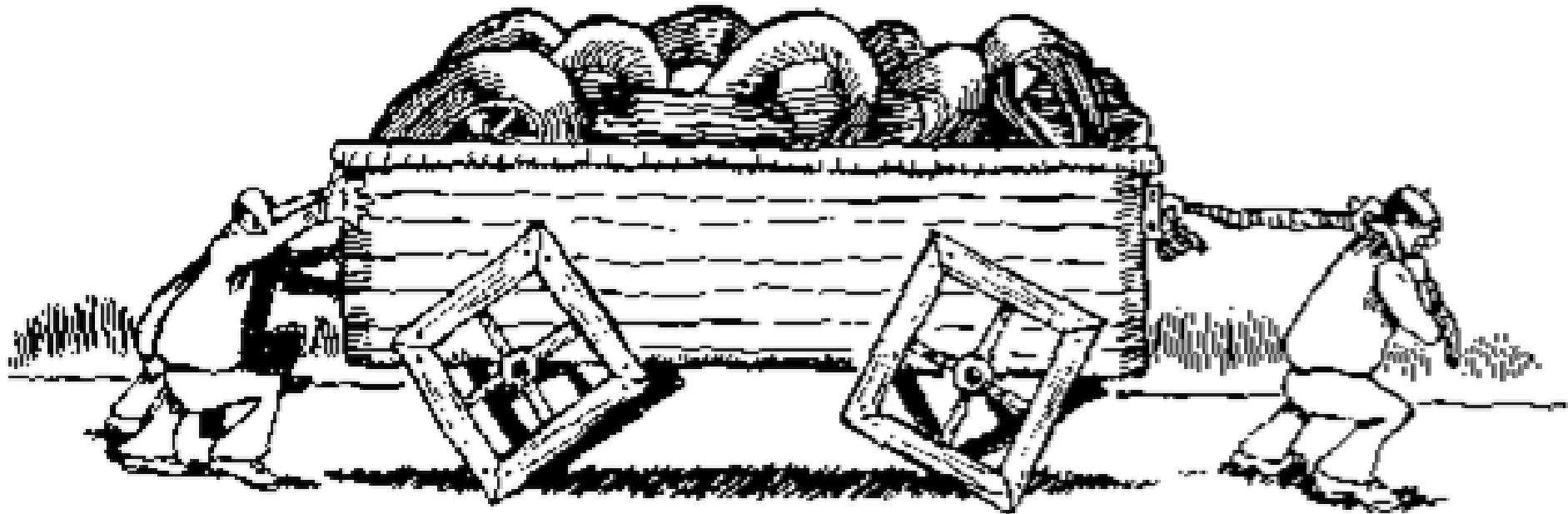
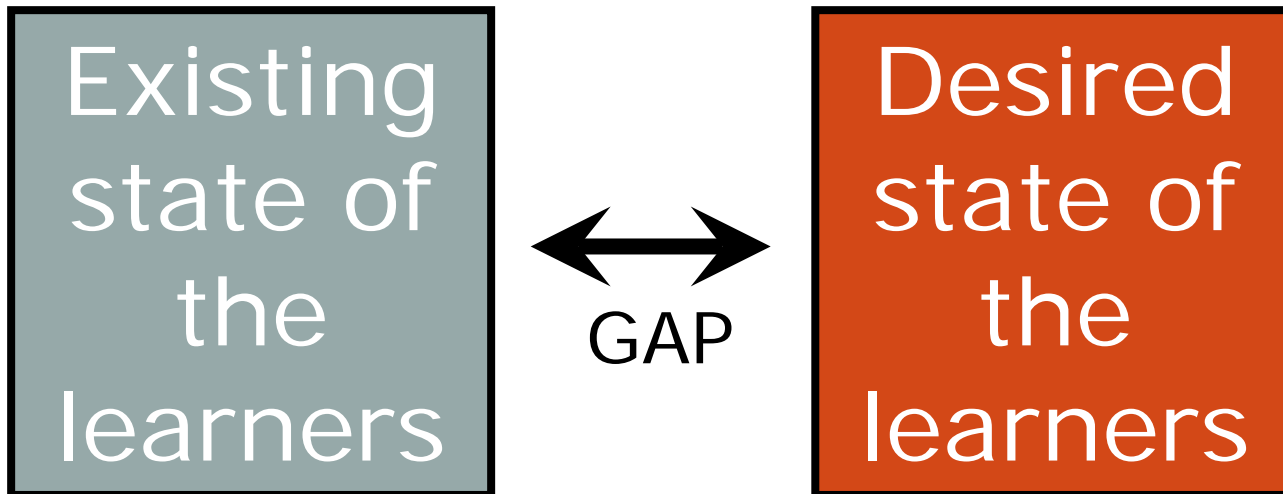


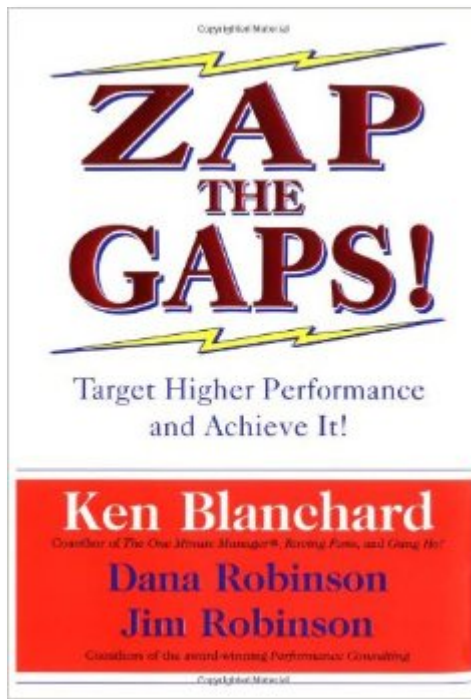
Illustration by Scott Simmerman  
[www.squarewheels.com](http://www.squarewheels.com)



# WHAT'S THE PROBLEM?



# WHAT'S THE PROBLEM?



**G**o for the shoulds

**A**nalyze the is

**P**in down the cause

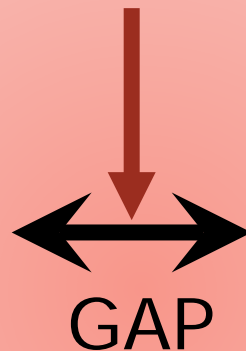
**S**elect the solution



# WHAT'S THE CAUSE?

## WHY?

Existing  
state of  
the  
learners



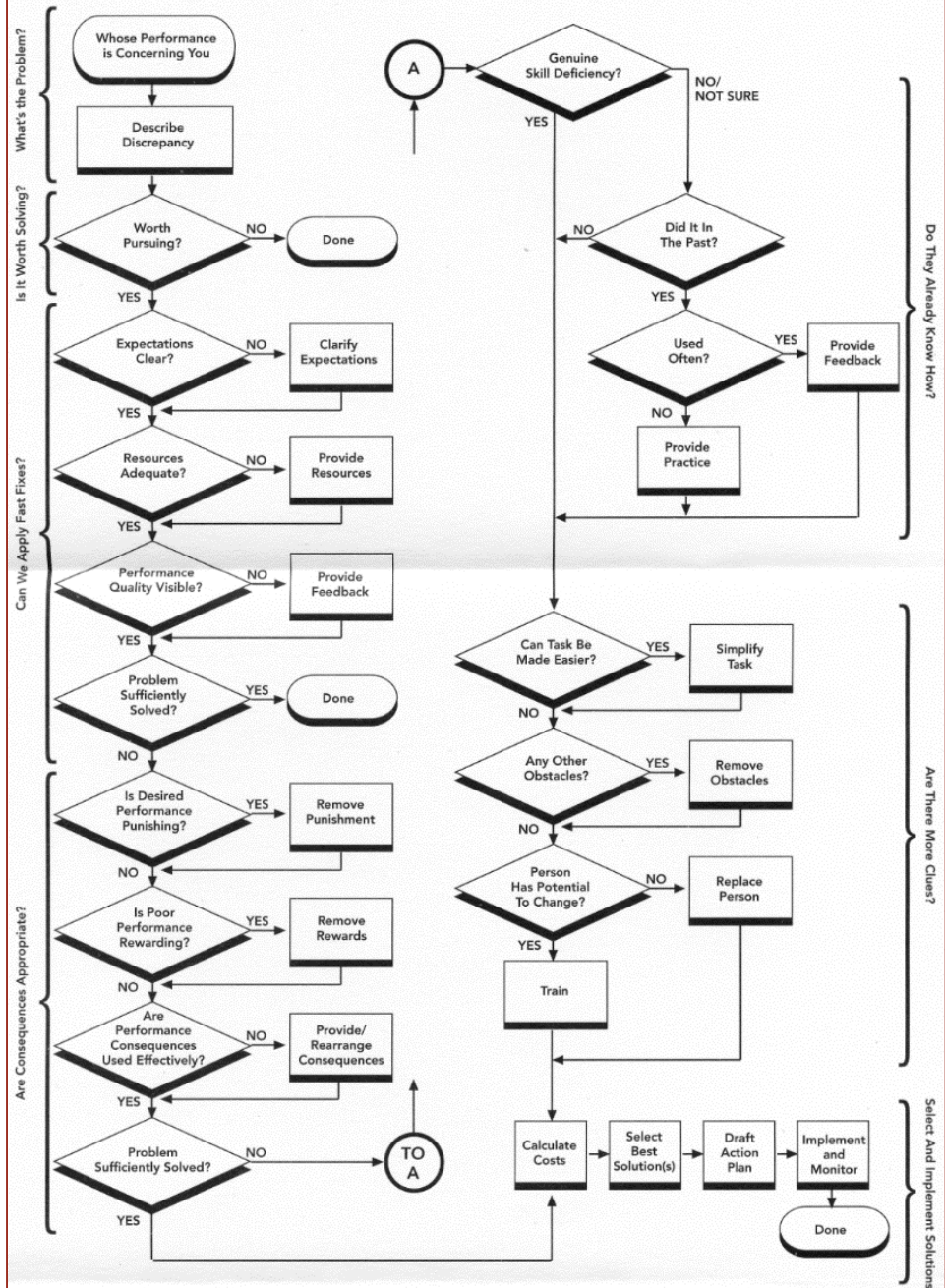
Desired  
state of  
the  
learners

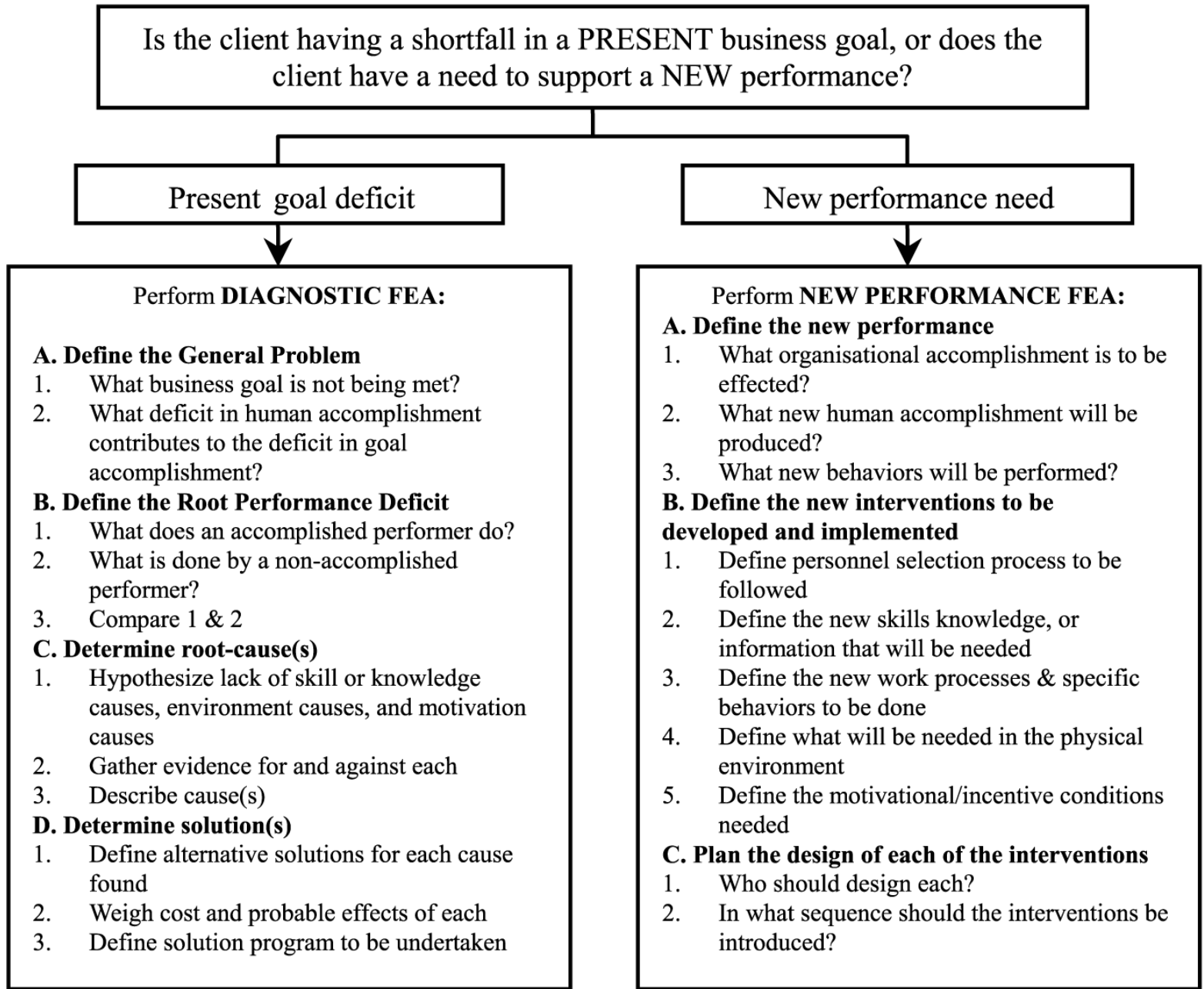
Examine the system for the root causes



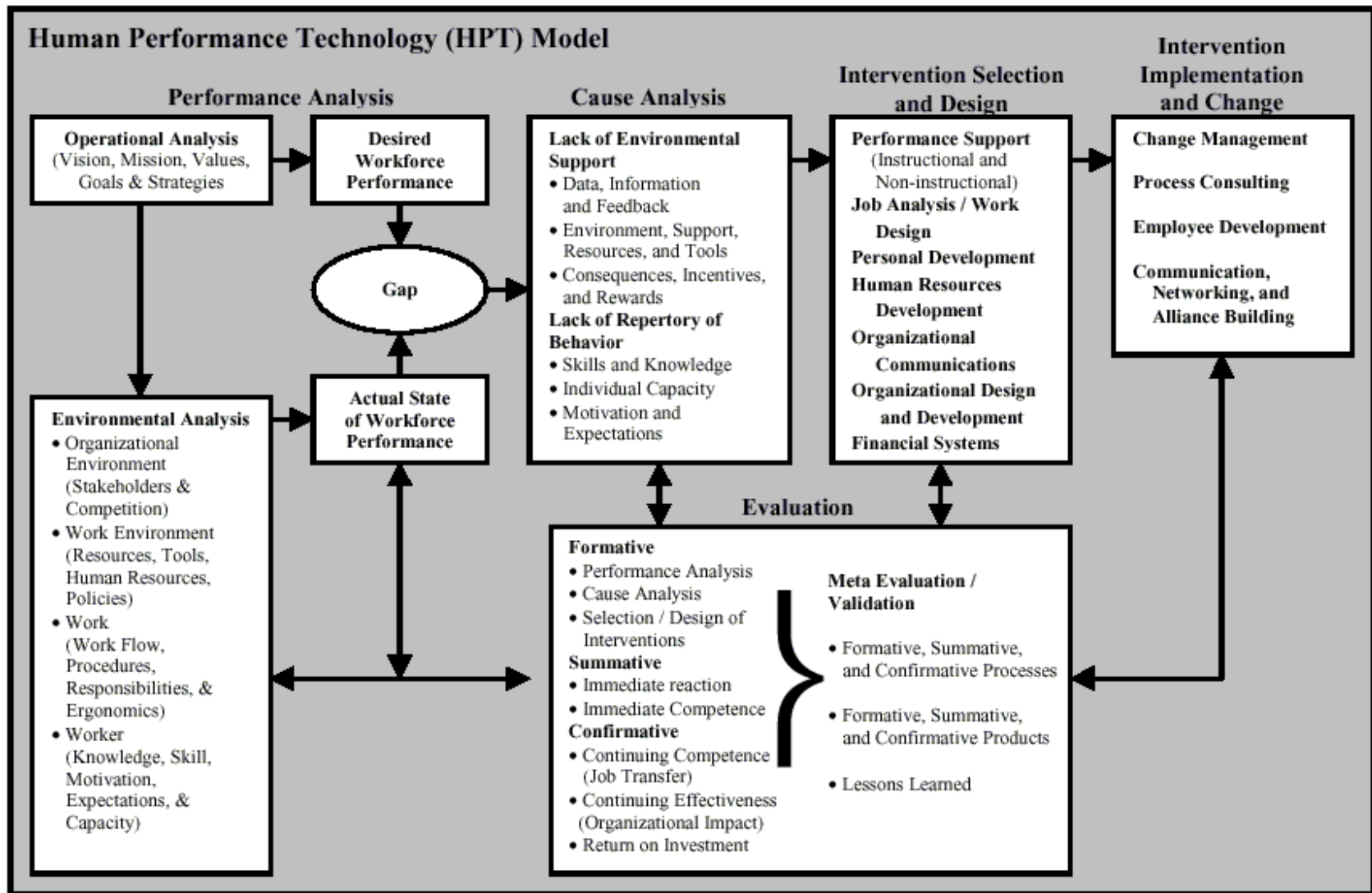
# MAGER'S ANALYSIS MODEL

Performance Analysis Flow Diagram





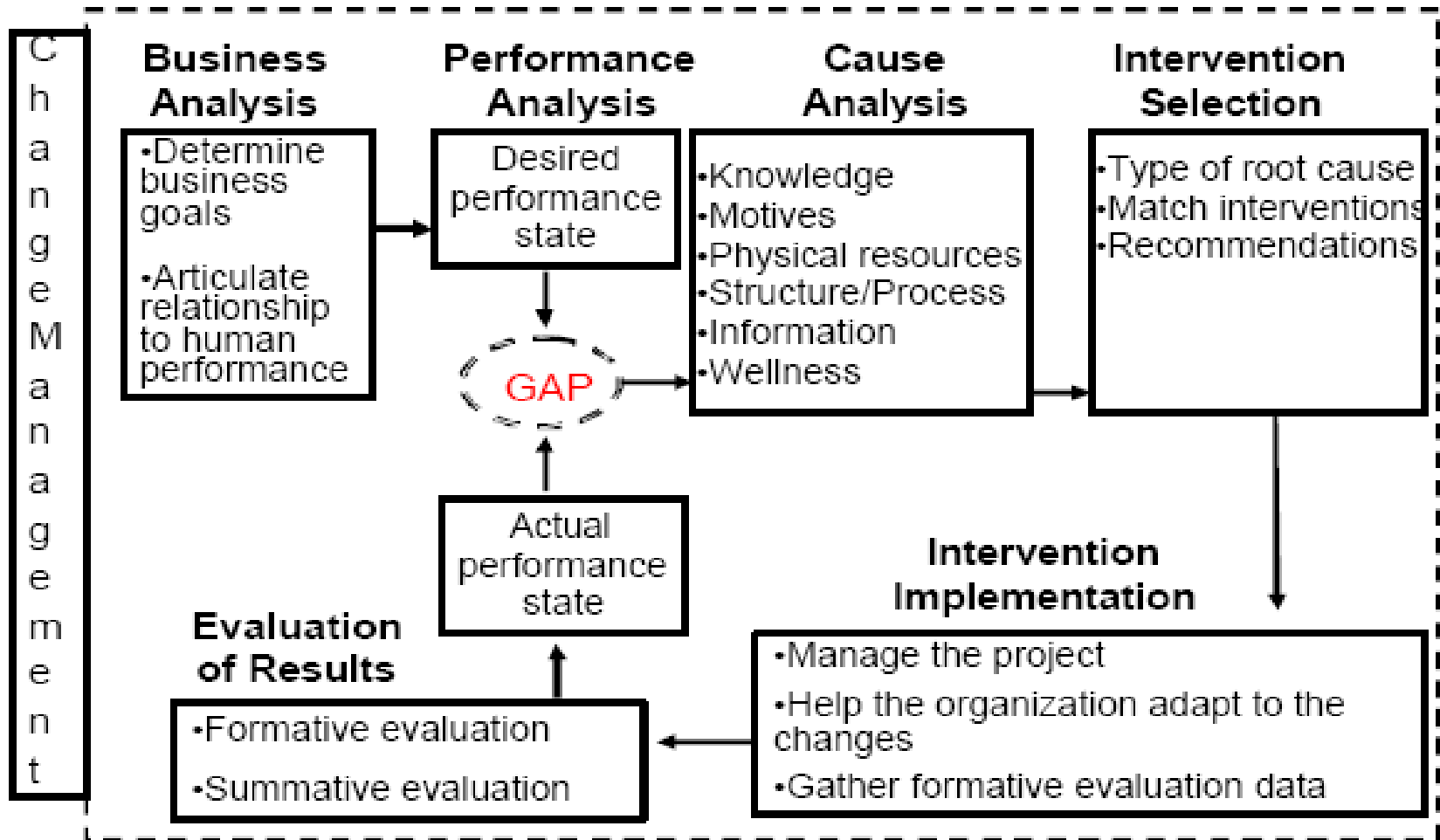
# ISPI HPT ANALYSIS MODEL





# ASTD HPI MODEL

## HPI Model ©ASTD 2000



# SIX BOXES

<b>External</b>	<b>Expectations &amp; Feedback</b> <b>1</b>	<b>Tools &amp; Resources</b> <b>2</b>	<b>Consequences &amp; Incentives</b> <b>3</b>
<b>Internal</b>	<b>Skills &amp; Knowledge</b> <b>4</b>	<b>Selection, Assignment, Capacity</b> <b>5</b>	<b>Motives &amp; Preferences</b> <b>6</b>



## Enablers

## 1) Expectations &amp; Feedback

- 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

**Performance  
Influencing Model:  
Boxes 1-3  
EXTERNAL**

## 2) Tools &amp; Resources

- 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 of the job

## 3) Consequences &amp; Incentives

- Sufficient financial incentives contingent upon desired performance
- 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



**Obstructions**

**1) Expectations & Feedback**

- Poor contradictory, or absent descriptions and measures of expected work outputs
- Ambiguous, subjective, or conflicting information /expectations 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

**2) Tools & Resources**

- 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

**3) Consequences & Incentives**

- 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

**Performance Influencing Model: Boxes 1-3 EXTERNAL**

**Enablers**

**4) Skills & Knowledge**

- 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

**5) Selection, Assignment, Capacity**

- 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 are a good match with people's skills, knowledge, and preferences

**6) Motives & Preferences**

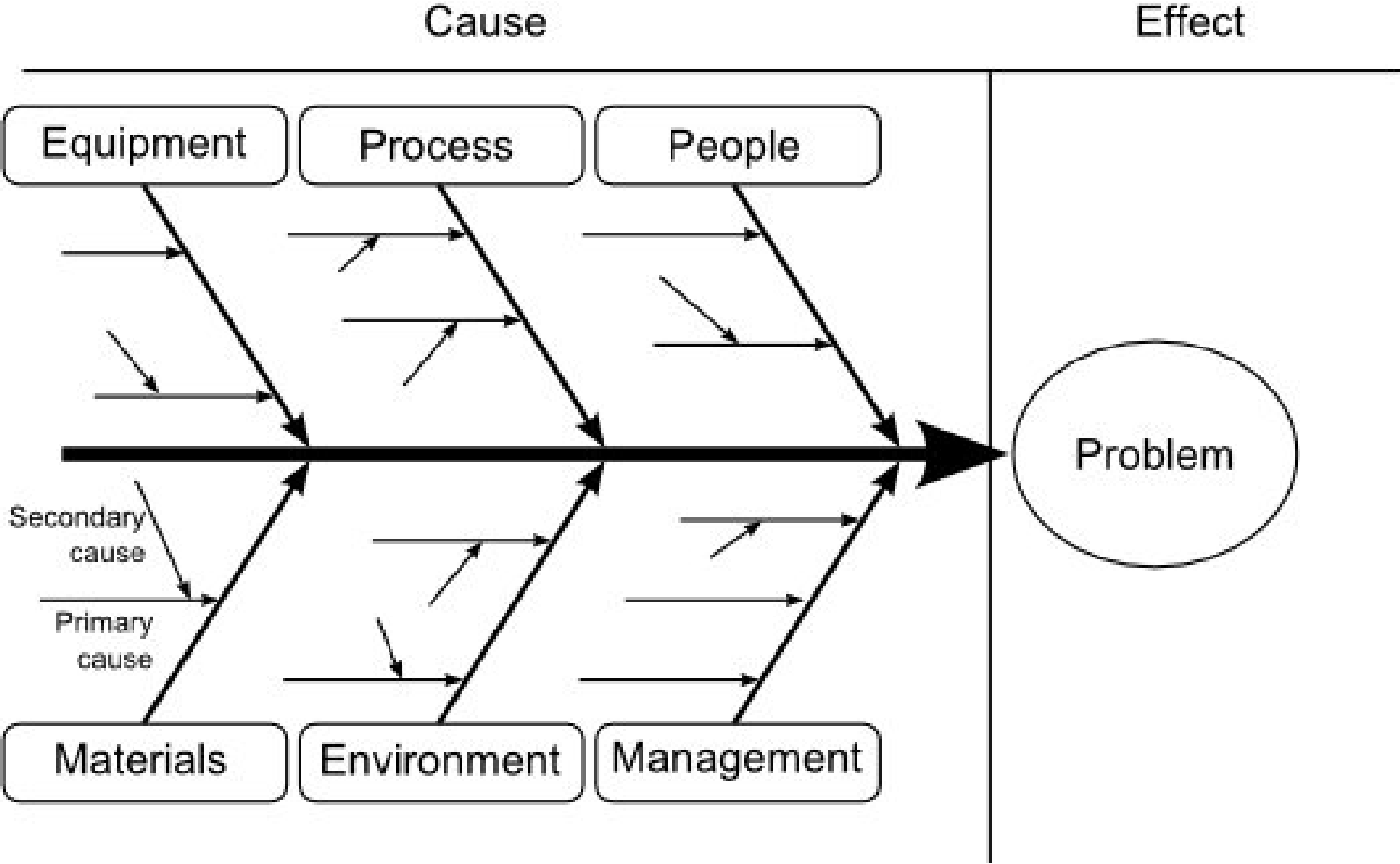
- Incentives and compensation that people are motivated to work for- they want what is available
- Assignments and job functions that sufficiently fit individual's preferences
- Positive, enthusiastic attitude about job and company
- Good relations with co-workers and environment that supports positive social feelings.

**Performance Influencing Model:  
Boxes 4-6  
INTERNAL**



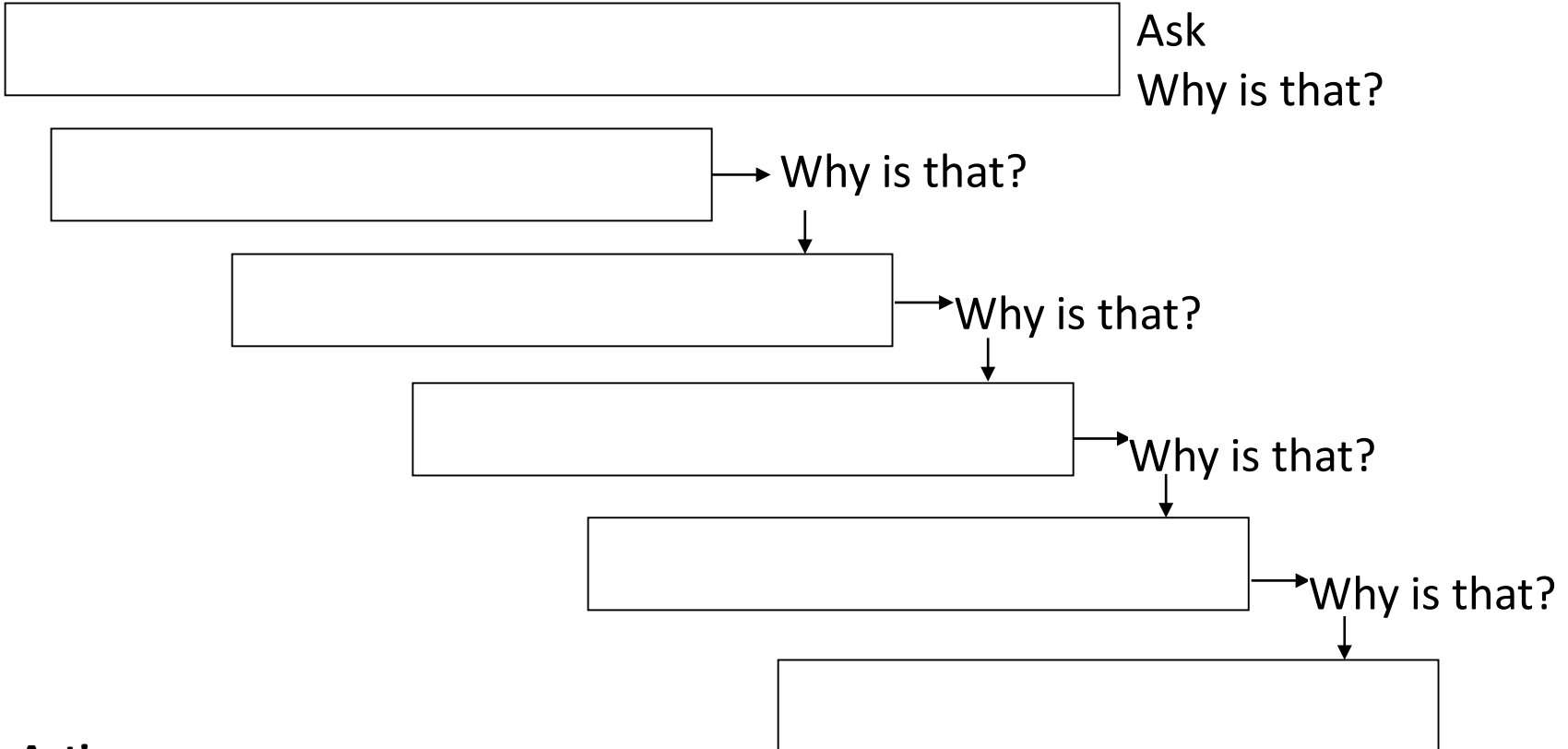
<b>Internal/Employee Influence</b>		<b>4) Skills &amp; Knowledge</b>	<b>5) Selection, Assignment, Capacity</b>	<b>6) Motives &amp; Preferences</b>
	<b>Obstructions</b>	<ul style="list-style-type: none"> <li>• Training and other learning methods that are cumbersome, ineffective, not worth the time, or don't produce performance improvement</li> <li>• Training as the automatic solution to performance problems</li> <li>• Training not based on characteristics of exemplary performance</li> <li>• Training on wrong objectives/topics— not based on real gaps</li> </ul>	<ul style="list-style-type: none"> <li>• People with intrinsically different abilities than the job requires</li> <li>• Performance scheduling demands that prevent people from being at their peak</li> <li>• Inappropriate social behavior</li> <li>• No background or interest in the job</li> </ul> <div data-bbox="803 1093 1319 1343" style="background-color: #8B2323; color: white; padding: 10px; text-align: center;"> <p><b>Performance Influencing Model: Boxes 4-6 INTERNAL</b></p> </div>	<ul style="list-style-type: none"> <li>• Incentives and compensation that just isn't worth the work, if there are other jobs available</li> <li>• Assignments and job functions that conflict with individuals' preferences</li> <li>• Negative, cynical, or defeated attitude about job and company</li> <li>• Chronically problematic relations with co-workers</li> <li>• Unpleasant working conditions</li> </ul>

# ISHIKAWA/FISHBONE DIAGRAM



# 5 WHYS

Define the Problem



Blank area for recording the final action.

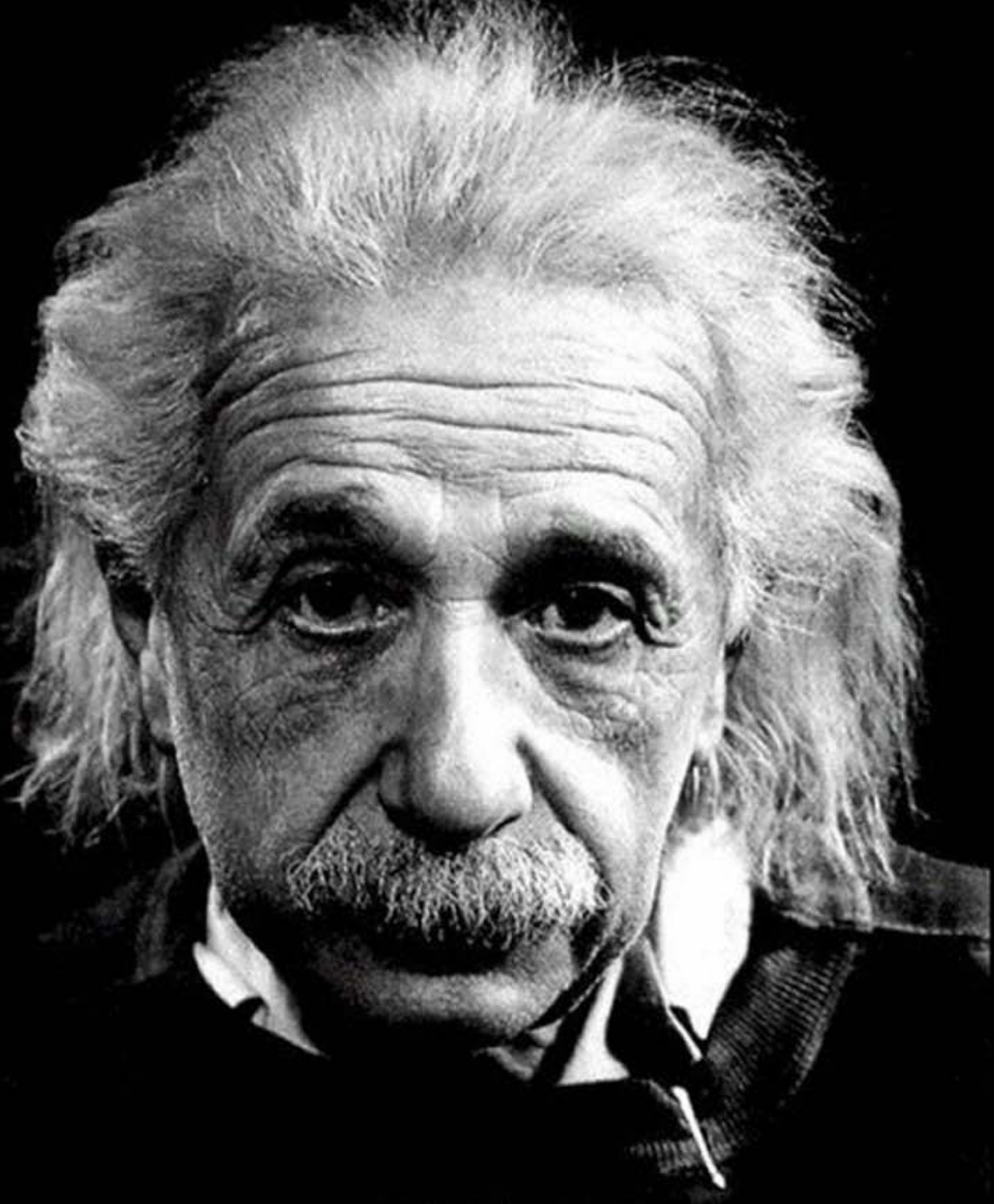






**DON'T TAKE THE PROBLEM AT FACE VALUE  
ASK QUESTIONS TO FIND OUT WHY IT'S THERE**

To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science.



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

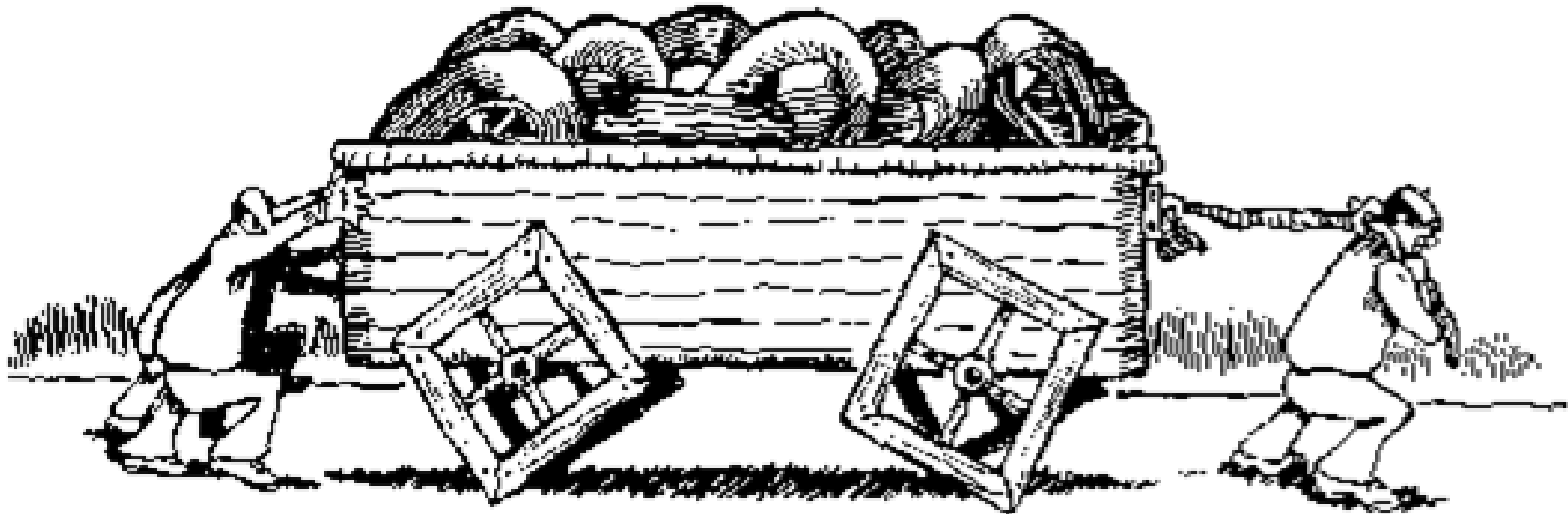


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