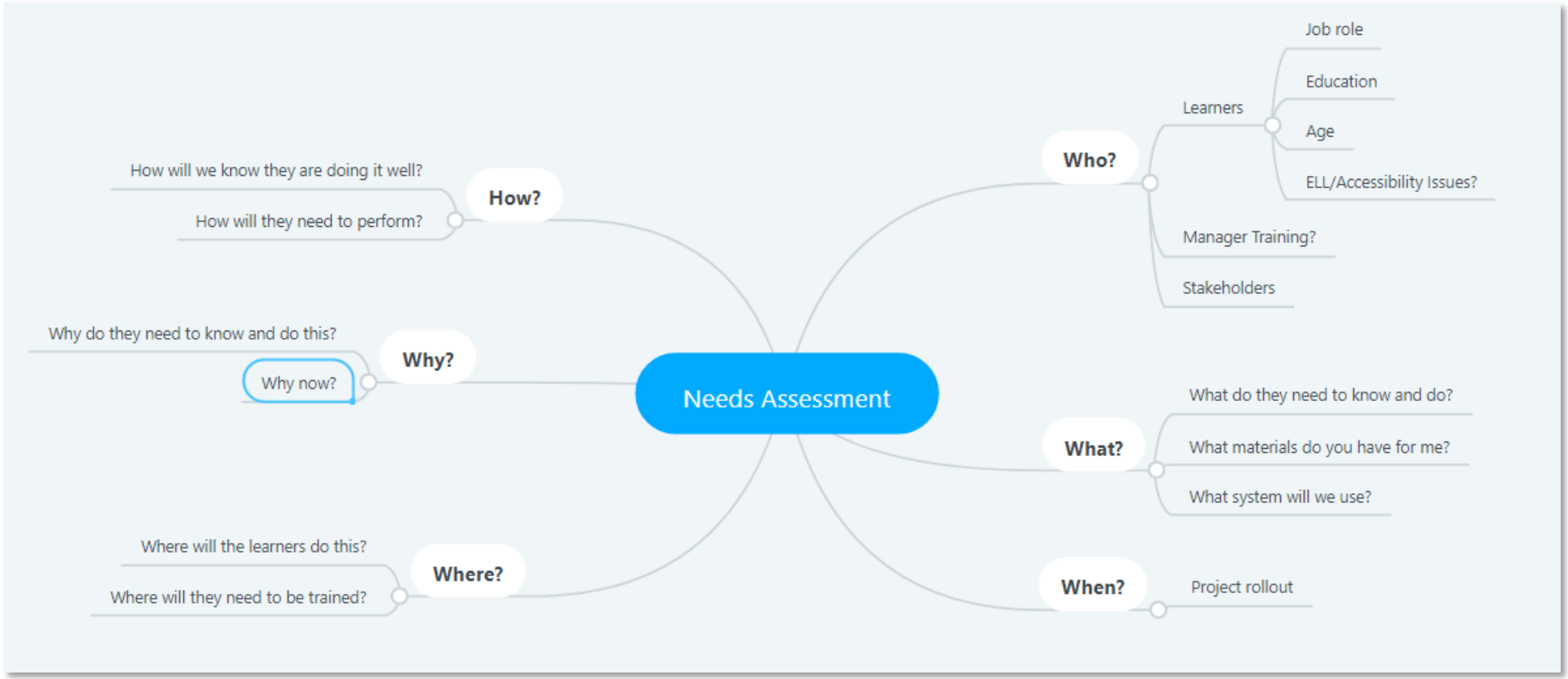
# Down and Dirty Needs Assessment

Training 2020 | Orlando, FL

Use this method for new initiatives.



# 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 | | | |



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SIX BOXES ANALYSIS

# Behavior Influencing Model – Enablers / Positive Behavior Influences

Look for these positive attributes in your Six Boxes analysis

| Expectations and Feedback (1) | Tools and Resources (2) | Consequences and Incentives (3) |
|---|---|---|
| • Descriptions and measures of expected work outputs<br>• Clear and relevant information/expectations on how to do the job<br>• Relevant, timely, frequent, positive, concrete feedback about how one is performing against expectations<br>• Constructive suggestions for improvement and corrective feedback | • Tools, resources, time, materials, and physical environment designed to support optimal work output and comfort<br>• Access to managers, coaches, and experts on a timely basis<br>• Sufficient personnel to support efficient workgroup performance<br>• Optimal work processes and job designs<br>• Reference tools and resources that are easy to use and built for the job | • Sufficient financial incentives contingent upon desired performance: a comp plan that works<br>• Non monetary incentives for success<br>• Informal positive social consequences for doing the right thing – from managers and peers<br>• Career development opportunities<br>• Clear consequences for poor performance<br>• Consequences that match expectations and feedback |
| **Skills and Knowledge (4)** | **Selection, Assignment, Capacity (5)** | **Motives and Preferences (6)** |
| • Training that teaches the skills and knowledge required to accomplish organizational goals<br>• Opportunity to learn by the most efficient and effective means, in classrooms, self-study, with means, with managers and coaches<br>• Training designed to support performance of exemplary performers<br>• Training to teach proficiency in the use of the best tools and resources<br>• Effective skills training, opportunities to practice skills, and skill support/modeling from managers | • A good match between the capacity and characteristics of people and jobs<br>• Effective selection processes and tools<br>• Other personal attributes and characteristics needed for success in the job<br>• Assignment to jobs / tasks that is a good match with people's skills, knowledge, and preferences | • Incentives and compensation that people are motivated to work for – they want what is available<br>• Assignments and job functions that sufficiently fit individual's preferences<br>• Positive, enthusiastic attitude about job and company<br>• Good relations with co-workers and environment that supports positive social feelings. |

From Tina Teodorescu, Based on content from T.F. Gilbert, 1996 (new edition) *Human Competence.*

# Behavior Influencing Model – Obstructions / Negative Behavior Influences

Look for these negative attributes in your Six Boxes analysis

| | | |
|---|---|---|
| **Expectations and Feedback (1)**<br>• Poor, contradictory, or absent Descriptions and measures expected work outputs<br>• Ambiguous, subjective, or conflicting information / expectation on how to do the job<br>• Vague, infrequent, negative, delayed, unconstructive feedback about how one is performing against expectations<br>• Too many different expectations, lack of clear priorities. | **Tools and Resources (2)**<br>• Not enough people, money, time, supplies, equipment, or other resources to do the job efficiently and effectively<br>• Lack of good coaching from managers<br>• Inefficient, poorly designed jobs and workflow<br>• Lack of needed support functions/staff<br>• Bad ergonomics or other physical environment factors.<br>• Reference tools or needed information that is hard to use or find, irrelevant, absent, not helpful, and/ or information overloaded | **Consequences and Incentives (3)**<br>• Too little compensation<br>• No recognition for exemplary performance<br>• Informal negative social consequences for doing the right thing – from managers and/ or peers<br>• Informal positive social consequences or easy excuses for doing the wrong thing<br>• Unclear or absent career development opportunities or career planning process<br>• Poor performance rewarded the same as good performance<br>• Consequences inconsistent with expectations and feedback |
| **Skills and Knowledge (4)**<br>• Training and other learning methods that are cumbersome, ineffective, not worth the time, or don't produce performance improvement<br>• Training as the automatic solution to performance problems<br>• Training not based on characteristics of exemplary performance<br>• Training on wrong objectives /topics – not based on real gaps | **Selection, Assignment, Capacity (5)**<br>• People with intrinsically different abilities than the job requires<br>• Performance scheduling demands that prevent people from being at their peak<br>• Inappropriate social behavior<br>• No background or interest in the job | **Motives and Preferences (6)**<br>• Incentives and compensation that just isn't worth the work, if there are other jobs available<br>• Assignments and job functions that conflict with individuals' preferences<br>• Negative, cynical, or defeated attitude about job and company<br>• Chronically problematic relations with co-workers<br>• Unpleasant working conditions |

From Tina Teodorescu, Based on content from T.F. Gilbert, 1996 (new edition) *Human Competence.*