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# SHOW ME THE PROBLEM

## BUILDING THE FOUNDATION

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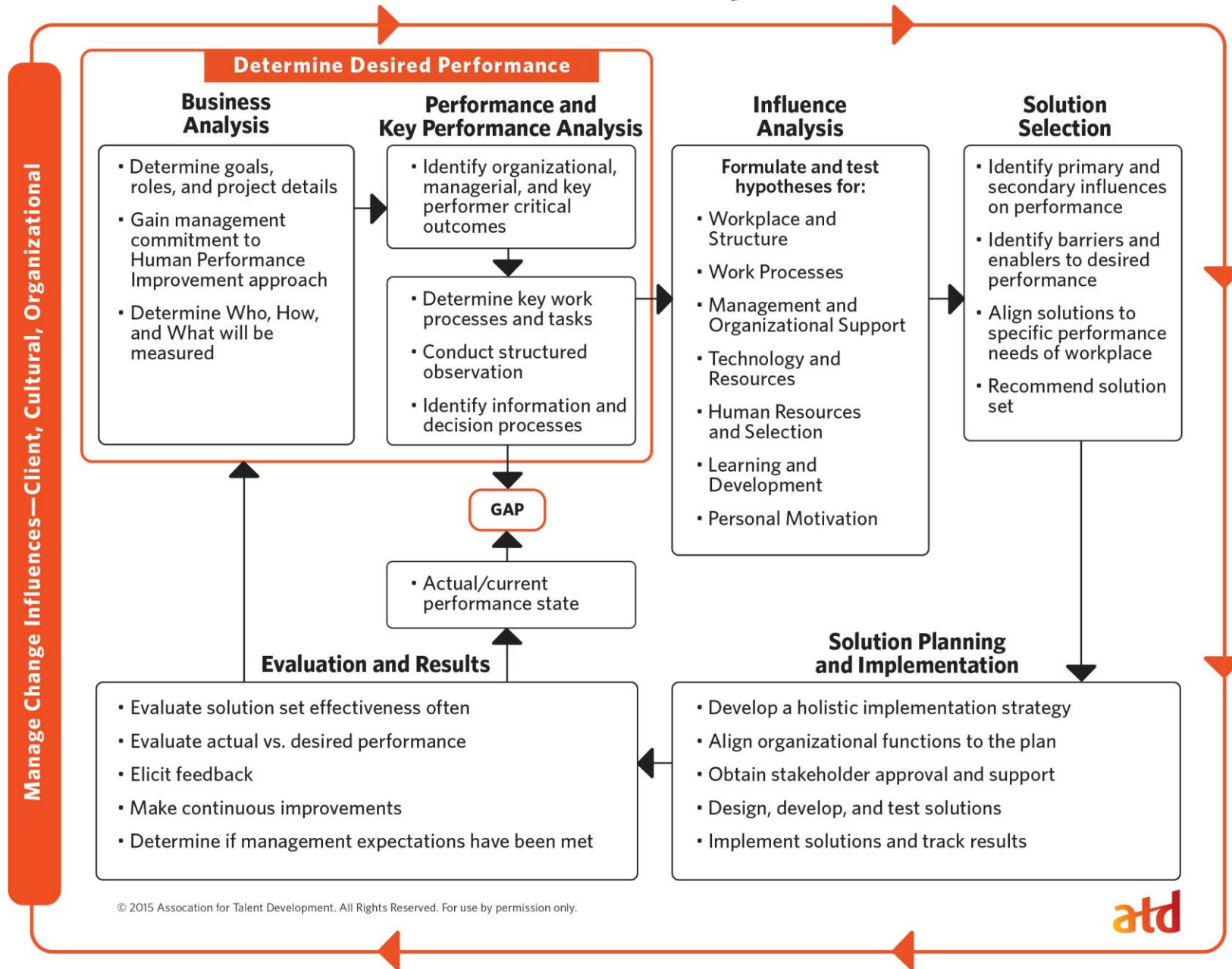
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# CURRENT WORK ANALYSIS

| Project | Compliance | Conceptual | Informational | Leadership | Procedure | Process | Product | Soft Skills | Software | Presenting Problem | Business Problem | Goal |
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## CURRENT WORK ANALYSIS

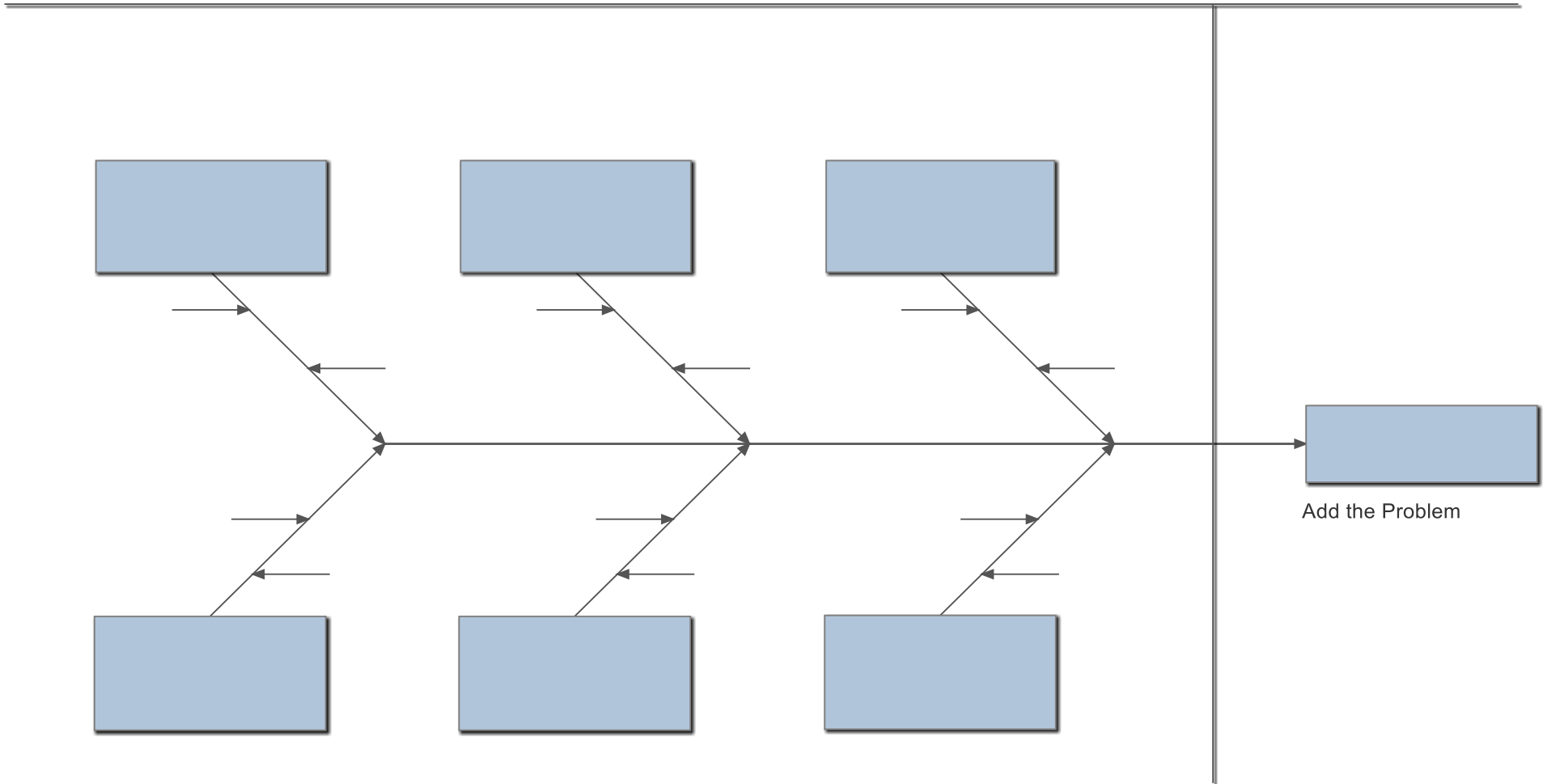| Project | Compliance | Conceptual | Informational | Leadership | Procedure | Process | Product | Soft Skills | Software | Presenting Problem | Business Problem | Goal |
|---------|------------|------------|---------------|------------|-----------|---------|---------|-------------|----------|--------------------|------------------|------|
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# ATD Human Performance Improvement Model

## Manage Change Influences—Client, Cultural, Organizational

### Determine Desired Performance

#### Business Analysis

- Determine goals, roles, and project details
- Gain management commitment to Human Performance Improvement approach
- Determine Who, How, and What will be measured

#### Performance and Key Performance Analysis

- Identify organizational, managerial, and key performer critical outcomes

- Determine key work processes and tasks
- Conduct structured observation
- Identify information and decision processes

**GAP**

- Actual/current performance state

#### Influence Analysis

Formulate and test hypotheses for:

- Workplace and Structure
- Work Processes
- Management and Organizational Support
- Technology and Resources
- Human Resources and Selection
- Learning and Development
- Personal Motivation

#### Solution Selection

- Identify primary and secondary influences on performance
- Identify barriers and enablers to desired performance
- Align solutions to specific performance needs of workplace
- Recommend solution set

#### Evaluation and Results

- Evaluate solution set effectiveness often
- Evaluate actual vs. desired performance
- Elicit feedback
- Make continuous improvements
- Determine if management expectations have been met

#### Solution Planning and Implementation

- Develop a holistic implementation strategy
- Align organizational functions to the plan
- Obtain stakeholder approval and support
- Design, develop, and test solutions
- Implement solutions and track results

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# FISHBONE DIAGRAM

Cause

Effect

Add the Problem

**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
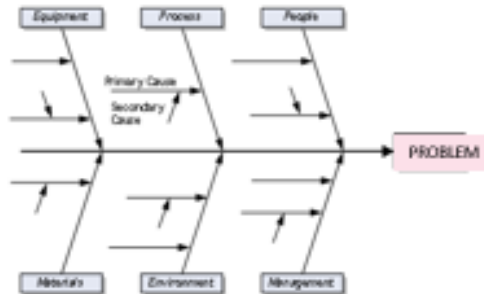


**4Ps**
- Policies
- Procedures
- People
- Plant/Technology

**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
- Policies
- Place
- Product
- People
- Processes
- Price
- Promotion
- Physical Evidence
- Personnel
- Place
- Product (Service)
- Price
- Promotion
- Process
- 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** | | | |

# Behavior Influencing Model – Enablers / Positive Behavior Influences

Look for these positive attributes in your Six Boxes analysis

## Expectations and Feedback (1)

- 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

## Tools and Resources (2)

- 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

## Consequences and Incentives (3)

- 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

## Skills and Knowledge (4)

- 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

## Selection, Assignment, Capacity (5)

- 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

## Motives and Preferences (6)

- 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.

# Behavior Influencing Model – Obstructions / Negative Behavior Influences

Look for these negative attributes in your Six Boxes analysis

| Expectations and Feedback (1) | Tools and Resources (2) | Consequences and Incentives (3) |
|---|---|---|
| • 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. | • 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 | • 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) | Selection, Assignment, Capacity (5) | Motives and Preferences (6) |
| • 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 | • 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 | • 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.*