**IMPROVING HUMAN PERFORMANCE (Module 3)**

This information is based on ASTD Learning System imprint 10-09-5-6. There may be variations with your version on objective phrasing and chapter titles.

| **1-HUMAN PERFORMANCE IMPROVEMENT (some overlap with chapter 7)** | |
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| **Objective** | **Information** |
| State the purpose and goals of HPI. | To provide an objective, systematic way to fix an organization’s performance problems.  To improve organizational results by improving individual and organizational performance.  Goals:   * Identify goals of the organization * Define the gap between desired performance and actual performance * Identify the causes of the performance gap * Select appropriate solutions that will address those causes * Implement the interventions * Evaluate the results |
| Describe the differences in outcomes between HPI and training. | Training aims to improve individuals’ knowledge or skills, whereas HPI aims to improve individual and organizational performance in relation to organizational goals.  Training outcome—learner performance transferred to job  HPI outcome – individual and/or organizational improvement in performance |
| List five factors that affect human performance. | Knowledge, skills, desire (attitude/motivation), environment, and opportunity. (p.4 for details) |
| List four HPI models. | * Gilbert’s Behavior Engineering model: Causes of gap can be categorized into lack of… information, resources, incentives/consequences, knowledge or skill, capacity, or motivation * Rummler-Brache’s 9 Performance Variables Model: 3 levels of performance: Organizational, Process, & Job or Performer level, versus 3 performance needs: Goals, Design, Management (p. 5 for figure). * Harless’ Front-End Analysis Model: Understanding the cause should drive the solution. 3 forms of analysis – business, performance, and cause. Steps of analysis: project alignment, analysis of new performance, diagnosis of existing performance, and planning for integrated intervention * ASTD HPI (see Figure 1-2) * ISPI HPT (similar to ASTD’s model, without the “change management overall.” * Mager and Pipe’s Human Performance Model: Situational specific model and evaluates bang for buck of fixing problem. |
| Explain the importance of being objective and not entering an HPI engagement with a specific solution in mind. | Without a thorough understanding of organizational goals, performance gaps, and causes of the performance gaps based on objective evidence, the WLP professional cannot make recommendations that are as likely to improve performance or have long-term impact. |
| Describe the relationship between systems thinking and performance improvement. | Organizations are systems and react as systems—the harder you push on the system, the harder the system pushes back. So although you can “fix” a part of the system, predicting the effect this change will have on other parts of the organization is far more difficult. |
| State the relationship between the big-picture goals of an organization and the HPI initiative. | Business goals are the drivers for the organization and identify what really matters to the organization. So HPI initiatives should target important business outcomes or resources may be wasted on initiatives that do not appear value-adding to the organization. |
| Explain the role that change management plays in HPI. | Managing change is part of any performance improvement project—because the goal of project is an improved and sustained change. |

| **2-BUSINESS, PERFORMANCE, and GAP ANALYSIS** | |
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| **Objective** | **Information** |
| Describe how to use performance analysis to identify an organizational issue or need. | Note—book focuses on business analysis not performance analysis here (pp 16-17)  Business analysis determines what performance issues are paramount and how to allocate resources wisely.  Performance Analysis measures the gap between desired and actual performance (p. 18).  The gap in performance = organizational issue or need. |
| List several factors that affect an organization that should be considered during an external analysis. | Economic factors, Social factors, Political and legislative factors, workforce factors (e.g., recruitment, development, union, turnover…), Technological factors, and Competitive factors. |
| Describe how goals analysis relates to the project scope. | The scope should clearly identify the desired outcomes or results that are critical. The project scope must also include a definition of “done.” |
| List four measurement criteria that reflect objectives were met. | Star Note: Book doesn’t cover this well…  Could be thinking Kirkpatrick’s 4 levels, just applied to the intervention.  Could be meaning:   * Pre-intervention measurement * Post-intervention measurement * Formative evaluation (during intervention roll-out to improve intervention) * Summative evaluation (after project and measures the impact and ROI type measurments) |
| Describe constraints analysis and list five limiting factors. | A constraints analysis identifies the project’s limiting factors, which may include budget, time available, timing, space, resource availability, resource expertise to conduct the analysis, and other organizational priorities. |
| Describe the role cultural analysis plays in HPI. | It uncovers the values and beliefs of the organizations culture.  Culture includes flexibility of organization to change and communication effectiveness. |
| List five components in a gap analysis. | * Driving forces * Restraining forces * Current State * Desired State * Methods for change (remember change to any part of the organization effects other parts; so identify how to manage change) |
| Describe the concept of workflow analysis and the elements involved in this analysis. | It identifies:   * How the work gets done * The roles and responsibilities of each individual in the process * All resources and systems used |
| List five tools to establish a performance gap and describe how to apply them. | * Affinity Diagrams & Interrelationship Digraphs (AD=logical grouping of data and ID=charts cause-and-effect relationships among groupings) * Flowcharts (a visual representation of the steps in a process * Interviews (one-on-one discussions; advantages/dis in table 2-2) * Focus groups (interviews of groups of key players at same time; adv/disadv in table 2-3) * Surveys and questionnaires (ask respondents a series of focused questions; Adv/Disadv in table 2-4) |
| List several factors related to forecasting human resource needs. | * Development and use of human resources * Job market * Turnover analysis * Stakeholder identification and awareness of what each group needs to succeed * Sponsor identification and assistance with navigating the political arena * Development of a learning organization |

| **3-ROOT CAUSE ANALYSIS** | |
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| **Objective** | **Information** |
| Explain the importance of identifying and addressing the root cause of a performance issue. | The goal of root cause analysis is to answer, “Why does the performance gap exist?”  By determining root causes and not just symptoms you can customize interventions to target the real cause and not just patch the surface (easy to see) problems. |
| List and define the categories of root causes. | Types of root causes:   * A lack of knowledge or skills on the part of employees * A lack of the proper physical resources to do the job * A problem or weak link in the structure or process of the work or work flow * A need for more information concerning the job (e.g. procedure, management communication) * A lack of or a change in leadership * A lack of information about consequences of poor performance * A problem with the motives and expectations of the workforce * Inadequate feedback * Inadequate incentives or rewards * Performer’s lace of capacity to do the job because of a hiring, selection, or promotion problem |
| Describe three tools for determining the root causes of performance issues and how they are used. | * Cause-and-Effect Diagrams (fishbone /Ishikawa diagrams) – see figure 3-1 p. 35 * Five Why Technique (keep asking why to drive to root cause) * Pareto analysis (bar chart displaying relative importance or frequency of problem causes. Then pick top 20% of causes, which should reduce 80% of the manifestation) * Brainstorming (group generate ideas and then analyze them) |
| Explain the importance of gathering hard data and the importance of reinforcement provided by people through storytelling. | Hard data provides ability to make objective, appropriate recommendations. It appeals to the bean counters for justification of decisions made or needed.  Need to get real picture of an organization, such as determining what is truly motivating or demotivating performers through storytelling.  Star Note: Storytelling is the way we feel “connections” with other people, concepts, or the culture. It often provides concrete examples that people can identify with or choose not to identify with. *Made to Stick* and *Influencer* are great books that demonstrate the power of the storytelling aspect. |

| **4-INTERVENTION SELECTION AND IMPLEMENTATION** | |
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| **Objective** | **Information** |
| Describe the role that population analysis plays in identifying a specific performance improvement solution. | By analyzing the demographics and characteristics of stakeholders via a population analysis, the practitioner can determine who will participate in the intervention and identify any education or experience factors, physical needs, and cultural influences that need to be considered and addressed. |
| Describe the role resource analysis plays in selecting a specific performance intervention. | It identifies the resources and constraints on those resources needed to support the performance intervention. |
| List the six categories of interventions available to the performance improvement professional. | Root causes => Interventions   * Structure and process => conflict management, culture reshaping, process leadership, performance appraisals, staffing, process redesign, job interviews * Resources =>ergonomic & human factors, automation and computerization, physical resource management * Information =>knowledge management, networks for information, balanced scorecard, meetings & dialog, newsletters, public relations campaigns, debriefing * Knowledge & Skills =>accelerated learning, action learning or training, coaching, competency modeling, EPSS & jobaids, On-the-job training (OJT), training, self-directed learning * Motives =>rewards and recognition, compensation systems, playfulness, motivation systems, team building [feedback and interaction with manager/supervisor] * Wellness =>energy management, work-life balance, employee assistance programs, counseling, win-win negotiating, violence prevention |
| List three decision-making matrixes and methods along with their advantages and disadvantages. | * Multivoting or Nominal Group Technique – creates a rank-ordered list of causes or solutions. * Affinity Diagrams and Interrelationship Digraphs – AD provides method to apply logic to group data and the ID documents relationships between groupings * Countermeasure matrix – decision-making matrix to determine countermeasures to the root causes; identifies and ranks 1-3 solutions.   Book failed to list advantages or disadvantages for these.  Also failed to mention Kepner-Tregoe (?) which is a good decision-making tool. |
| List five activities to build customer-client relationships and their benefits. | * Bringing people on board and getting them involved * Listening to their ideas and opinions * Helping them feel part of the solution and thus increasing their buy-in * Positioning the intervention in relation to the business context, terminology, and strategic nature of the intervention to bridge gaps and achieve organizational goals * Building buy-in and support for all strategies that are part of the solution |
| Describe what a performance improvement professional needs to know about budgeting and cost when recommending performance interventions. | If a solution costs as much to implement (or more) as the anticipated effect or change $$ benefits, then another choice may be preferred. In other words Return on Investment must have a positive yield. |
| Explain why the choice of a specific intervention should fit the organization culture and how to identify that culture. | All organizations have a series of unstated values, ways of interaction, informal rewards, symbols, and traditions that constitute the organizational culture. Understanding the organizational culture is critical, and failure to do so will likely doom information-gathering efforts and result in an intervention that the organization will fail to accept.  ID culture through cultural analysis. (Chapter 2) |
| Explain why describing features, advantages, and benefits of various solutions is important. | Being able to articulate the features, advantages, and benefits of solutions to stakeholders, especially the decision-makers, so that informed decisions can be made, and buy-in can be achieved. |
| Describe some ethical considerations that should be addressed when exploring potential solutions for an organization. | (explored more in Module 6)  Considerations: sensitive information, internal politics, legal implications  Because the work affects both individuals and organizations, modeling ethics and integrity is critical. Use codes of ethics or standards. |
| Describe why networking is an important activity for performance improvement professionals. | Implementation of any performance improvement strategy takes multiple people to support and help implement. To partner effectively, the HPI practitioner needs to develop excellent networking skills to expand their people resources. |

| **5 – MEASUREMENT AND EVALUATION** <1 pager referring to Mod 4> | |
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| **Objective** | **Information** |
| Describe the importance of measuring the overall success of an HPI intervention for the customer, the organization, and the practitioner. | To provide a tabulation and summary that can provide relevant information to make decisions upon for each stakeholder.  See Module 4, Chapter 5 for more info. |
| State four crucial aspects of measurement the HPI practitioner should know. | Crucial aspects of HPI evaluation are knowing:   * How to measure * What to measure * When to measure (or not measure) * How much to invest in measurement |

| **6-CHANGE MANAGEMENT** - <1 pager referring to Mod 5> | |
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| **Objective** | **Information** |
| Describe several change management considerations and steps when creating and implementing a solution. | See Mod 5, Chapter 6 |
| Explain the role of the change agent. | Change agents are responsible for implementing or facilitating the specifics of the change (often the HPI practitioner):   * Helping decision makers articulate the “why” of the change * Articulating the value of what exists * Assessing whether what already exists is suitable or if a replacement is needed * Speaking up for appropriate actions that are underway but not yet completed |

**CHANGE 9/2009:**

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| **Chapter** | **What has changed** |
| 6: Change Management  (This is really Module 5 applicable) | • Expanded content on the role of WLP professional as organizational change agent (1 page). |

| **7-HPI MODELS (repetitious of chapter 1)** | |
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| **Objective** | **Information** |
| Explain the importance of understanding multiple HPI models. | Being familiar with several models and knowing some of the advantages and disadvantages of each allows a practitioner to adapt to meet the needs of a project or client.  [Star interpretation here]  Each HPI model provides guidelines and insights into organizational design and development or performance technology. By knowing multiple models you can apply or synergize the models to best focus on the performance issues at individual, process, or organizational levels. |
| Describe the ASTD HPI model. | ASTD Model (Figure 7-1 p. 64) is 6-step process:   1. Business analysis 2. Performance analysis (gap analysis) 3. Root cause analysis 4. Intervention selection 5. Intervention Implementation 6. Evaluation of results |
| Describe the steps of the HPI process and how they relate to each other. | * Business analysis – examines organization’s mission, vision, values, goals, and strategies. Esp goals & organizational strategy; this ensures interventions align to corporate priorities. * Performance analysis (gap analysis) – identifies ideal state, current state, & gap. It helps clarify how to measure results/success. * Root cause analysis – identifies why the gap exists. This provides a guide for aligning intervention to the cause. * Intervention selection – align right interventions to 1) the root cause(s) and 2) the corporate priorities (including budget and cost considerations) * Intervention Implementation – implement the selected interventions; may require timed sequencing of interventions or stages of one intervention * Evaluation of results – determines if the business goals have been met (BA) and what the PA identified as success measures. |
| Describe Rummler-Brache’s Nine Performance Variables. | 3x3 matrix of Organization level, Process level, and Job/Performer level versus Goals, Design, and Management.  When you try to identify why a performance problem exists, examine factors at all three levels.  Table 7-2 (pp. 69-70) is nice tool of the 3x3 with important questions to ask at the different parts. |
| Recall one alternate HPI model. | Book only focuses on Gilbert’s here, but I would note that Mod 1 objective 4, provides 5 other alternate models.   * Gilbert’s Behavior Engineering model: Causes of gap can be categorized into lack of… information, resources, incentives/consequences, knowledge or skill, capacity, or motivation |

| **8-SYSTEMS THINKING AND THEORY** | |
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| **Objective** | **Information** |
| Explain why systems thinking and theory is important for improving performance. | Systems thinking looks at problems holistically. With systems thinking, a WLP professional tries to determine what underlying fundamental relationships are causing the problem, rather than being forced to react and put out fires. |
| List three cultural and global factors the HPI practitioner should consider during an HPI initiative. | * Economic factors, such as the effects of pricing decisions and local currencies * Social interactions, such as the norms of the society within which the organization operates, local rules of engagement, and standard practices * Traditions, such as local holidays |
| List and describe two sets of factors to consider for overseas assignments. | Expatriate practices and support systems, e.g.:   * Pre-departure training/orientation * In-country training * Re-entry training * Ex-pat communication/networking |
| Describe mergers and acquisition management.  Star note: find test writers seem to like questions on 4 dis-types and how to respond to each type. | M&A management involves changes in organizational structure or systems through mergers, acquisitions, and downsizings.  CHANGE MANAGEMENT needed.  People who are going through transition transverse 4 stages:   * Disengagement – appears to lose interest or initiative (essentially stops producing) * Disidentification – has lost his/her identity and becomes vulnerable. They feel stranded, frustrated, hurt, or betrayed. * Disorientation – feels lost and confused, they do not know where they fit in or what they feel. Spend time determining what should be done instead of how to do it. * Disenchantment – realizes that what is gone is gone. May show anger, negativity, and seek support. |
| List and describe two sets of factors related to industry knowledge. | * Competitive environment – relates to what competition is doing, new/emerging technologies, innovations, market demands… * Compliance Issues – requirements/laws/good practices…such as health and welfare and financial reporting requirements by industry, country, or region |
| List four factors related to broad company knowledge. | * The industry segment * The organizational structure * Formal and informal power structures * Knowledge transfers |
| Explain the concept of a system archetype. | A system archetype is a generic system configuration that can be applied to many different situations. It provides behavioral insights into the type of systems one is working with. |

| **9-GROUP DYNAMICS PROCESS** | |
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| **Objective** | **Information** |
| Explain group dynamics. | Group dynamics = the way the individuals interact and relate in group efforts.  Behavioral styles, personalities, power and influence strategies, organizational culture, expertise, and group facilitation strategies can affect group dynamics. |
| Explain why understanding group dynamics is important in improving performance. | Teams and organizations benefit from full participation of all team members. Understanding group dynamics allows for maximum efficiency in helping individuals involved in selecting and implementing interventions to work together productivity toward the common goal of improving the organization’s business results. |
| Explain groupthink. | Groupthink is when each member of the group makes his/her stated opinion conform to the perceived consensus of the group. |
| List strategies to ensure full group participation in team decisions. | [I’m not sure if this objective applies to methods to avoid groupthink or decision-making processes]  To avoid groupthink:   * Assign member to act as devil’s advocate to team consensus * Creating avenues of anonymous feedback * Allowing method of appealing outside the group * Use methodical decision-making processes   Decision-making processes   * Brainstorming * Nominal Group Technique * Affinity and interrelationship diagramming * Generic Decision-making process   [Star note: I would add Six Thinking Hats approach to either list] |
| List behavioral styles of individuals. | There are a number of models for such, but book uses DiSC, which primarily focuses on how one interacts/leads-follows in a group activity.   * Dominance (direct and decisive) * Influence (optimistic and outgoing) * Supportive (sympathetic and cooperative) * Conscientious (concerned and correct) |
| Describe the experiential learning model. | Focus is that humans learn best by discovering / experiencing.  Typical format:   * A brief intro may present the main learning objective covered by a lesson. * The problem is introduced * Debriefing of the problem (typically interactive discussion—tangible lessons, then learner’s feelings, then abstract key points) * Reinforcement of learning points in more detail * Second learning problem to practice skills * Group summarizes key learning points or solutions   [Star note: this varies slightly from the Experiential Learning Cycle which has 5 stages: Experiencing, Publishing, Processing, Generalizing, and Applying – Module 1] |
| Describe the Tuckman model. | The progression/regression of team dynamics. Originally 4 stages, later added 5th. Note, introduction of new element (or removal of old) may cause team to regress to an earlier stage like forming as the changes are felt out by the team members. |
| List the five stages in the Tuckman model. | 1. Forming (tend to be polite; just starting to form bonds) 2. Storming (conflict and competition surfaces, boundaries tested) 3. Norming (cohesive group starts, output relatively high) 4. Performing (team identity is complete, morale is high, usually high level of trust) 5. Adjourning (team prepares for termination) |
| List the five stages in Cog’s ladder. | 1. Polite stage (trying to make good first impression) 2. Purpose (exploration of the why’s of team project) 3. Bid for Power (power bases established) 4. Performance Progress (dynamic interaction gets team working together) 5. Synergy (interaction leads to greater product than individuals working alone could produce) |

| **10-FACILITATION METHODS** | |
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| **Objective** | **Information** |
| Explain the differences between training and facilitation and process facilitation. | The purpose of facilitation is to make easier – whatever its focus is.  In training, facilitation is about making learning easier to accomplish.  Process facilitation involves helping the performers, managers, and stakeholders to make easier achievement of positive changes in the organization. |
| Describe how a facilitator may assist in team development. | Good facilitators ensure that teams do not get bogged down in personality or process issues and that every individual within the group is heard.  Facilitator’s roles includes:   * Coaching the team in processes, roles, procedures, policies, and goals * Attending team meetings (observer/coach/mediator/facilitator) * Acting as consultant to the team leader * Monitoring team dynamics, diagnosing problems, and making appropriate interventions [for team needs] * Promoting the team concept |
| List the key skills associated with facilitation. | Handling dysfunctional team members, using tools/techniques to facilitate team development, and using storytelling. |
| Summarize several tools that facilitators use to move teams from infancy to productivity. | * Listening * Agendas * Opening discussions * Shared framework of understanding * Summarizing * Brainstorming * Building agreement * Consensus building * Gaining closure   (pp99-100 for more details) |
| List several questioning techniques that facilitators use to stimulate discussions. | Open-ended, closed-ended, hypothetical, and Socratic.  See chapter 11. |
| List the steps in an effective meeting process. | * Opening (purpose, agenda, and process) * Adopt ground rules * Identify issues * Record issues * Prioritize issues * Share information * Brainstorm solutions * Refine options * Define points of agreement * Perform a reality check * Confirm agreement * (Close meeting & document distribution) |
| Explain the purpose of process mapping. | Process mapping is a workflow diagram to bring forth a clearer understanding of a process or series of parallel processes. Usually flowcharts are used. They help in identifying weaknesses and strengths and opportunities for redesign. |
| Describe process improvement methods. | Do process performance gap analysis, cause analysis, select interventions…  May use the PDCA model:   * Plan (determine the process/problem and how to address) * Do (implement interventions) * Check (evaluate success and results) * Act (based on Check, reflect and act on lessons learned) |
| Discuss one reason that teams often have difficulty in dealing with a problem. | “One of the main reasons teams encounter difficulty in dealing with problems is that they fail to follow an organized procedure.”  [What I built before I found the quote…]  Individuals bring different personal factors to their participation in a team. They may even change in the behavior when he/she appears before a group. This can include the willingness to make decisions or even establish on an agreed-upon process for making those decisions. Without decision-making ability or authority, a team may stay stymied, unable to implement a solution. |
| List several decision-making methods. | Generic problem-solving model:   1. Define the problem (state in form of a question) 2. Research and analyze the problem 3. Establish a checklist of criteria for use in evaluating possible solutions 4. List all possible alternatives 5. Select the best alternative and discuss how to implement it 6. Monitor implementation and modify it if required   Other decision-making processes include: voting, consensus voting, poll taking, nominal group technique, affinity diagrams, and countermeasure matrixes |
| Describe the goal and process of the nominal group technique as a facilitation tool. | Nominal Group Techniques allows group to generate numerous ideas and then to evaluate them.  Process:   * Silent idea generation * Round-robin reporting of ideas (recording all ideas on chart) * Discussion for classification * Ranking of solution importance   Star note: This technique is good for hesitant to participate people or when there is a dominant voice because ALL participants generate ideas and all are asked each round until all ideas are reported. |

| **11-QUESTIONING TECHNIQUES** | |
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| **Objective** | **Information** |
| Describe the importance of successful questioning techniques in an HPI initiative. | Successful application of questioning techniques permits one to gather information, evaluate acquisition of knowledge, and further understanding.  Questioning is used during all phases of HPI process, especially all analysis phases and evaluation phase. |
| Explain how and when to use open- and closed-ended questions. | Open-ended (who…, what…, where…, why…, when…, how…)   * To explore * To stimulate discussion   Closed-ended (usually yes/no or other 1 word answer)   * To focus or gain closure * To check for understanding * To gain a decision / test for consensus |
| State the purpose of using the Socratic method. | Purpose is to elicit engaged, thoughtful dialog with participants. Encourages students to think about exactly what is being asked and to prove the concepts of their arguments.  (See p. 115 for example questions.) |
| Explain the importance of being nonjudgmental when using questioning techniques to gather information during an HPI initiative. | In gathering relevant information about the organization, one needs to form a complete picture of the organization that is based on facts, not on one’s own opinions.  Also when interviewing, must not ask leading questions or the picture will be skewed.  [Star note: I also believe “showing judgement/reaction” in interviews or focus groups will alter how people respond.] |
| Describe the five why technique and how it relates to root cause analysis. | Five Why Technique asks why…then asks why about the answer…and so on for five interations.  Goal is to keep asking why to drive to root cause.  (also in chapter 3) |

| **12-PROJECT MANAGEMENT TOOLS AND TECHNIQUES -** <One pager referencing Mod 6> | |
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| **Objective** | **Information** |
| Explain the importance of using project management tools and techniques in an HPI initiative. | An initiative is essentially a project, with a distinct beginning and end (may include launch of ongoing program).  Project management systemizes the planning, organizing, and controlling work – usually for more effective or efficient results. |
| List several project management tools and techniques that contribute to the success of an HPI initiative. | Many…  See Module 6, Chapter 10. |

| **13-COMMUNICATION CHANNELS -** <One pager referencing Mod 5> | |
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| **Objective** | **Information** |
| Describe the importance of planning communication for an HPI initiative. | Success of organizational change is directly proportionate to the level of effective communication. |
| Discuss how communication channels, informal networks, and alliances can affect an HPI initiative. | Partnerships are fundamental to performance improvement. Great ideas cannot work in isolation – because implementation of any performance improvement workplace strategy takes other people to support and help roll out the intervention. So communication channels as the means to connect people together and to the change ideas is key.  See Mod 5, Chapter 9. |

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| 12: Project Management Tools and Techniques  (should be reflected in Mod 6) | • New information on the importance of communication while project managing an HPI initiative (1 paragraph). |
| 13: Communication Channels  (should be reflected in Mod 5) | • Discussion of Information Theory replaced with discussion of facilitating the adoption of change through communication channels (1 page). |

New source material in Module 3:

McLagan, P.A. (2008). “Leading Complex Change.” In *ASTD Handbook for Workplace Learning Professionals*, ed. Elaine Biech, 641-644. Alexandria, VA: ASTD Press.

**Gilbert’s Original Model**

Star note:

I used Gilbert’s Behavior Engineering Model (original when it was 4) for years as part of my gap analysis efforts. Here is the table from Handbook of Human Performance Technology edited by Stolovitch and Keeps (with one addition about procedures). I still find this useful to help match interventions to causes.

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| **Kind of Causes** | **Examples** | **Interventions** |
| Lack skill and/or knowledge | Don’t know product features  Have forgotten how  Unable to work the system | Training  Job aids  Coaching |
| Flawed incentives | Best workers get more work  Automatic salary increases  No pay for performance  No incentives  Supervisors ignore or fail to value | Revised policies  Revised contracts  Training for supervisors  Incentive and bonus plans |
| Flawed environment | Computer keeps going down  Forms are overly complex or ambiguous  Poor light, excessive noise, cramped quarters  Lack of procedures or poor procedure documentation | Work redesign  New and/or better tools  Better selection/ development for jobs  Redesign or write procedures that optimize process |
| Lack of motivation | Workers don’t see what’s good about this system or product  Workers have doubts about abilities  Unclear link between change and organizational or individual goals | Inform so workers can see benefits, impact, value  Link to work challenges  Use of role models  Early successes to instill confidence |