LESSON 12

TRAINING FOR PERFORMANCE

Friends,
In earlier few lessons you have understood the training and development process in detail. You were also exposed in detail about the training need assessments.

We know now that major need of training is for performance and is identified with performance gap.

After reading this lesson you will be able to
1. Know what is performance evaluation
2. How performance evaluation helps in identification of training needs
3. What types of training needs can be classified with triaining needs can be identified with performance evaluation.
4. How to conduct performance coahing

Performance Coaching

If you don't do it first, your competitors will...

Introduction

Achieving excellence through performance is accomplished in two major ways. The first way is taking a proactive stance by unearthing or preventing counter-productive methods. For example, you might implement diversity and sexual harassment training programs **before** they become a problem within the organization.

The second way is to correct performance problems that arise within the organization. This is accomplished by first, identifying the **root cause** and secondly, implementing a plan of action to correct the problem. Although people are our are most important asset, sometimes it seems as if they are our biggest headache.

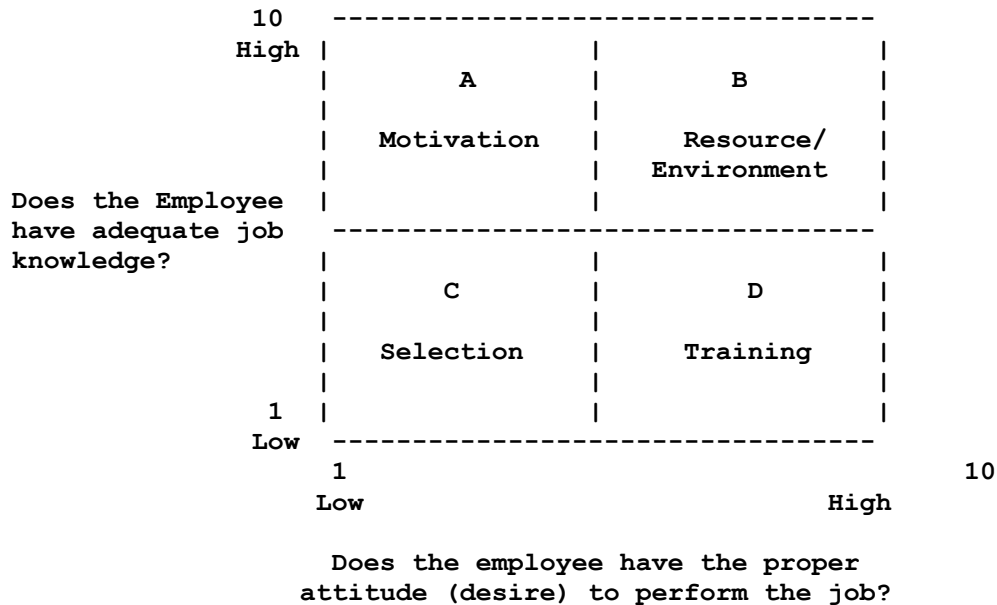There are four major causes of performance problems:

Knowledge or Skills - The employee does not know how to perform the process correctly - lack of skills, knowledge, or abilities.

Process - The problem is not employee related, but is caused by working conditions, bad processes, etc, etc.

Resources - Lack of resources or technology.

Motivation or Culture - The employee knows how to perform, but does so incorrectly.

The Performance Analysis Quadrant (PAQ) is a tool to help in the identification. By asking two questions, "Does the employee have adequate job knowledge?" and "does the employee have the proper attitude (desire) to perform the job?" and assigning a numerical rating between 1 and 10 for each answer, will place the employee in 1 of 4 the performance quadrants:

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    10  ---------------------------------
  High |                 |               |
       |       A         |       B       |
       |                 |               |
       |    Motivation   |    Resource/  |
       |                 |   Environment |
Does the Employee |      |               |
have adequate job   ---------------------------------
knowledge?       |                 |               |
       |       C         |       D       |
       |                 |               |
       |    Selection    |    Training   |
       |                 |               |
    1  |                 |               |
  Low   ---------------------------------
       1                                 10
      Low                               High

        Does the employee have the proper
       attitude (desire) to perform the job?
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1. Quadrant A (Motivation): If the employee has sufficient job knowledge but has an improper attitude, this may be classed as motivational problem. The consequences (rewards) of the person's behavior will have to be adjusted. This is not always bad…the employee just might not realize the consequence of his or her actions.
2. Quadrant B (Resource/Process/Environment): If the employee has both job knowledge and a favorable attitude, but performance is unsatisfactory, then the problem may be out of control of the employee. i.e. lack of resources or time, task needs process improvement, the work station is not ergonomically designed, etc.
3. Quadrant C (Selection): If the employee lacks both job knowledge and a favorable attitude, that person may be improperly placed in the position. This may imply a problem with employee selection or promotion, and suggest that a transfer or discharge be considered.
4. Quadrant D (Training): If the employee desires to perform, but lacks the requisite job knowledge or skills, then additional training may be the answer.

Also note that the fix does not have to be the same as the cause. For example, you can often fix a process problem with training or maybe fix a motivation problem with altitude or (affective domain) training .

Show, Tell, Do, and Check

Lacks the Skills, Knowledge, or Abilities to Perform
This problem generally arises when then is a new hire, new or revised process, change in standards, new equipment, new policies, promotion or transfer, or a new product. In this

case, there is only one solution...training. The training may be formal classes, on-the-job, self-study, coaching, etc. To determine if training is needed, we only need to ask one question, "Does the employee know how to perform the task?" If the answer is yes, then training is not needed. If the answer is no, then training is required. This is where good coaching skills come in.

Coaching Skills

Many people tend to use the terms coaching, mentoring, and training interchangeably. However, there are differences. Mentoring is often thought of as the transfer of wisdom from a wise and trusted teacher. He or she helps to guide a person's career, normally in the upper reaches of the organization. However, this perception is starting to change as organizations are now implementing mentoring at all levels of a company structure.

NOTE: Mentor comes from the age of Homer, in whose Odyssey, Mentor is the trusted friend of Odysseus left in charge of the household during Odysseus's absence. Athena, disguised as Mentor, guides Odysseus's son Telemachus in his search for his father. Fénelon in his romance Télémaque (1699) emphasized Mentor as a character, and so it was that in French (1749) and English (1750) mentor, going back through Latin to a Greek name, became a common noun meaning "wise counselor." Mentor is an appropriate name for such a person because it probably meant "adviser" in Greek.

Training is about **teaching** a particular skill or knowledge.

Coaching, on the other hand, is about **increasing** an individual's knowledge and thought processes with a particular task or process. It creates a supportive environment that develops critical thinking skills, ideas, and behaviors about a subject. Although it is closely tied to training, it is more personal and intimate in nature.

Also, the main difference between a coach and a trainer, is that coaching is done in real time. That is, it is performed on the job. The coach uses real tasks and problems to help the learner increase his or her performance. While in training, examples are used within the classroom (the task or problems may be based upon real ones however).

Mentoring is more career developing in nature, while training and coaching are more task or process orientated. Also, mentoring relies on the mentor's specific knowledge and wisdom, while coaching and training relies on facilitation and developmental skills. Although there are these differences, you could say that the three are synergistic and complementary, rather than mutually exclusive as most people would agree that a good coach trains and mentors, a good trainer coaches and mentors, and a good mentor trains and coaches.

A performance coach is also a:

Leader - who sets the example and becomes a role model.

Facilitator - is able to instruct a wide verity of material.

Team Builder - pulls people into a unified team.

Peace Keeper - acts as a mediator.

Pot Stirrer - brings controversy out in the open.

Devil's Advocate - raises issues for better understanding.

Cheerleader - praises people for doing great.

Counselor - provides intimate feedback.

In order to coach, it help to use a few facilitating techniques:

Draws people out:

- "What do others think?" or "What do you think?"

- "I've heard from (name) so far...are there any other thoughts?"

- "And what else?"

- Silence (20-30 seconds) - gives the learners a chance to think. Also, groups tend to abhor silence, if you wait long enough someone will usually speak up.

- "(Name), you look like you have something to say..."

Interprets comments:

- Words verses tune or tone (many questions are not really questions but a need for self-assurance).

- Intent verses wording (learners often have a hard time wording new subject matters).

- Sees beyond the learners paradigms and filters.

Clarifies thoughts or comments

- Use models and experiences to bring life to the subject.

- Looks for multiple points to expound on the subject.

- Looking for similarities and differences.

Senses group energy

- Sparks up the group with various energizers.

- Takes breaks as needed.

- Has a sense of timing.

■ Handling objections

- Try not to personalize (the learners will become defensive).

- Reflect on the objection for a moment to ensure you understand the objection.

- Encourage conversation.

- Remember to breath and relax.

■ How we treat each other:

- Accepting each other into the group.

- Individual responsibility.

- Being right verses being successful.

- Influence verses dominance (pull rank).

- Confidentiality and trust.

- Supporting each other.

- Active listening.

- Conflict resolution.

Process or Environmental Problems (Not Related to Employees)
Many performance problems are due to bad process, that is, the process does not support the desired behavior. It has often been said that people account for 20% of all problems while bad processes account for the rest. See the Continuous Process Improvement Page for tracking down inefficient processes.

Resources

Just because the problem is caused by a lack of resources or technology, does not mean expenditures are needed. Remember, the fix does not have to be the same as the cause. In this case you might be able to get with your team to brainstorm new processes or procedures that will eliminate the need for new resources.

Motivation

Often the employee knows how to perform the desired behavior correctly, the process is good, and all resources are available, but for one reason or another, chooses not to do so. It now becomes a motivational issue. Motivation is the combination of a person's desire and energy directed at achieving a goal. It is the cause of action. Motivation can be intrinsic - satisfaction, feelings of achievement; or extrinsic - rewards, punishment, or goal obtainment. Not all people are motivated by the same thing, and over time their motivation changes.

Although many jobs have problems that are inherent to the position, it is the problems that are inherent to the person that cause us to loose focus from our main task of getting results. These motivational problems could arrive from family pressures, personality conflicts, a lack of understanding how the behavior affects other people or process, etc.

When something breaks the psychological contract between the employee and the organization, the leader must find out what the exact problem is by looking beyond the symptoms, find a solution, focus on the problem, and implement a plan of action. One of the worst situations that a leader can get into is to get all the facts wrong.

Start by collecting and documenting what the employee is not doing or should be doing - tasks, special projects, reports, etc. Try to observe the employee performing the task. Also, do not make it a witch hunt, observe and record what the employee is not doing to standards. Check past performance appraisals, previous managers, or other leaders the employee might have worked with. Try to find out if it a pattern or something new.

Once you know the problem, then work with the employee to solve it. Most employees want to do a good job. It is in your best interest to work with the employee as long as the business needs are met and it is within the bonds of the organization to do so.

Causes of problems
Expectations or requirements have not been adequately communicated.

This motivational issue is not the fault of the employee. By providing feedback and ensuring the feedback is consistent, you provide the means for employees to motivate themselves to the desired behavior. For example, inconsistent feedback would be for management to say it wants good safety practices, then frowns on workers who slow down by complying with regulations. Or expressing that careful workmanship is needed, but reinforces only volume of production.

Feedback must be provided on a continuous basis. If you only provide it during an employee's performance rating period, then you are NOT doing your job.

Also, ensure that there is not a difference in priorities. Employees with several tasks and projects on their plates must be clearly communicated as to what comes first when pressed for time. With the ever increasing notion to do more with less, we must understand that not everything can get done at once. Employees often choose the task that they enjoy the most, rather than the task they dislike the most. And all too often that disliked task is what needs to get performed first.

Lack of motivation.

A lack of motivation could be caused by a number of problems, to include personal, family, financial, etc. Help employees to recognize and understand the negative consequences of their behavior. For counseling techniques see <u>Leadership and Motivation</u> and <u>Confrontation Counseling</u>. For some training exercises see <u>Performance Counseling Activity</u>.

Shift in focus

Today, its a lucky employee (or unlucky if that employee thrives on change) that does not have her job restructured. Changing forces in the market forces changes in organizations. When this happens, ensure that every employee knows:

- How has the job changed and what are the new responsibilities?
- Why the job was restructured. Is it part of a longer overhaul?
- How will their performance be evaluated and by whom?
- Do they need to learn new skills?
- Can the old responsibilities be delegated?
- How will their career benefit from this transition?
- What new skills or training do they need to perform successfully?

⊞
Will this make them more marketable in the future?

By keeping them informed, you help to eliminate some of the fear and keep them focused on what must be performed.

Performance Feedback Verses Criticism

In general, there are two different forms of information about performance - feedback and criticism. Feedback was originally an engineering term that refers to information (outcome) that is fed back into a process to indicate whether that process is operating within designated parameters. For example, the sensor in a car's radiator provides feedback about the engine temperature. If the temperature rises above a set point, then a secondary electrical fan kicks in.

When dealing with human performance, feedback refers to observable behaviors and effects that are objective and specific. This feedback needs to be emotionally neutral information that describes a perceived outcome in relation to an intended target. For example, "During the last two meetings, you announced the tasks and how to perform them, rather than asking for input. That does not give people the opportunity to take ownership of their work." People who receive feedback in this manner can use the data to compare the end results with their intentions. Their egos should be aroused, but not bruised.

Compare this to criticism that is emotional and subjective. For example, "You dominate the meetings and people do not like it!" The recipient has much more difficulty identifying a changeable behavior other than to try to be less dominant. Also, the angry tone of the criticism triggers the ego's defensive layer and causes it to be confrontational or to take flight (fight or flee), thus strengthening the resistance to change...which is exactly the opposite of what you needs to be done. Delivering effective performance feedback takes time, effort, and skill; thus criticism tends to be a popular choice for providing feedback. Since we receive far more criticism than feedback, our egos have become accustomed to fighting it off. We have all seen people receive vital information, yet shrug it off through argument or denial, and then continue on the same blundering course.

Receiving Feedback

Being able to give good feedback should not be the only goal; we also need to be aware of the need to receive and act upon feedback, even if it is delivered in a critical manner. That is, we need to develop skills that help us extract useful information, even if it is delivered in a critical tone.

Allowing attitudes of the criticizer to determine your response to information only weakens your chances for opportunity. Those who are able to glean information from any source are far more effective. Just because someone does not have the skills to give proper feedback, does not mean you cannot use your skills to extract useful information for growth. When receiving information, rather it be feedback or criticism, think "How can I glean critical information from the message." Concentrate on the underlying useful information, rather that the emotional tones. Also note note what made you think it was criticism, rather than feedback. This will help you to provide others with feedback, rather than the same emotional criticism.

Using Feedback

Giving feedback, instead of criticism, can best be accomplished by following two main avenues:

Observing behavior - Concentrate on the behavior. Why is it wrong for the organization, team, individuals, etc.; not why you personally dislike it. Your judgment needs to come from a professional opinion, not a personal one. Report exactly what is wrong with the performance and how it is detrimental to good performance.

Concentrate on pointing out the exact cause of poor performance. If you cannot determine an exact cause, then it is probably a personal judgment which needs to be ignored.

State how the performance affects the performance of others. Again, if it does not affect others, then it is probably a personal judgment.

Do unto others, as you want them to do unto you - Before giving the feedback, frame the feedback within your mind.

It might help to ask yourself, "how do I like to be informed when I'm doing something wrong?"

 What tones and gestures would best transfer your message? Remember, you want the recipient to seriously consider your message, not shrug it off or storm away.

Final Thoughts

Ralph Doherty wrote an interesting article about "Commitment vs. Compliance" in Beyond Computing (July/August 1998 p. 44):

In compliance environments, employees are told what to do. Although you may turn them loose to perform their jobs, the goals and objectives come from upper-management.

In commitment environments, employees are involved in determining the strategies, directions, and tasks needed to achieve the organization's objective's. This is accomplished by:

- Involve all essential people in developing action plans in areas that are critical to success.

- Identify critical success factors and formulate the plans necessary to achieve those objectives. Everyone in the department, from the front-line workers to managers are used in this process.

- Drive the methodology deeper into the organization by cultivating an environment in which almost everything is linked to employee involvement. The heart of this strategy is by sharing information and involving people at all levels of the organization. Also, hold regular team meetings in which everyone is encouraged to speak what is on their mind.

- Give workers direct access to top management. This keeps top-management in tune with the wants and needs of front-line employees.

READ THE CASE AND COMMENT YOUR VIEWS.

We're Doing Great!
How Come We're Not Performing?

Many of Us Misunderstand Performance

You may be losing performance in your organization because you don't really understand what performance is. Certainly, if all employees are getting good performance reviews from their supervisors once a year, then all must be fine, right? Wrong! If the performance of the organization's groups, processes and employees do not contribute directly to organizational results, the organization is not performing well. Neither are the employees or the processes. They're working hard, doing things right -- but they're not doing the right things.

Consider the following, rather simple story. The story points out the typical problems that can come from not having a performance system in place. This story is about a performance problem with employees, a trainer and an organization. The story includes:

The Story
A Common Misunderstanding: "I'll Know Results When I See 'Em'"

Employee Ed is a new employee at a print shop. He has been hired to run a machine that prints out high-quality pictures. The pictures go to other departments, including the Catalog Department, to use in brochures, catalogs, advertisements, etc.

Ed's new supervisor, Supervisor Sam, is new on the job, too. He's worked hard to get where he's at. He was an expert at running the collating machine. Sam's machine took printed images from machines like Ed's and organized them into the Catalog Department's final product, a catalog.

Sam doesn't like Ed at first. Ed looks just like Sam's brother whom Sam does not like at all. Still, as a new supervisor, Sam tries to give Ed a chance.

Sam wants to be sure that Ed does a good job. He isn't all that sure what "good job" means, but he thinks he'll know it when he sees it. So Sam sends Ed to a course to learn how to run

the print machine. The description of the course said students would learn all about the machine. That should work out fine.

Training for Skills -- or a Good Time?
Teacher Tom wants to convince supervisors to send employees to his course. Tom claims the *result* from his course is that each student will know how to run the printing machine. Tom hasn't really thought about how to achieve that *result.* He knows a lot about the machine and likes to tell people about it. So he thinks he'll be a fine teacher.

Tom includes a lot of lectures in the course. He tells students all about the machine's history, some tough times he had learning about the machine and how students can get a lot done with the machine if they know what they're doing. The rest of the time, Tom tells students how to do the various procedures needed to run the machine. After reviewing the last procedure, Tom tells his students that the course is over. He tells them that they've been a good audience, he enjoyed teaching them and hopes they got a lot out of the course. Tom wants to be sure the course achieves its *result*, so he has the students fill out a questionnaire.

Ed now likes Tom a lot and feels very good about the course so he gives the course a very high rating. Tom seemed to know a lot about the machine. Tom told a lot of jokes, the room was nice and the materials were very impressive. With all the stuff Tom told Ed, Ed now feels he could do anything with the machine. Later that day, Ed tells Supervisor Sam that the course was very good. Sam is very pleased about his decision and is glad the course accomplished strong *results*.

What Are You Doing? What Should You Really Be Doing?
The next day, Sam briefly notices that Ed is much happier at his job. "Great", Sam thinks. "A satisfied employee is a productive employee! Right?" (Wrong. Job satisfaction doesn't mean job performance. Some research indicates job satisfaction can actually decrease productivity.)

Later that afternoon, Sam has more time to watch Ed at his job. Soon Sam is horrified! It doesn't seem like Ed knows what he's doing at all! Sam thinks to himself, "I knew Ed wouldn't work out! I just knew it!" Sam glances through several of the prints from Ed's machine. He finds one that's smeared and torn. Sam concludes that Ed didn't learn anything at all. He confronts Ed. "What are you doing? You're slow and all your prints are ruined! You've wasted the company's money!" Ed feels scared and stupid.

Sam and his company have a typical performance management problem. If Sam had followed the principles of performance management, he would have been more clear to himself and to Ed about what Sam wanted as *results* from Ed's job. Sam would have been more clear about how he would *measure* Ed's results. Sam would have been more clear about how his expectations, or performance *standards*, for Ed.

Teacher Tom has a similar problem. If he had thought more about performance results, measures and standards, he would have thought about what knowledge and skills his students would need to run the machine. He would have thought about how he'd know if

the students could actually run the machine or not. Also, he would have thought about how well students should be able to run the machine by the end of the course. It's likely that Tom would have included time in the course for students to actually practice on the machine. He would have included some way to test students' skill levels to ensure they achieve Tom's preferred result. He would have included some way to later get supervisors' feedback about employees' skills on the job. It's very likely that Tom's course would have achieved its result: students who can operate their machines to some specified performance standard.

Reasons for a Performance Management System
Back at work, Sam discusses the situation with his Boss Bob. Sam wants to fire Ed -- and do it now. Bob calmly disagrees. He tells Sam, "We can turn this thing around. I'll tell you how."

He begins to give Sam a broad overview of a performance management system. "Basically, a performance management system is a way to ensure we get results from all our employees. Heck, if Ed's teacher knew about performance, Ed might have learned something! They don't call it training any more, you know. They call it Performance Technology or something like that."

Sam interrupts, "Look. I can tell if Ed's doing a good job or not. I've got his job description. I've used the performance appraisal form. Besides, I don't feel good about those performance appraisals. They're just something you do once a year, usually to fire somebody. They're just paperwork. The guys are scared of them. I dread them. I'm trying to build a team here!"

Bob responds, "You don't understand. A performance system is more than job descriptions. A job description lists what duties, what responsibilities a certain job has. It doesn't tell the employee what results are really expected of him, what he's supposed to produce. It doesn't keep telling you, the supervisor, how well you expect the employee to be doing at his job. It doesn't make sure that what you're doing is what your boss -- and their boss's boss and their boss' boss -- want you to be doing."

Bob went on to explain. "A performance system makes sure we're fair to our guys. They're getting paid what they're worth. They know what we want from them. They know what we think about what they're doing. In the long run, all of us in the company end up working toward the same thing. We're all pulling on the same rope. Maybe the biggest advantage is that we're talking to each other about what we're doing, if we're doing it right and if it's really what the company needs. Besides, we managers should have to earn our own keep around here, too. I want you to take part in our performance system, Sam. I'll help you."

Key Terms: Results, Measures and Standards
Bob explains, "In the performance system, the first thing you do in figure out what results you want from the employee.

"Results are what you want Ed to produce so customers can do their jobs well. For example, Ed's internal customer, the Catalog Department, needs high-quality prints to do its job. Right?

"Measures are what you use to know if Ed is achieving the results or not. For example, how many prints is Ed making in an hour? Are Ed's prints smeared, are they torn?

"Standards are what you consider when thinking about how well Ed is doing at his good job. For example, the standard for "excellent" should be at least as many high-quality prints an hour as your best people are producing.

"After we've decided the results, measures and standards, we'll work together to track Ed's progress. We'll make sure that we're all exchanging feedback around here, including with the Catalog Department. That's the most important part.

"Any needs that Ed might have, we'll record on a development plan. That might include more training. This time, we'll make sure that teacher knows about performance management!

Sam heard everything Bob said. He was skeptical, but he decided to try the performance stuff anyway. Anyway, Bob was the boss.

Performance Problem: Vague Priorities
Over the next month, Sam thought more about what he specifically wanted from Ed. He talked to Ed, too. They both decided that Ed would shoot for 500 high-quality prints an hour, 8 hours a day, Monday through Friday. High-quality would mean no smears or tears. In fact, the Director of the Catalog Department would judge whether Ed produced this result or not.

Sam was a little surprised at Ed's reaction. He thought Ed would be a little leery. Heck, Ed didn't seem concerned at all. He was actually excited! Sam actually felt better now, too.

Over the next week, Sam carefully considered the measurements for Ed's result. He realized that Ed really needed more training. "Thank goodness I found this out now," Sam thought. Sam realized this whole situation wasn't Ed's fault. He reminded himself that Ed was new, too. Sam talked to the Training Department. They suggested that Ed go to a workshop where he could actually get practice with the machine. Also, they helped Ed find some free time on another machine during second shift. That way, Ed could get in some more practice.

Ed attended the workshop. He told Sam it was hard, but he learned a lot more about actually running the machine. He said the teacher showed him several things that he could be doing a lot better. Ed was eager to get back to work. Sam felt very relieved. This performance stuff seemed to be working out -- and it wasn't nearly as hard as he'd imagined.

Weighting Results
Several months later, Sam's boss, Bob, told all employees that he wanted them to take part in a Quality Circle. Sam told Ed all about it.

Ed complained to Sam that he just wanted to run his machine. That's why he accepted the job. That's what he wants to do.

Sam is now smart about results, measures and standards. He sends Ed to a seminar on Quality Circles. Maybe that'll get Ed going in the Circles. Ed took the seminar and, sure enough, came back all excited about Quality Circles. Now he spends a lot of time around the coffee machine, telling other employees how great Quality Circles are, where they started, etc.

Soon Sam tells Ed that he's not running his machine anymore. How's he going to produce his results? Ed explains that he's doing his part for his Quality Circle. Ed complains that Sam needs to make up his mind about what he wants Ed to do.

Sam goes back to Boss Bob, asking for advice. How can he get Ed to work the machine *and* be a good member of the Circle?

Bob explains that Sam needs Ed to run the machine *and* take part in the Quality Circle. Bob notices that Sam seems puzzled. Bob explains, "Ed can do both: run the machine and be a good Circle member. You just need to let him know what your priorities are. Let Ed know how much time he can spend on his machine and how much time in the Circle. Be as clear as you were before about his results and how you'd measure them. In the performance system, this is called weighting the results."

Measures: Some You Can Count and Some You Describe
Sam nods that he understands Bob. "But how can I measure what he does in Quality Circles?"

Bob explained, "Remember when we talked about measures? There are a couple of ways to look at measures. You can count them or you can describe them -- hopefully you can do both. With the machine, you could count the number of prints Ed produced, right?. You noticed if the prints were high-quality or not. High-quality meant the images were clear and the paper was not torn. Right?"

Sam nodded.

Bob went on to explain, "About Ed's Quality Circle, though, it's really hard to count something -- at least not without going crazy! Sure, you can count how many suggestions he makes. But if you do that, he'll be talking all the time and not saying anything! What other ways can you realistically measure what Ed is doing in his Circle"

Sam thought this for a minute. "Maybe I'm making this harder than it is. How about if I notice the attendance record for Ed, you know, you make sure he goes to meetings. I don't want to write down everything that Ed says. Heck, Ed only talks in conclusions anyway!"

Bob responded that Sam seemed on the right track.

Sam explained the new situation to Ed. Ed seemed pleased. "That straightens things out. Sure, I'll try it".

Performance Problem: Inconsistent Results Across the Organization
Over the next few months, Ed ran his machine just fine. His Quality Circle made lots of good suggestions to Sam and Sam's boss, Bob. Soon, though, Ed and Sam notice that nothing was really being done about the suggestions.

Sam confronted his boss, Bob. "You've got plenty of ideas from us. How come nothing is being done about them?" Bob replied, "I know. I'm wondering about that myself. I'll find out."

Bob talked to his boss, Management Mike. Mike looked puzzled. Then he remembered, "Oh, that's right! The Quality Circles! Yeah, those Circles are sure keeping people happy. Keep up the good work, Bob!"

Bob replied, "I thought the Circles were to improve quality, not to keep people happy. What am I missing here?"

Mike explained that he really couldn't implement any of the suggestions from the Circle. "They'll probably just cost more money. Right now the company needs to cut costs as much as possible."

Now Bob was getting really irked. He said, "I thought our performance system was supposed to make sure that everyone was working toward the same goals. Why not have the Circle guys focus on cost-cutting ideas?"

Mike warned, "That could scare them big time! No, keep 'em coming up with good ideas. They're doing great!" Mike looked at his watch and said, "I've got to take off. Sorry. Keep up the good work, Bob!"

Bob left Mike's office feeling very disappointed and sad. He thought, "We have a performance management system. Ed's doing fine. Sam's doing. I'm doing fine. Our department's doing fine. We're performing, right? Sure doesn't feel like it, though."

So: All the Parts Are Doing Just Fine -- Yet the Organization Isn't Performing!
Employees, the department and management are all very committed and very busy. Sam's focused on getting the most from his people, including Ed. So is Bob. They all know the results they want, how they'll measure them and what they consider to be great work. Yet the organization really isn't performing. It's idling along.

This situation is not uncommon.

Identify an organization/department that would like to improve its performance in some area. Select a goal where there is a gap between desired outcome and actual outcome. These questions will help you identify possible solutions/interventions.

1. **Organizational Goal:**

2a. **Describe the gap between desired outcome and actual outcome to date.**

Desired Outcome	Actual Results

2b. **What are possible external factors that may be contributing to the problem?**

2c. **What is being done to address these factors?**

3. **Who are the people that are responsible for achieving this outcome? How is their actual performance different from the desired performance? How does the undesired performance impact achieving the goals?**

Key job that impacts performance:_____

Desired Performance   Actual Performance   Impact on Goals

Desired Performance	Actual Performance	Impact on Goals

4. What are possible causes of the performance that you want to change? Please check the appropriate box. Make notes to explain your ratings.

<u>Yes   No Unsure</u>

❏   ❏   ❏   **There is a clear department mission/vision.**

❏   ❏   ❏   **There is job description that identifies expectations.**

❏ ❏ ❏ There are clear standards for acceptable performance.

❏ ❏ ❏ The standards are achievable.

❏ ❏ ❏ Performers understand department priorities.

❏ ❏ ❏ Performers have the tools they need to perform the job.

❏ ❏ ❏ There is no interference for performing the tasks correctly.

❏ ❏ ❏ There are enough trained performers to meet dept. goals.

❏ ❏ ❏ Performers have received adequate training to perform the job.

❏ ❏ ❏ Performers have demonstrated they know how to do the job.

❏ ❏ ❏ Supervisors monitor performance to identify if performers need any help or feedback.

<u>Yes   No Unsure</u>

❏ ❏ ❏ Performers receive positive feedback and encouragement.

❏ ❏ ❏ Performers receive feedback when they make mistakes.

❏ ❏ ❏   **Performers receive coaching and support from supervisors.**

❏ ❏ ❏   **Performers enjoy their work.**

❏ ❏ ❏   **Supervisors model/demonstrate the desired behaviors.**

❏ ❏ ❏   **There are positive consequences for performing correctly.**

❏ ❏ ❏   **There are no negative consequences for performing correctly.**

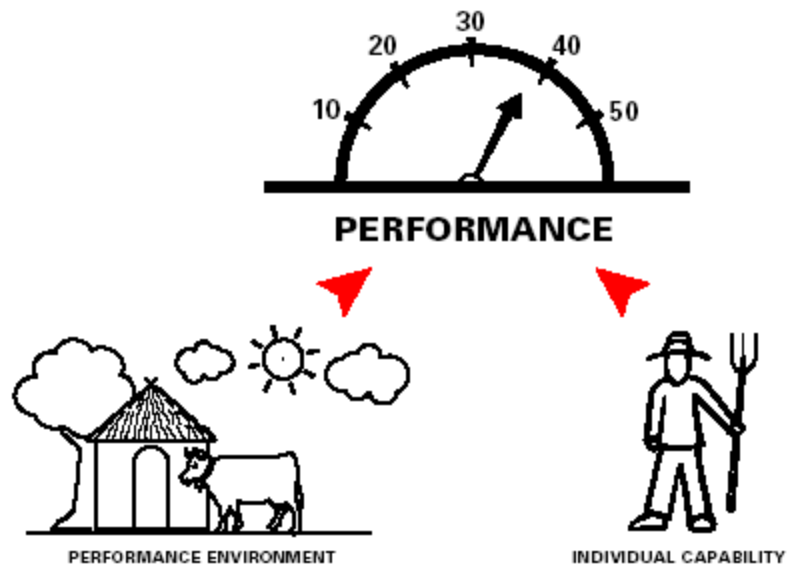❏ ❏ ❏   **Peers are supportive of people doing the job correctly.**

List below the primary causes for the unacceptable performance:

1._____

2._____

3._____

4._____

5._____

For each cause explore possible solutions/interventions.
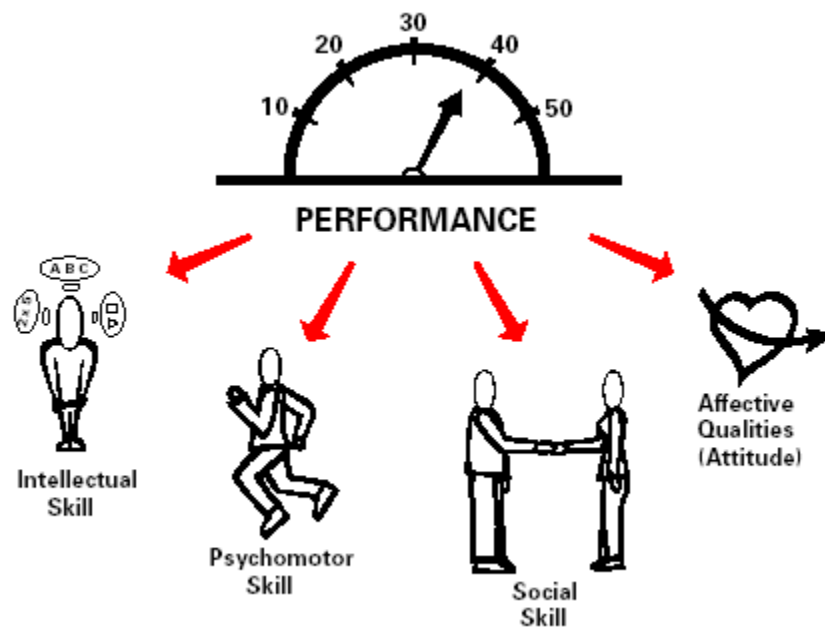
Cause	Tentative Solution/Intervention

TRAINING AND PERFORMANCE

PERFORMANCE ENVIRONMENT

INDIVIDUAL CAPABILITY

Here the only concern is to look at the individual in the context of training. Training is intended to improve the individual trainee's capability to perform the expected job.

SKILLS AND PERFORMANCE

Intellectual Skill

Psychomotor Skill

Social Skill

Affective Qualities (Attitude)

ACTIVITY AND ASSIGNMENT:

I.   **Match the correct answer in column B with items in column A. Write only the letter of the correct answer on the space provided.**

Column A

1. performance evaluation

2. task analysis

3. intellectual skill

4. performance objective

5. psychomotor skill

6. social skill

7. performance analysis

8. dimension of job performance

9. attitudes

10. evaluation

Column B

a. examines what is to be performed, what are the expected results of performance and what indicate performance is satisfactory or unsatisfactory

b. individual capability and performance environment

c. refers to the effectiveness of an individual's performance in a given social context

d. will visualize all the steps and key elements needed to perform the job well

e. is a systematic process of obtaining relevant information and interpreting data to facilitate decision making

f. positive feelings towards one's job, clients, institution, principles, policies and activities of the organization

g. is a systematic process of observing, assessing and interpreting one's actual performance

h. refers to a person's subject-matter knowledge, understanding and ability to analyse, synthesize and make judgements related to the job

i. knowledge, attitudes and skill

j. refers to an individual's ability to drive a motor car

k. specifies who is to perform the expected task, actual
task to be performed, conditions of performance,
expected results and criteria or standard

l. needs coordinated movement of hand, body and muscles, mental abilities and intention to guide movement

1.   Explain the purposes of evaluation.

_____
_____
_____
_____

2.   Name the requirements for the following:

2.1 Assessment of training effectiveness

_____
_____
_____
_____

2.2 Observation of performance

_____
_____
_____
_____

2.3 Systematic performance evaluation

_____
_____
_____
_____

3.   Give examples of the three different types of skill discussed in this lesson.

_____
_____
_____
_____