

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 1 – Title Page

Activities:

Wireframe



# *Human Performance Technology*

Needed Materials:

## *Part 2: Being Cause-Conscious, Not Solution-Focused*

Learning Objective(s):  
N/A

Presenter Notes:  
This should be up while the class is filing into the classroom.  
Due to the amount of information that needs to be covered  
in this class, class should begin promptly at 8am.

Discussion:  
N/A

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 2 – Brief Introductions

Activities:  
- Very Brief Introductions

Needed Materials:  
- White Board  
- Dry Erase Markers

Learning Objective(s):  
N/A

Presenter Notes:  
Will want to write down what they learned in the online course. This can be used as a reference for what areas need to be focused on during the classroom course.

Wireframe

## ***Introductions***

- **Name**
- **Job Title**
- **Where you work**
- **What you got out of the online course**

Discussion:  
- Introduce yourself, explain your background in regards to the Organization and in regards to the topic.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 3-6 – Review of Online Material

Activities:  
- This will consist of lecture only.

Wireframe

## *Learning Objectives*

- Gain an understanding of the history of performance management
- Explain the HPT Mantra and its importance
- Use Gilbert's Behavior Engineering Model, Marker's Synchronize Analysis Model, and Chevalier's Cause Analysis Worksheet to identify the root causes of your performance problem
- Identify effective solutions for your performance problem and learn how to leverage them using the concept of Return on Investment

Needed Materials:  
- N/A

Learning Objective(s):  
N/A

Presenter Notes:  
These will come in one at a time, click through and carefully review each of the learning objectives. Answer any questions that may arise at this point.

Discussion:  
- Very briefly explain each of the learning objectives.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 7 – Review of Online Material

Activities:  
- This will consist of lecture only.

Needed Materials:  
- N/A

Learning Objective(s):  
1. Identify the purpose of HPT  
1.1. Define Human Performance Technology

Presenter Notes:  
Quickly review the concepts from the online course. There will only be 10-15 minutes to do this.

Wireframe

## Quick Review

Human Performance Technology - **applying** what **science** and **respectable professional practice** have discovered that can **help us achieve valued performance** from and through people.

VS

Evidence Based Practices - the **integration** of **clinical expertise**, patient values, and the **best research evidence** into the **decision making process** for patient care.

Discussion:  
- Discuss the difference between HPT and Evidence Based Practice.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 8 – Review of Online Material

Activities:  
- This will consist of lecture only.

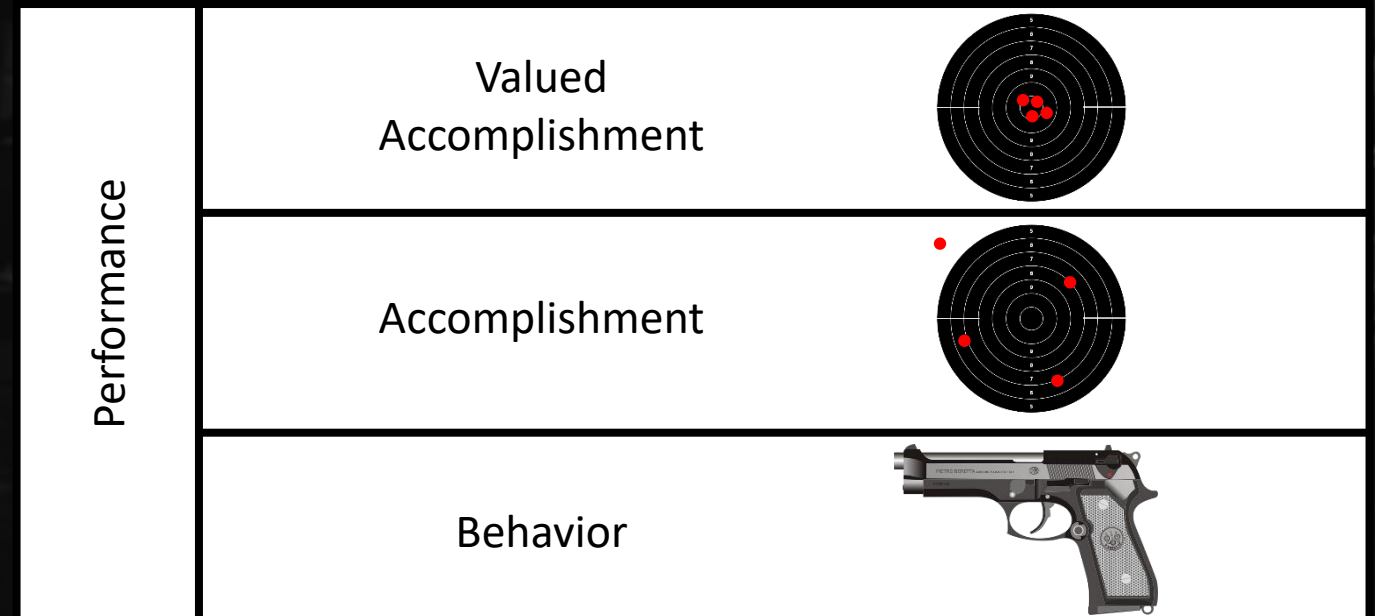
Needed Materials:  
- N/A

Learning Objective(s):  
1. Identify the purpose of HPT  
1.2. Differentiate between behavior and accomplishment  
1.2.A. Define Behavior  
1.2.B. Define Accomplishment  
1.3.A Define Valued Accomplishments

Presenter Notes:  
Quickly review the concepts from the online course. There will only be 10-15 minutes to do this.

Wireframe

## Quick Review



Discussion:

- Performance – A function of both the behavior and accomplishment of a person or group of people
- Behavior – Something a person does that involves an action
- Accomplishment – The outcome of the behavior
- Valued Accomplishment – The result obtained is viewed as being desirable by all involved.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 9 – Review of Online Material

Activities:  
- This will consist of lecture only.

Needed Materials:  
- N/A

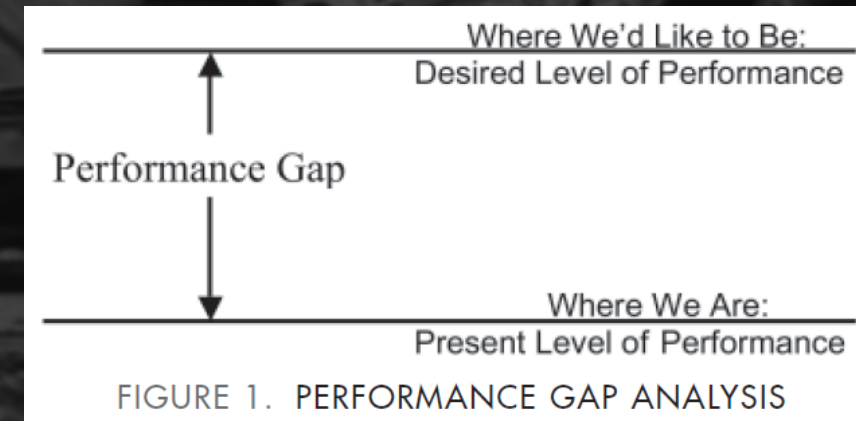
Learning Objective(s):  
2.1 Identify the Performance Gap  
2.1.A Define Performance Gap  
2.1.B Define Potential for Improving Performance

Presenter Notes:  
Quickly review the concepts from the online course. There will only be 10-15 minutes to do this.

Wireframe

## Quick Review

$$\frac{W_{\text{Exemplary Performance}}}{W_{\text{Typical Performance}}} - 1$$



Discussion:

- Performance Gaps – the difference between the present level of performance and the desired level of performance.
- PIP equation – Show them how the equation works if they aren't sure.

Example:  $25/18 = 1.389$ ;  $1.389 - 1 = 0.389$ ;  $0.389 \times 100 = 38.9$ ;  $18 + 38.9\% = 25$

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 10 – Review of Online Material

## Activities:

- Select a performance problem that the class will work on together.
- Quickly run the performance problem through Mager and Pipe's Performance Analysis Flow Diagram and Answer the questions.

## Needed Materials:

- White Board
- Dry Erase Markers

## Learning Objective(s):

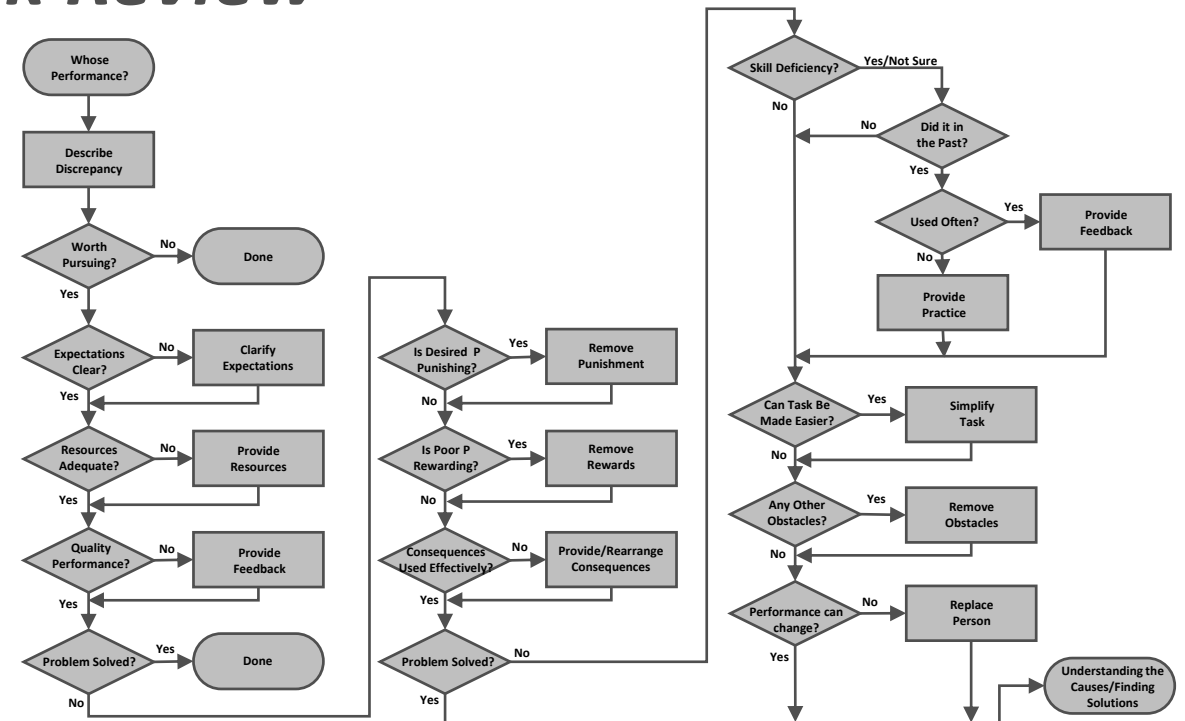
2. Use the Performance Analysis Flow Diagram to Identify Worthy Performance Problems
- 2.2 Use  $W=V/C$  to identify if it is a problem worth pursuing.
- 2.3 Identify any potential barriers in regards to consequences
- 2.4 Determine if the problem is caused by a skill deficiency
- 2.5 Recognize and identify other barriers.

## Presenter Notes:

Write the answers to the questions on the whiteboard. May want to have these questions already answered on the board.

## Wireframe

### Quick Review



## Discussion:

- Discuss briefly each step of the Flow Diagram and answer questions they may have about the steps.
- Explain that this is a form of cause analysis, but more detailed cause analysis should be done for problems that can't be resolved using this analysis.



# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 11 – Review of Online Material

## Activities:

- The class will breakup into their groups and will select the performance problem they would like to work with for their group projects.
- They will then run this performance problem through the Flow Analysis Diagram to answer the questions as a group.

## Needed Materials:

- Large Post-It Notes (1 for each group)
- Lined Paper to write on
- Pens/Pencils
- Permanent Markers

## Learning Objective(s):

2. Use the Performance Analysis Flow Diagram to Identify Worthy Performance Problems
  - 2.2 Use W=V/C to identify if it is a problem worth pursuing.
  - 2.3 Identify any potential barriers in regards to consequences
  - 2.4 Determine if the problem is caused by a skill deficiency
  - 2.5 Recognize and identify other barriers.

## Presenter Notes:

- Groups should be comprised of 4-6 people, and there should be no more than 4 groups (this is due to time constraints).
- Click on the circle in the bottom right, this is a 15min timer to ensure the class stays on schedule.
- Groups should consider all stakeholders – staff, management, clients, legal, government, etc. – and list these out. (Maybe have each member of the group be a representative of a different stakeholder?)

## Wireframe

### *Group Projects*

- **Select a Performance Problem**
- **Identify if it is a worthy performance problem**
- **Identify the causes of the performance problem**
  - **Using Various Cause Analysis Techniques**
- **Identify potential solutions**
  - **Leverage Techniques**
- **Present your project to the group.**

## Discussion:

- Explain to the class what the purpose of the group project is – for them to practice using the tools, to work as a team to resolve a problem, help give them insights into the world of HPT, etc.
- Explain to them the various parts of the project (Maybe only have the part they are working on appear on the screen? Use same slide for the other parts though).



# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 12 – Defining Theory

Activities:

- Lecture

Wireframe

## *The Purpose of Theories & Models*

**“Theories and models provide potential variables related to a specific problem and give insight into which items should be measured as an attempt to finding its causes.”**

**(Turner & Baker, 2016, p. 7)**

Needed Materials:

N/A

Learning Objective(s):

3.1 Define Theories

Presenter Notes:

- You do not need to go into great detail about the purpose of having theories or models, or what they are.
- Refer to the Performance Analysis Flow Diagram as an example of a model that “provides potential variables to look at.”
- Possibly have the class explain what this quote means.

Discussion:

- We look at theories and models because they tell us what we should look for in regards to identifying the potential causes of our problems, and possible solutions.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 13-15 – Defining Theory

Activities:  
- Lecture

Wireframe

## *The Purposed Model*

- ✓ **Utility** – It can be used to help solve a range of different performance problems.
- ✓ **Simplicity** – It is simple to use, while still maintaining its usefulness.
- ✓ **Coherence** – It takes a number of different ideas and puts them into one clear and unified idea.

Needed Materials:  
N/A

Learning Objective(s):  
3.1 Define Theories

Presenter Notes:

- Refer to the Performance Analysis Flow Diagram as an example of a model that “provides potential variables to look at.”
- Possibly have the class explain what each of these means – ask them if they can give an example.

Discussion:

- Explain the importance of each of these three criteria as they relate to theories and models, and how each was used to help select the various models and theories that are purposed throughout this course.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 16 – History of Performance Management

Activities:  
- Lecture

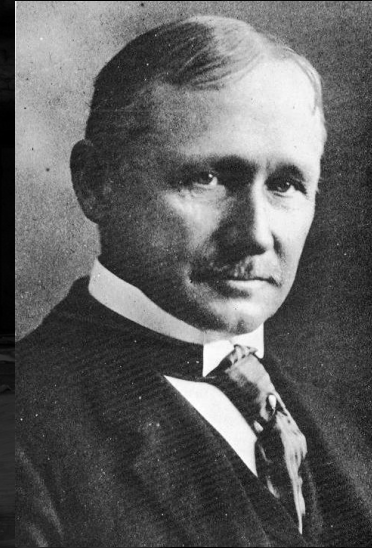
Wireframe

Needed Materials:  
N/A

Learning Objective(s):  
3.1 Identify the difference between Scientific Management, Modern Management, and HPT  
3.2.A Define Scientific Management  
3.2.B Define Modern Management  
3.2.C Define Human Performance Technology

Presenter Notes:  
- Wrote the book “The Principles of Scientific Management” in 1911.

## *Scientific Management*



**Frederick Taylor 1856-1915**

“Scientific management is about producing a win-win situation, wherein the performers as well as the organization benefit from improved performance.”

(Chyung, 2005, p. 23)

Discussion:  
Explain what scientific management is (The way management should be running things), and why it is important when considering Human Performance Technology. This quote sounds a lot like valued accomplishments.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 17 – History of Performance Management

Activities:

- Lecture

Needed Materials:

N/A

Learning Objective(s):

- 3.1 Identify the difference between Scientific Management, Modern Management, and HPT
- 3.2.A Define Scientific Management
- 3.2.B Define Modern Management
- 3.2.C Define Human Performance Technology

Presenter Notes:

- Frederick Taylor was a mechanical engineer who worked for the Bethlehem Steel Company.
- The picture is of Bethlehem Steel

Wireframe

## *Scientific Management*

### Principles of Scientific Management

1. Replace “rule of thumb” work methods with proven methods.
2. Scientifically select, train, teach, and develop the workman.
3. Provide detailed instruction and supervision of each worker.
4. Divide work equally. Managers take on the work that fits them, and workers take on the work that fits them.



Discussion:

- Discuss the principles of scientific management, and what each principle means in relation to how a manager should be running things.



# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 18 – History of Performance Management

Activities:

- Lecture

Needed Materials:

N/A

Learning Objective(s):

- 3.1 Identify the difference between Scientific Management, Modern Management, and HPT
- 3.2.A Define Scientific Management
- 3.2.B Define Modern Management
- 3.2.C Define Human Performance Technology

Presenter Notes:

- Pig Iron – term used when melted iron is allowed to flow into gridiron of damp sand, creating bars that can then be handled (Koumparoulis & Solomos, 2012, p. 152).

Wireframe

## *Scientific Management*

### Taylor's Accomplishments

- Worked with Pig Iron Workers
- Used time study (how long something took and how many motions) to identify bottlenecks.
- Taylor identified that a specific skills were required to load 48 tons of iron/day, and to handle 47.5 tons/day
- Taylor even determined the best way to complete the task – How to handle the material for best results.
- Even breaks were looked at scientifically.



Discussion:

- Discuss each of these points briefly.
- Management's job was to figure out the best way to solve problems, and so the workers no longer had to worry about solving these problems and could just continue doing their work.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 19 – History of Performance Management

Activities:  
- Lecture

Wireframe

## *Scientific Management*

Needed Materials:  
N/A

### MANAGEMENT OF INITIATIVE AND INCENTIVES

### SCIENTIFIC MANAGEMENT

- Workers are left alone, deciding how to do their work by themselves.
- Workers use rule-of-thumb approaches or hand-me-down knowledge passed on by word of mouth.
- Workers are rewarded with an incentive after they initiate good work; workers may deliberately work slowly to avoid assigned daily workload, behavior that is known as systemic soldiering.
- Workers have total responsibility for planning and completing their job with little support from the management.

- Management determines how work should best be done.
- Management scientifically selects proper workers, designs work processes, and then trains workers.
- Management promises incentives to workers to motivate them to work; instead of managing workers in a group, management works with individual workers to prevent systemic soldiering.
- Management takes at least half of responsibility for planning and helping workers perform the job tasks.

Learning Objective(s):  
3.1 Identify the difference between Scientific Management, Modern Management, and HPT  
3.2.A Define Scientific Management  
3.2.B Define Modern Management  
3.2.C Define Human Performance Technology

Figure 1. The Management of Initiative and Incentives Versus Scientific Management.

(Chyung, 2005, p. 24)

Presenter Notes:  
- Excellent example of Scientific Management in today's society – **The Military** – “Enlisted men are drilled time and time again to complete specific tasks in a specific manner until they become routine.” (Koumparoulis & Solomos, 2012, p. 156)

Discussion:  
- Management of Initiative and Incentives was the old way before scientific management.  
- Scientific Management is the new way.



# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 20 – History of Performance Management

Activities:

- Lecture

Needed Materials:

N/A

Learning Objective(s):

- 3.1 Identify the difference between Scientific Management, Modern Management, and HPT
- 3.2.A Define Scientific Management
- 3.2.B Define Modern Management
- 3.2.C Define Human Performance Technology

Presenter Notes:

- Go over how scientific management lead to modern management.

Wireframe

## *Modern Management*

Scientific Management

- Scientifically Controlled
- Bureaucratic
- Administrative



Behavioral Science

- Motivation
- Support
- Workplace Socialization
- Employee Benefits

Modern Management

- Systematic
- Adjustive
- Human Contribution
- Employee wellbeing

(Uddin & Hossain, 2015, p. 582)

Discussion:

“.....a balance between the exploitation of human factor and attention towards better conditions [–] human factors such as labor, shorter hours, higher wages [–] are required to reach the financial goal efficiently in the long run.” (Uddin & Hossain, 2015 ,p. 583)

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 21 – History of Performance Management

Activities:  
- Discussion

Wireframe



***How does HPT fit into Performance Management?***

Needed Materials:  
N/A

**Human Performance Technology** - applying what science and respectable professional practice have discovered that can help us achieve valued performance from and through people.

Learning Objective(s):  
3.1 Identify the difference between Scientific Management, Modern Management, and HPT  
3.2.A Define Scientific Management  
3.2.B Define Modern Management  
3.2.C Define Human Performance Technology

Presenter Notes:  
- Have is discussion on how HPT fits into this.

Discussion:  
- Explain that Scientific management and modern management are not necessarily ways of improving performance, but management styles. They definitely did improve performance, but they aren't specifically about identifying performance problems and resolving them.  
- Discuss how HPT fits into the whole picture of performance management (Have a discussion with the class on this).

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 22-24 – Describing the “Behavior Cult”

Activities:  
- Discussion

Wireframe

## *The Great Cult of Behavior*

**Do you believe human performance is a function of human behavior?**

**If you want to know if people are competent performers, you have to observe how they behave, right?**

**What do you need to observe to determine if performers are competent?**

Needed Materials:  
N/A

Learning Objective(s):  
4.2 Describe the importance of the Behavior Cult  
4.2.A Define the Subcult of Work  
4.2.B Define the Subcult of Knowledge  
4.2.C Define the Subcult of Motivation

Presenter Notes:  
- Remember that this has to do with looking at accomplishments over behaviors.  
- The Great Behavior Cult – Behavior is not what we should look at in regards to performance – accomplishment is! (Gilbert, 2007, pp. 7-10)

Discussion:  
- Discuss with the class these questions. Have them answer as a group, and explain their answers.  
- “In the great cult of behavior the appeal is to control or affect behavior in some way... The behavior cult, of course, sees its enemy as people, because it puts great store on how people behave, their fashions, and their style of doing things, regardless of what they actually accomplish.” (Gilbert, 2007, p. 7)  
- The cult of behavior lies on the premise that performance should be based of behavior.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 25 – Describing the “Behavior Cult”

## Activities:

- Lecture/Discussion
- Have the learners decide whether the statements are truth or myths.

## Needed Materials:

N/A

## Learning Objective(s):

- 4.2 Describe the importance of the Behavior Cult
- 4.2.A Define the Subcult of Work
- 4.2.B Define the Subcult of Knowledge
- 4.2.C Define the Subcult of Motivation

## Presenter Notes:

- Click to reveal the answers and the next truth or myth.

## Wireframe

### *The Subcult of Work*

The harder you work the better performer you are (e.g. working long hours/staying late/faster you work).

**Myth**

The subcult of work can breed sloth, wastefulness, inefficiency, inflation, and incompetency.

**Truth**

The subcult of work focuses only on how much energy people can expend, not on their actual accomplishments.

**Truth**



## Discussion:

- 2<sup>nd</sup> point – If people are putting in long hours, but aren't producing valued accomplishments wouldn't this be a waste of time and money?
- 3<sup>rd</sup> point – If people used all their energy to produce valued accomplishments you would have a great performer, but most people don't and only use part of their energy to do this – whether on purpose or not.



# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 26 – Describing the “Behavior Cult”

## Activities:

- Lecture/Discussion
- Have the learners decide whether the statements are truth or myths.

## Needed Materials:

N/A

## Learning Objective(s):

- 4.2 Describe the importance of the Behavior Cult
- 4.2.A Define the Subcult of Work
- 4.2.B Define the Subcult of Knowledge
- 4.2.C Define the Subcult of Motivation

## Presenter Notes:

- Click to reveal the answers and the next truth or myth.

## Wireframe

### *The Subcult of Knowledge*

To perform your best you should know as much about your job as possible.

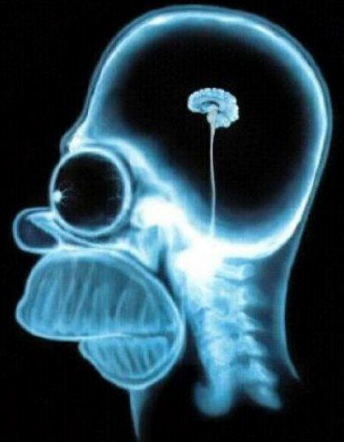
**Truth**

You can achieve valued accomplishments without knowledge.

**Myth**

The subcult of knowledge is based on the idea that those who possess greater amounts of knowledge will automatically perform better.

**Truth**



## Discussion:

- 1<sup>st</sup> point – You should know all about your job, however knowledge beyond that is not needed to perform your job any better.
- 2<sup>nd</sup> point – Of course you have to have the knowledge to achieve the valued accomplishments – you can't perform a job you don't know how to do – but knowledge beyond how to perform the given task does not mean you will be an even better performer.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 27 – Describing the “Behavior Cult”

## Activities:

- Lecture/Discussion
- Have the learners decide whether the statements are truth or myths.

## Needed Materials:

N/A

## Learning Objective(s):

- 4.2 Describe the importance of the Behavior Cult
- 4.2.A Define the Subcult of Work
- 4.2.B Define the Subcult of Knowledge
- 4.2.C Define the Subcult of Motivation

## Presenter Notes:

- Click to reveal the answers and the next truth or myth.

## Wireframe

### *The Subcult of Motivation*

The subcult of motivation is based on the idea that those who are motivated to work, will succeed.

**Truth**

Motivation is important, but you should not based someone's performance off of how motivated they are.

**Truth**

Only those who are motivated can produce valued accomplishments

**Myth**



## Discussion:

- 1<sup>st</sup> point – This is true, but just because someone is motivated it doesn't mean they will succeed.
- 2<sup>nd</sup> point – You should always look at accomplishments, these will tell you how well your performers are actually doing.
- 3<sup>rd</sup> point – Can anyone think of a time where someone was not motivated but was able to do some really impressive things?



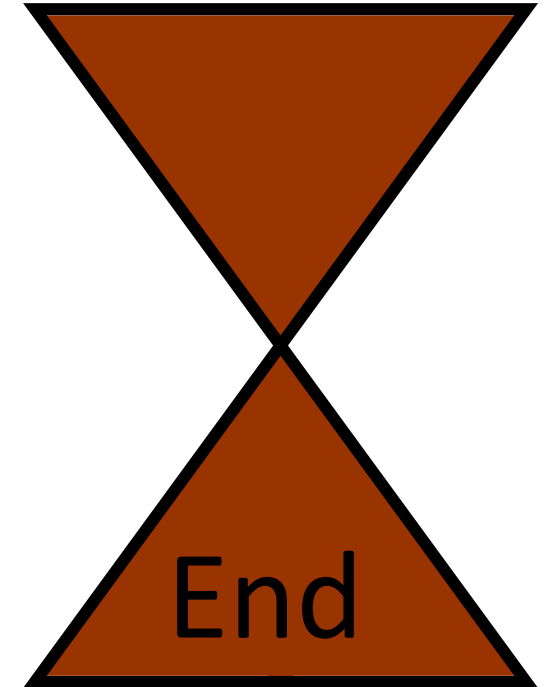
# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 28 – Break

Activities:  
- 15 minute break

Wireframe

***Break – 15 minutes***



Needed Materials:  
N/A

Learning Objective(s):  
N/A

Presenter Notes:  
- Remember to click on the clock, or it wont start.

Discussion:  
N/A

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 29-32 – HPT Mantra

Activities:  
- Discussion

Wireframe

## ***Being Cause-Conscious, not Solution-Focused***

- **What does this mantra mean?**
- **Why is it so Important?**
- **How do you solve problems?**
- **Why do you think so much emphasis is put on this idea?**

Needed Materials:  
N/A

Learning Objective(s):  
4.1 Identify the HPT mantra, and define what it means.

Presenter Notes:  
- These will pop up one at a time, so don't rush through them. Take time to answer each questions thoroughly.

Discussion:  
- Discuss with the class their answers to the questions above.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 33 – Gilberts Behavior Engineering Model

Activities:  
- Lecture

Wireframe

## *Gilbert's Behavior Engineering Model*



**Thomas F. Gilbert 1927-1995**

Needed Materials:  
N/A

Learning Objective(s):  
4 Identify the root causes of performance problems  
4.3 Identify Gilbert's Three Leisurely Theorems  
4.4 Use Gilbert's Behavior Engineering Model to identify the causes of the performance problem.

Presenter Notes:

- Gilbert is known as the Father of Human Performance Technology
- Introduced his behavior engineering model in his book *Human Competence – Engineering Worthy Performance* (1978)

Discussion:

- Revolutionized the field of HPT, and contributed a number of the theories, ideas, and models presented throughout both this course and the online course. Valued Accomplishments, Behavior Cult, Behavior Engineering Model, Performance Gaps, Potential for Improving Performance,  $W=V/C$ , etc.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 34 – Gilberts Behavior Engineering Model

Activities:  
- Lecture

Wireframe

## *Gilbert's Leisurely Theorems*

- 1) Behavior vs Accomplishments
- 2) Potential for Improving Performance (PIP)
- 3) Behavior Engineering Model

Needed Materials:  
N/A

Learning Objective(s):  
4 Identify the root causes of performance problems  
4.3 Identify Gilbert's Three Leisurely Theorems  
4.4 Use Gilbert's Behavior Engineering Model to identify the causes of the performance problem.

Presenter Notes:  
- Mention that the first two have already been discussed, answer questions if anyone has any.  
- BEM is coming up in the next slide.

Discussion:  
- Don't worry about going into detail about the word "Leisurely," but if they do have questions here is the Definition:  
- **Leisure** = opportunity afforded by free time to do something (Google Definition).

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 35-41 – Gilberts Behavior Engineering Model

Activities:

- Lecture

Wireframe

## *Gilbert's Behavior Engineering Model*

	<b>Information</b>	<b>Instrumentation</b>	<b>Motivation</b>
<b>Environmental Supports</b>	<p>Data</p> <ul style="list-style-type: none"><li>• Relevant and frequent feedback about the adequacy of performance.</li><li>• Description of what is expected of performance</li><li>• Clear and relevant guides to adequate performance</li></ul>	<p>Resources</p> <ul style="list-style-type: none"><li>• Tools and materials of work designed scientifically to match human factors.</li></ul>	<p>Incentives</p> <ul style="list-style-type: none"><li>• Adequate financial incentives made contingent on performance</li><li>• Nonmonetary incentives</li><li>• Career-development opportunities</li></ul>
<b>Individual's Repertory of Behavior</b>	<p>Knowledge</p> <ul style="list-style-type: none"><li>• Systematically designed training that matches the requirements of exemplary performance</li><li>• Placement</li></ul>	<p>Capacity</p> <ul style="list-style-type: none"><li>• Flexible scheduling of performance to match peak capacity</li><li>• Prosthesis</li><li>• Physical shaping</li><li>• Adaptation</li><li>• Selection</li></ul>	<p>Motives</p> <ul style="list-style-type: none"><li>• Assessment of people's motives to work</li><li>• Recruitment of people to match the realities of the situation</li></ul>

Needed Materials:

- Provide them with the Behavior Engineering Model Handout

Learning Objective(s):

- 4 Identify the root causes of performance problems
- 4.3 Identify Gilbert's Three Leisurely Theorems
- 4.4 Use Gilbert's Behavior Engineering Model to identify the causes of the performance problem.

Presenter Notes:

- Go over each of these sections with the class. Start with the top row (Information, Instrumentation, Motivation) than go to the first column (Environment & Individual), then progress through the 6 areas of the model (Sections will fill up as you click through).

Discussion:

- Discuss the model with the class in detail.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 42 – Gilberts Behavior Engineering Model

Activities:  
- Lecture

Needed Materials:  
N/A

Learning Objective(s):  
4.2 Describe the importance of the Behavior Cult  
4.2.A Define the Subcult of Work  
4.2.B Define the Subcult of Knowledge  
4.2.C Define the Subcult of Motivation

Presenter Notes:  
- This will only be up for a second to show that we are going to be talking again about the mechanic from the online course.

Wireframe



Discussion:  
- Explain that we are now going to look back at the mechanic in the shop in regards to Gilbert's Behavior Engineering Model.



# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 43-48 – Gilberts Behavior Engineering Model

Activities:  
- Lecture/Discussion

Wireframe

## *Gilbert's Behavior Engineering Model*

	Information	Instrumentation	Motivation
Environmental Supports	<p>Data</p> <ul style="list-style-type: none"><li>• Didn't know he was expected to fix 25 cars/day</li><li>• The supervisors rarely provide feedback to their employees</li><li>• Doesn't know that he can pass off jobs to those better suited for them.</li></ul>	<p>Resources</p> <ul style="list-style-type: none"><li>• Mechanics bring their own tools and his are getting old/doesn't have all the ones he should</li><li>• Others are willing to share, but he doesn't know this.</li></ul>	<p>Incentives</p> <ul style="list-style-type: none"><li>• There is a cash incentive for each car that they get fixed</li><li>• No consequence for taking longer on the cars</li><li>• No non-monetary incentives</li></ul>
Individual's Repertory of Behavior	<p>Knowledge</p> <ul style="list-style-type: none"><li>• He has more knowledge about how to fix cars than anyone else in the shop.</li><li>• He isn't as good as some of his co-workers at repairing radiators.</li><li>• Is eager to learn new things around the shop.</li></ul>	<p>Capacity</p> <ul style="list-style-type: none"><li>• He loves fixing cars and has been doing it for a really long time.</li><li>• He isn't as good as some of his co-workers at repairing radiators.</li></ul>	<p>Motives</p> <ul style="list-style-type: none"><li>• He definitely has the passion and motivation to do the job.</li><li>• Is eager to learn new things around the shop.</li></ul>

Needed Materials:  
- Provide them with the Behavior Engineering Model Handout

Learning Objective(s):  
4 Identify the root causes of performance problems  
4.3 Identify Gilbert's Three Leisurely Theorems  
4.4 Use Gilbert's Behavior Engineering Model to identify the causes of the performance problem.

Presenter Notes:  
- Again each box of the model will fill up as you progress through the slides.

Discussion:  
- Point out how the bottom row are the behaviors that we couldn't use to judge performance in the online course.  
- "If you pit a good performer against a bad system, the system will win almost every time." (Rummler & Brache, 1995, p. 13).  
- Mention that some things fit into more than one category... this is okay!

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 49 – Gilberts Behavior Engineering Model

## Activities:

- Discuss the performance problem that the class identified.
- Fill out BEM on the whiteboard with the help of the class – this should be a discussion where they come up with the answers not the instructor.

## Needed Materials:

- White Board
- Dry Erase Markers
- Provide Gilbert Behavior Engineering Model Handout

## Learning Objective(s):

- 4 Identify the root causes of performance problems
- 4.3 Identify Gilbert’s Three Leisurely Theorems
- 4.4 Use Gilbert’s Behavior Engineering Model to identify the causes of the performance problem.

## Presenter Notes:

- If there is time, let the learners work on their project – fill out the Gilbert Behavior Engineering Model.

## Wireframe

### *Gilbert’s Behavior Engineering Model*

	<b>Information</b>	<b>Instrumentation</b>	<b>Motivation</b>
<b>Environmental Supports</b>	<b>Data</b> <ul style="list-style-type: none"><li>• Relevant and frequent feedback about the adequacy of performance.</li><li>• Description of what is expected of performance</li><li>• Clear and relevant guides to adequate performance</li></ul>	<b>Resources</b> <ul style="list-style-type: none"><li>• Tools and materials of work designed scientifically to match human factors.</li></ul>	<b>Incentives</b> <ul style="list-style-type: none"><li>• Adequate financial incentives made contingent on performance</li><li>• Nonmonetary incentives</li><li>• Career-development opportunities</li></ul>
<b>Individual’s Repertory of Behavior</b>	<b>Knowledge</b> <ul style="list-style-type: none"><li>• Systematically designed training that matches the requirements of exemplary performance</li><li>• Placement</li></ul>	<b>Capacity</b> <ul style="list-style-type: none"><li>• Flexible scheduling of performance to match peak capacity</li><li>• Prosthesis</li><li>• Physical shaping</li><li>• Adaptation</li><li>• Selection</li></ul>	<b>Motives</b> <ul style="list-style-type: none"><li>• Assessment of people’s motives to work</li><li>• Recruitment of people to match the realities of the situation</li></ul>

## Discussion:

- Go over the identified class performance problem using Gilbert’s Behavior Engineering Model - this should be a discussion where they come up with the answers not the instructor.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 50 – Markers Synchronized Analysis Model

## Activities:

- Discuss the performance problem that the class identified.
- Fill out SAM on the whiteboard with the help of the class – this should be a discussion where they come up with the answers not the instructor.

## Needed Materials:

- White Board
- Dry Erase Markers
- Provide Synchronized Analysis Model Handout

## Learning Objective(s):

- 4 Identify the root causes of performance problems
- 4.5 Use Marker’s Synchronized Analysis Model to identify environmental causes

## Presenter Notes:

- If there is time, let the learners work on their project – fill out Marker’s Synchronized Analysis Model.

## Wireframe

### *Marker’s Synchronized Analysis Model*

		What are the Causes?		
		Information	Instrumentation	Motivation
Environment	External	Data Feedback	Support Tools Resources	Consequences Rewards Incentives
	Organizational	Data Feedback	Support Tools Resources	Consequences Rewards Incentives
	Job	Data Feedback	Support Tools Resources	Consequences Rewards Incentives
Individual	Worker	Knowledge Skills	Capacity	Motives

Labels: Environment (left), Individual (bottom), Outside (right), Inside (right)

## Discussion:

- Explains that this is just an updated version of Gilbert’s BEM. It isn’t necessarily widely used, but it is useful because it further breaks up the environmental supports to give a clearer picture.
- After going over the class performance problem using Gilbert’s BEM, now break it down further using Marker’s Synchronized Analysis Model.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 51 – Lunch

Activities:  
- Lunch Break

Wireframe

Needed Materials:  
N/A

Learning Objective(s):  
N/A

Presenter Notes:  
- Just darken the screen.  
- The lunch break will only be one hour. Will start directly at 1 o'clock due to a strict timeline.

Discussion:  
- N/A

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 52 – Chevalier’s Cause Analysis Worksheet

## Activities:

- Lecture

## Wireframe

### *Chevalier’s Cause Analysis Worksheet*

## Needed Materials:

- Provide Cause Analysis Worksheet

- ✓ Present Level of Performance
- ✓ Measures of Quality
- ✓ Desired Level of Performance
- ✓ Measure of Time
- ✓ Reasonable Goal
- ✓ Measures of Cost
- ✓ Measures of Quantity
- ✓ Other Key Measures

## Learning Objective(s):

- 4 Identify the root causes of performance problems
- 4.6 Use Chevalier's Cause Analysis Worksheet to identify Driving and Restraining Forces
- 4.6.A Define Driving Forces
- 4.6.B Define Restraining Forces

## Presenter Notes:

- Next Page you will be answering these questions in regards to the mechanic.

## Discussion:

- Go through and explain what each of these things are – some may be answerable some may not, depending on the performance problem.
- They should recognize some of these from the Performance Analysis Flow Diagram.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 53 – Chevalier’s Cause Analysis Worksheet

## Activities:

- Lecture/Discussion

## Needed Materials:

- Provide Cause Analysis Worksheet

## Learning Objective(s):

- 4 Identify the root causes of performance problems
- 4.6 Use Chevalier's Cause Analysis Worksheet to identify Driving and Restraining Forces
  - 4.6.A Define Driving Forces
  - 4.6.B Define Restraining Forces

## Presenter Notes:

- There are two pages to answer all of these questions

## Wireframe

### *Back to our Mechanic in the Shop*

#### Present Level of Performance:

Able to fix 10 cars/day

#### Desired Level of Performance:

Able to fix 25 cars/day

#### Reasonable Goal:

To identify a way of getting the mechanic up to his co-worker who can already fix 25 cars/day

#### Measures of Quantity:

How many cars is he able to fix/day before, during, and after the implementation of the intervention.

## Discussion:

- Go over the answers with the class, get their advice on if they think these responses properly answer the questions.





# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 54 – Chevalier’s Cause Analysis Worksheet

## Activities:

- Lecture/Discussion

## Needed Materials:

- Provide Cause Analysis Worksheet

## Learning Objective(s):

- 4 Identify the root causes of performance problems
- 4.6 Use Chevalier's Cause Analysis Worksheet to identify Driving and Restraining Forces
  - 4.6.A Define Driving Forces
  - 4.6.B Define Restraining Forces

## Presenter Notes:

- There are two pages to answer all of these questions

## Wireframe

### *Back to our Mechanic in the Shop*

#### Measures of Quality:

See if the cars are being repaired with the same level of quality as before.

#### Measure of Time:

How many cars, on average, can he repair in one day vs one week – both before and after the intervention.

#### Measures of Cost:

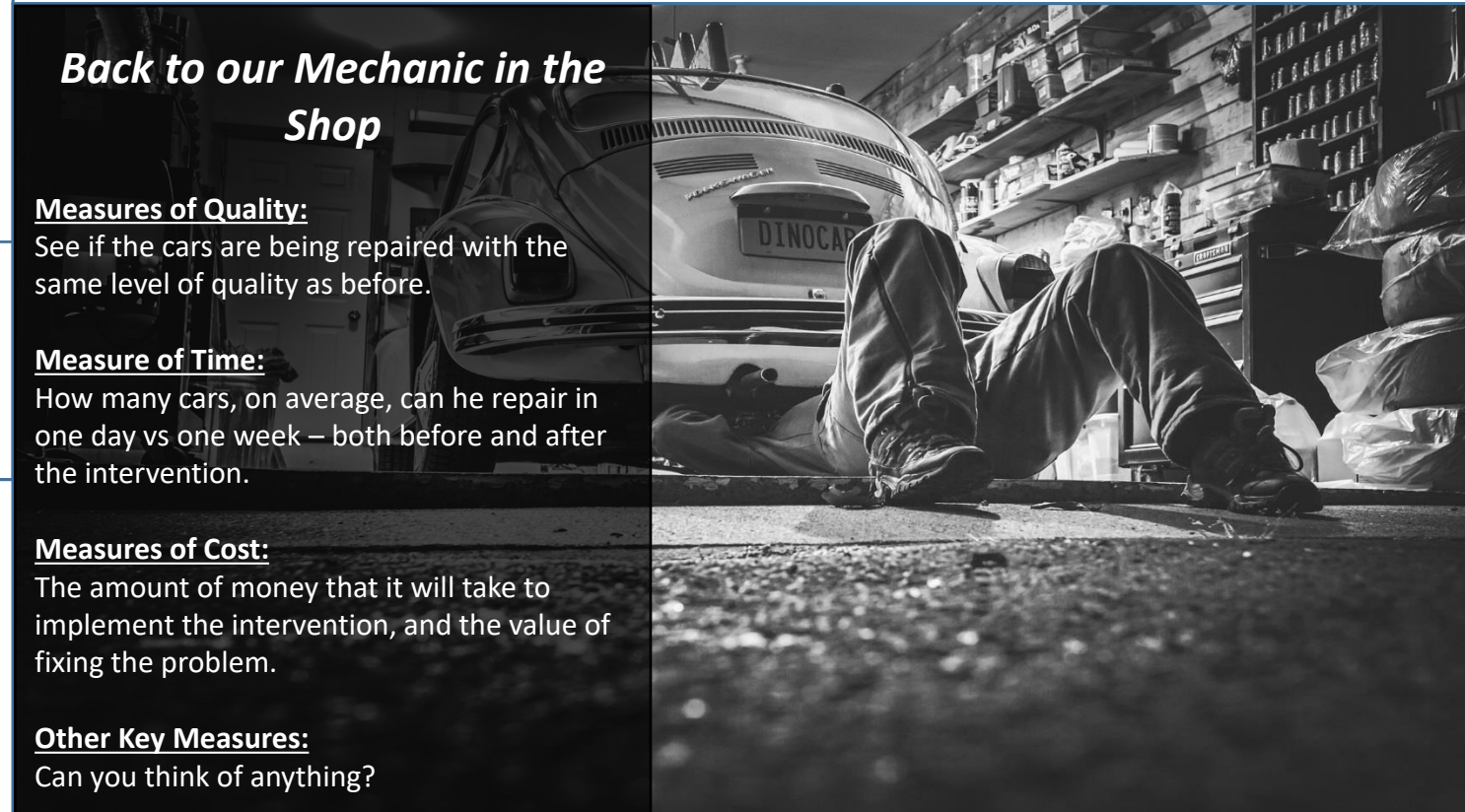
The amount of money that it will take to implement the intervention, and the value of fixing the problem.

#### Other Key Measures:

Can you think of anything?

## Discussion:

- Go over the answers with the class, get their advice on if they think these responses properly answer the questions.
- Have them answer the last question as a class.



# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 55 – Chevalier’s Cause Analysis Worksheet

## Activities:

- Lecture

## Needed Materials:

- Provide Cause Analysis Worksheet

## Learning Objective(s):

- 4 Identify the root causes of performance problems
- 4.6 Use Chevalier's Cause Analysis Worksheet to identify Driving and Restraining Forces
  - 4.6.A Define Driving Forces
  - 4.6.B Define Restraining Forces

## Presenter Notes:

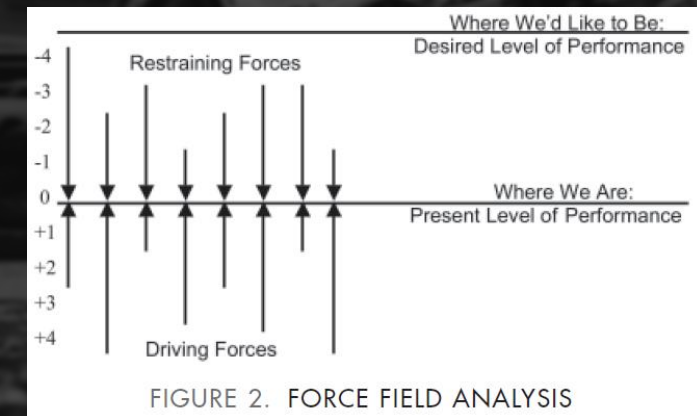
- This image is the same/similar to the performance gap image shown before – good to point that out.
- The restraining and driving forces will help them to identify the best possible solutions to fixing their problems.

## Wireframe

### *Chevalier’s Cause Analysis Worksheet*

**Restraining Forces** – Factors that work against us as we try to close the gap between the present level and the desired level of performance. (Chevalier, 2003, p. 10)

**Driving Forces** – Factors that are already working to close the gap between the present and desired level of performance. (Chevalier, 2003, p. 10)



## Discussion:

- Explain what the difference is between restraining forces and driving forces.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 56 – Chevalier’s Cause Analysis Worksheet

## Activities:

- Lecture

## Needed Materials:

- Provide Cause Analysis Worksheet

## Learning Objective(s):

- 4 Identify the root causes of performance problems
- 4.6 Use Chevalier's Cause Analysis Worksheet to identify Driving and Restraining Forces
- 4.6.A Define Driving Forces
- 4.6.B Define Restraining Forces

## Presenter Notes:

- This image is the same/similar to the performance gap image shown before – good to point that out.
- The restraining and driving forces will help them to identify the best possible solutions to fixing their problems.

## Wireframe

### *Chevalier’s Cause Analysis Worksheet*

	Driving Forces +4 +3 +2 +1	Restraining Forces -1 -2 -3 -4
<u>Didn’t know expectations</u>		←
<u>Lack of feedback from supervisors</u>		←
<u>Doesn’t know he can pass off jobs to those better suited for them</u>		←
<u>Has to bring his own tools</u>		←
<u>Others willing to share their tools</u>	→	
<u>Cash incentives for fixing more cars</u>	→	
<u>No consequences for taking longer on each car</u>		←
<u>Has a vast knowledge of how to repair cars</u>	→	
<u>Eager to learn new things around the shop</u>	→	
<u>Doesn’t know how to repair some things</u>		←
<u>Has been fixing cars all his life and knows what he is doing</u>	→	
<u>Motivated to do the job and do it right</u>	→	

## Discussion:

- Explain what the difference is between restraining forces and driving forces.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 57 – Chevalier’s Cause Analysis Worksheet

## Activities:

- Discuss the performance problem that the class identified.
- Fill out CAW on the whiteboard with the help of the class – this should be a discussion where they come up with the answers not the instructor.

## Needed Materials:

- Provide Cause Analysis Worksheet

## Learning Objective(s):

- 4 Identify the root causes of performance problems
- 4.6 Use Chevalier's Cause Analysis Worksheet to identify Driving and Restraining Forces
  - 4.6.A Define Driving Forces
  - 4.6.B Define Restraining Forces

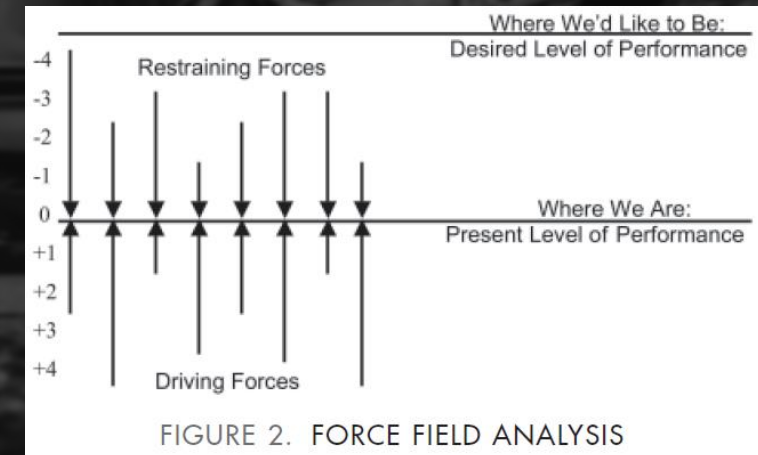
## Presenter Notes:

- The learners will have time after this activity to work on their group projects.

## Wireframe

### *Chevalier’s Cause Analysis Worksheet*

- ✓ Present Level of Performance
- ✓ Desired Level of Performance
- ✓ Reasonable Goal
- ✓ Measures of Quantity
- ✓ Measures of Quality
- ✓ Measure of Time
- ✓ Measures of Cost
- ✓ Other Key Measures



## Discussion:

- Fill out the cause analysis worksheet with the class using the performance problem identified by the class.



# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 58 – Group Project Time

## Activities:

- Groups will go through the Behavior Engineering Model, Synchronized Analysis Model, and the Cause Analysis Worksheet for their groups performance problem.
- These things must be addressed in the group project.

## Needed Materials:

- Large Post-It Notes (1 for each group)
- Lined Paper to write on
- Pens/Pencils
- Permanent Markers

## Learning Objective(s):

4 Identify the root causes of performance problems

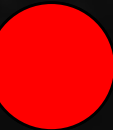
## Presenter Notes:

- Groups should be comprised of 4-6 people, and there should be no more than 4 groups (this is due to time constraints).
- Click on the circle in the bottom right, this is a 15min timer to ensure the class stays on schedule.
- Groups should complete the GBM, SAM, CAW.

## Wireframe

### *Group Projects*

- Use Gilbert’s Behavior Engineering Model to identify the causes of the performance problem.
- Use Marker’s Synchronized Analysis Model to separate out the environmental causes.
- Use Chevalier’s Cause Analysis Worksheet to identify the driving and restraining forces.



## Discussion:

- Explain that each of these three needs to be addressed in the group project.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 59 – Potential Solutions

## Activities:

- Lecture

## Needed Materials:

- Interventions Handout

## Learning Objective(s):

2. Use the Performance Analysis Flow Diagram to Identify Worthy Performance Problems
  - 2.2 Use  $W=V/C$  to identify if it is a problem worth pursuing.
  - 2.3 Identify any potential barriers in regards to consequences
  - 2.4 Determine if the problem is caused by a skill deficiency
  - 2.5 Recognize and identify other barriers.

## Presenter Notes:

- May want to mention that all of the interventions identified in this portion of the presentation are taken from Stolovtich & Keeps book Training Ain't Performance

## Wireframe

# *Identifying Potential Solutions*

**“...an intervention [solution] is something that is specifically designed to bridge the gap between current and desired performance states. It can be complete unto itself or part of a basket of interventions.”**

**(Stolovitch & Keeps, 2004,p. 110)**

## Discussion:

- Explain that you don't have to have one solution to fix all the causes your performance problem, but that you can implement multiple solutions to ensure your performance problem is fixed.



# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 60 – Potential Solutions

## Activities:

- Lecture/Discussion

## Needed Materials:

- N/A

## Learning Objective(s):

- 5 Identify effective solutions to performance problems
- 5.1 Identify a number of potential solutions
- 5.1.A Define and describe learning interventions
- 5.1.B Define and describe Environmental Interventions
- 5.1.C Define and describe Emotional Interventions

## Presenter Notes:

- Refer them to their Intervention Handout – All this will be on their handouts.
- Ask the class if any of these look familiar from Gilbert’s BEM or the Performance Analysis Flow Diagram.

## Wireframe

### *Potential Solutions – Learning Interventions*

Intervention Type	Description of the intervention
Natural Experience	The performer is placed in the natural environment and learns through trial-and-error.
Experiential Learning	Same as natural experience, but after the experience they go through a debriefing to reflect on the experience.
On-the-job Training	The individual learner assumes an apprenticeship role while working in an operational setting.
Structured-on-the-job Training	Similar to on-the-job training except that the operational work environment has been systematically organized and prepared for learning.
Simulation	The individual performs as she or he would in real life. However, the setting is an artificial creation designed to resemble the natural environment.
Role Play	The individual assumes roles other than his or her own real one, or remains the same person but is thrust into a different setting.
Laboratory Training	Similar to simulation training except the lab does not necessarily re-create the work environment.
Classroom Training	The individual acquires skills and knowledge through guidance from an instructor in a formal group setting.
Self-Study	The individual acquires skills and knowledge through self-learning.

## Discussion:

- Briefly touch on each of these learning intervention types. Do not worry about going into grave detail on any of them though. Have the class give an example, from their experiences, of each type of intervention.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 61 – Potential Solutions

## Activities:

- Lecture/Discussion

## Needed Materials:

- N/A

## Learning Objective(s):

- 5 Identify effective solutions to performance problems
- 5.1 Identify a number of potential solutions
- 5.1.A Define and describe learning interventions
- 5.1.B Define and describe Environmental Interventions
- 5.1.C Define and describe Emotional Interventions

## Presenter Notes:

- Refer them to their Intervention Handout – All this will be on their handouts.
- Ask the class if any of these look familiar from Gilbert’s BEM or the Performance Analysis Flow Diagram.

## Wireframe

### *Potential Solutions – Performance Aids*

Intervention Type	Description of the intervention
<b>Job Aid</b>	An information repository that helps you perform a task in expert fashion. There are many sorts of job aids from simple to complex: Step-by-step procedures, worksheets, directory displays, decision trees and tables, algorithm flowcharts, checklists, samples, etc.
<b>Performance Support Tools and Systems</b>	These performance aids, especially electronic performance support systems (EPSS), are very high-end, sophisticated job aids. They are designed to help you act and make decisions like a high-end expert performer.

## Discussion:

- Briefly touch on each of these learning intervention types. Do not worry about going into grave detail on any of them though. Have the class give an example, from their experiences, of each type of intervention.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 62 – Potential Solutions

## Activities:

- Lecture/Discussion

## Needed Materials:

- N/A

## Learning Objective(s):

- 5 Identify effective solutions to performance problems
- 5.1 Identify a number of potential solutions
- 5.1.A Define and describe learning interventions
- 5.1.B Define and describe Environmental Interventions
- 5.1.C Define and describe Emotional Interventions

## Presenter Notes:

- Refer them to their Intervention Handout – All this will be on their handouts.
- Ask the class if any of these look familiar from Gilbert’s BEM or the Performance Analysis Flow Diagram.

## Wireframe

### *Potential Solutions – Environmental Interventions*

Intervention Type	Description of the intervention
Provision of Information	Lack of clarity of performance expectations and lack of specific, timely feedback focused on how one is performing in light of these expectations, form the number one cause of performance deficiencies.
Provision of resources	Without sufficient resources, the individual cannot perform as expected – Tools, Time, Help, Training, etc.
Redesign of the work environment	Inadequate organizational structure, communications systems, work processes, and physical or administrative infrastructures create delays and inhibit performance.
Elimination of task interference	The work environment creates conflicting priorities, and/or requires execution of activities that may decrease performance on essential tasks.
Selection	Persons who do not have essential prerequisite skills and knowledge or appropriate characteristics and talents to perform drain the organizations resources.
Provision of support	Performance, especially during early stages, requires encouragement, monitoring, and support.

## Discussion:

- Briefly touch on each of these learning intervention types. Do not worry about going into grave detail on any of them though. Have the class give an example, from their experiences, of each type of intervention.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 63 – Potential Solutions

## Activities:

- Lecture/Discussion

## Needed Materials:

- N/A

## Learning Objective(s):

- 5 Identify effective solutions to performance problems
  - 5.1 Identify a number of potential solutions
    - 5.1.A Define and describe learning interventions
    - 5.1.B Define and describe Environmental Interventions
    - 5.1.C Define and describe Emotional Interventions

## Presenter Notes:

- Refer them to their Intervention Handout – All this will be on their handouts.
- Ask the class if any of these look familiar from Gilbert’s BEM or the Performance Analysis Flow Diagram.

## Wireframe

### *Potential Solutions – Emotional Interventions*

Intervention Type	Description of the intervention
Provision of Incentives/Consequences	People perform well when they see what is in it for them as well as for the organization. Clear, meaningful, equitable rewards for performance and consequences for lack of performance result in improved performance.
Enhancement of motivation	People perform better when motivated. Operationally, this means that they value what they do (or if not the task, then the reward attached to it), feel secure in their work, yet are challenged by it and believe that with reasonable effort they can achieve success.

## Discussion:

- Briefly touch on each of these learning intervention types. Do not worry about going into grave detail on any of them though. Have the class give an example, from their experiences, of each type of intervention.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 64 – Leveraging the Solutions

Activities:  
- Discussion

Wireframe

## *Leveraging the Solutions*

“Environmental factors are the starting point for analysis because they pose the greatest barriers to exemplary performance.”

(Chevalier, 2003, p. 9)

Needed Materials:  
N/A

“If you pit a good performer against a bad system, the system will win almost every time.”

(Rummler & Brache, 1995, p. 13).

Learning Objective(s):  
5 Identify effective solutions to performance problems  
5.2 Leverage the Solutions  
5.3 Calculate the ROI of each potential solution  
5.3.A Define Return on Investment  
5.4 Select the most appropriate intervention plan

Presenter Notes:  
- Discuss these two quotes with the class

Discussion:

- You should leverage the solutions by weighing all the possible solutions together and selecting the ones with the highest impact and lowest cost to implement first. It wouldn't necessarily go from Information to Knowledge.
- Explain how the solutions should work to effect many of the causes – Implementing incentives should rise motivation – Increasing knowledge should help clarify expectations.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 65 – Leveraging the Solutions

Activities:  
- Lecture

Wireframe

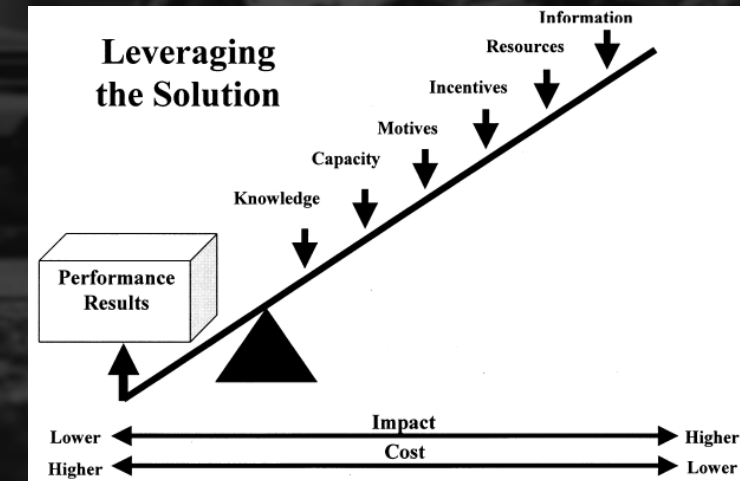
## *Leveraging the Solutions*

Needed Materials:  
N/A

**Diffusion of the Effects** = An intervention that principally influences one factor in the behavior engineering model and often would act as a catalyst that spread or diffused the effect of that intervention to other factors.

(Winiiecki, 2015, p. 9; Chyung, 2005, p. 25)

Learning Objective(s):  
5 Identify effective solutions to performance problems  
5.2 Leverage the Solutions  
5.3 Calculate the ROI of each potential solution  
5.3.A Define Return on Investment  
5.4 Select the most appropriate intervention plan



Presenter Notes:  
- The lower the cost and the higher the impact the better the intervention.

Discussion:  
- You should leverage the solutions by weighing all the possible solutions together and selecting the ones with the highest impact and lowest cost to implement first. It wouldn't necessarily go from Information to Knowledge.  
- Explain how the solutions should work to effect many of the causes – Implementing incentives should rise motivation – Increasing knowledge should help clarify expectations.



# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 66 – Leveraging the Solutions

Activities:  
- Lecture/Discussion

Needed Materials:  
N/A

Learning Objective(s):  
5 Identify effective solutions to performance problems  
5.2 Leverage the Solutions  
5.3 Calculate the ROI of each potential solution  
5.3.A Define Return on Investment  
5.4 Select the most appropriate intervention plan

Presenter Notes:

- You should calculate your costs and potential values with all the stakeholders. They will give more insight into the expenses that will go into the interventions.
- ROI brings us full circle back to determining whether the performance problem is worthy. Just because it seemed like it would be of value before, doesn't mean it actually will be.

Wireframe

## *Return on Investment (ROI)*

$$W = \frac{V}{C}$$

### Calculating Costs – For each intervention:

- 1) Identify easy to calculate costs
- 2) Calculate internal people hourly costs
- 3) Calculate external people hourly costs
- 4) Specific direct costs
- 5) Lost opportunity or replacement costs
- 6) Maintenance Cost
- 7) General Costs

Discussion:

- Explain that this simple formula is used to calculate the return on investment as well, but how do you calculate the value and cost?
- 1) Purchases, leases, services; 2) Developers, Trainers, Trainees, Managers, Instructional Designers, SME's; 3) Consultants or Contractors, 4) Travel, Documentation, Printing, Hotels, Per diem; 5) Loss of profit for an employee at training or who is helping with the project; 6) Maintenance of the project over the long-run; 7) Any other costs not included here.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 67 – Leveraging the Solutions

Activities:  
- Lecture/Discussion

Wireframe

## *Return on Investment (ROI)*

### Calculating Value:

- 1) Cost of an individual opportunity or deficiency
- 2) Frequency of opportunities or deficiencies
- 3) Lowest and highest estimated percentage of impact of your intervention.

$$W = \frac{V}{C}$$

Needed Materials:  
N/A

Learning Objective(s):  
5 Identify effective solutions to performance problems  
5.2 Leverage the Solutions  
5.3 Calculate the ROI of each potential solution  
5.3.A Define Return on Investment  
5.4 Select the most appropriate intervention plan

Presenter Notes:

- You should calculate your costs and potential values with all the stakeholders. They will give more insight into the expenses that will go into the interventions.
- ROI brings us full circle back to determining whether the performance problem is worthy. Just because it seemed like it would be of value before, doesn't mean it actually will be.

Discussion:

- 1) Opportunity – An individual occurrence of a gain that is being planned for, Deficiency – An individual occurrence of something that should be achieved but is not; 2) Frequency of occurrences for an individual opportunity or deficiency per worker per time period; 3) You calculate the lowest and highest to give you a confidence interval.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 68 – Leveraging the Solutions

## Activities:

- Discussion – Point out that

## Needed Materials:

N/A

## Learning Objective(s):

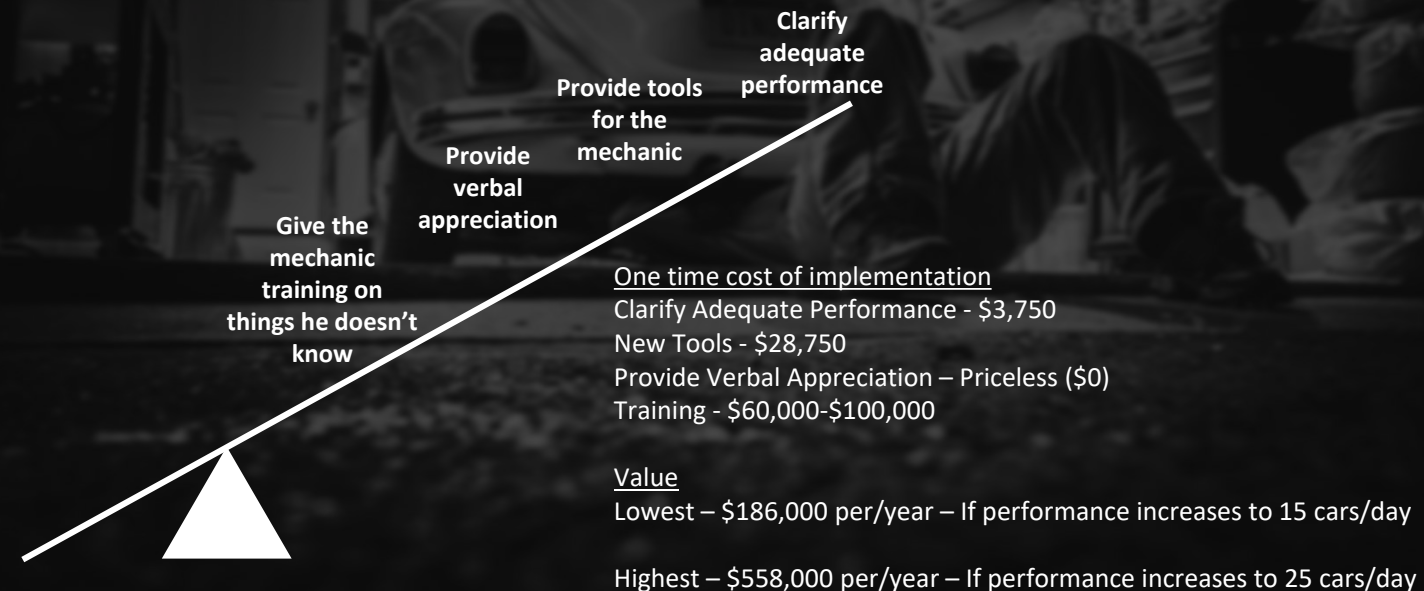
- 5 Identify effective solutions to performance problems
- 5.2 Leverage the Solutions
- 5.3 Calculate the ROI of each potential solution
- 5.3.A Define Return on Investment
- 5.4 Select the most appropriate intervention plan

## Presenter Notes:

- Look at the Force Field Analysis done for this problem.
- New tools would probably fix the most problems. He already knows how to fix most problems, and for those he doesn't he can pass those off to those who can fix it.
- Once you have leveraged the solutions for the mechanic story, look at the class performance problem and select solutions and leverage these.

## Wireframe

### *Leveraging the Solutions*



## Discussion:

- Discuss with the class which of these interventions they think would give the most bang for their buck.
- Clarification might require a day long training where no cars are being repaired - \$3,750, A full on brand new tool set with all the works - \$28,750 (Really High Rough Estimate); Verbal appreciation is free but a great incentive; Training could cost more could cost less... have to include all the money that might be lost from the employee being out to attend training.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 69 – Group Project Time

## Activities:

- Groups will need to identify a number of potential solutions and calculate a rough estimate of cost, value, and ROI.
- These things must be addressed in the group project.

## Needed Materials:

- Large Post-It Notes (1 for each group)
- Lined Paper to write on
- Pens/Pencils
- Permanent Markers

## Learning Objective(s):

- 5 Identify effective solutions to performance problems
- 5.2 Leverage the Solutions
- 5.3 Calculate the ROI of each potential solution
- 5.3.A Define Return on Investment
- 5.4 Select the most appropriate intervention plan

## Presenter Notes:

- Groups should be comprised of 4-6 people, and there should be no more than 4 groups (this is due to time constraints).
- Click on the circle in the bottom right, this is a 15min timer to ensure the class stays on schedule.

## Wireframe

### *Group Projects*

- Identify a number of potential solutions to help resolve your problem.
- What is the diffusion of effect?
- Calculate a rough estimate of the costs, value, and return on investment.

$$W = \frac{v}{c}$$



## Discussion:

- Groups will need to identify a number of potential solutions and calculate a rough estimate of cost, value, and ROI.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

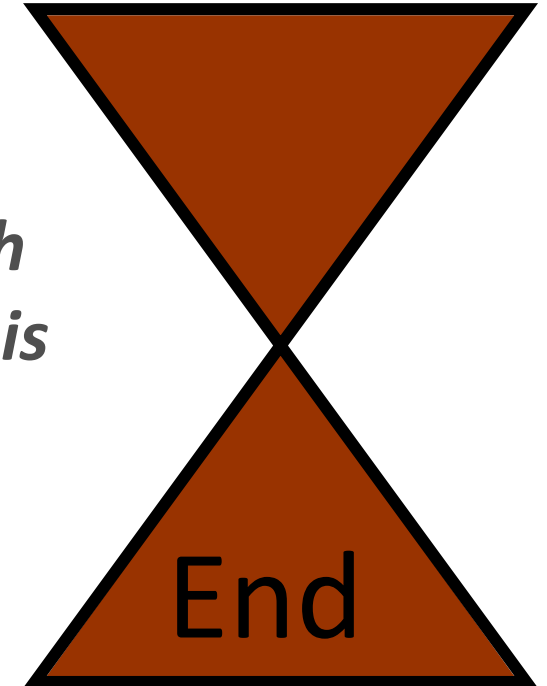
Slide Number(s): 70 – Break

Activities:  
- 15 minute break

Wireframe

***Break – 15 minutes***

***If you need to finish  
your project take this  
time to finish it!***



Needed Materials:  
N/A

Learning Objective(s):  
N/A

Presenter Notes:

- Remember to click on the clock, or it wont start.
- Presentations start after this slide!

Discussion:

- Let them know that they are okay to take a break, but will want to finish any parts of their project they aren't done with during this time. They will begin presenting next.



# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 71 – Group Presentations

## Activities:

- Groups will present their projects.
- Feedback will be given by the instructor and the other groups.
- Instructor will fill out the group presentation assessment.

## Needed Materials:

- Timer
- Group Presentation Assessment and Grading Rubric

## Learning Objective(s):

2. Use the Performance Analysis Flow Diagram to Identify Worthy Performance Problems
- 4 Identify the root causes of performance problems
- 5 Identify effective solutions to performance problems

## Presenter Notes:

- Groups should be comprised of 4-6 people, and there should be no more than 4 groups (this is due to time constraints).
- Have a timer read to ensure projects don't go way over.
- Provide feedback and have the groups provide feedback
- Turn the screen dark during presentations so it doesn't distract the groups.

## Wireframe

A wireframe slide with a dark background. The text "Time to Present Your Performance Problem" is centered in a large, white, italicized font. The background features a faint, grayscale image of a person's face, possibly a speaker or a student, looking towards the camera.

*Time to Present Your  
Performance Problem*

## Discussion:

- Groups will need to identify a number of potential solutions and calculate a rough estimate of cost, value, and ROI.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 72 – Group Presentations

Activities:  
N/A

Wireframe

Needed Materials:  
N/A

Learning Objective(s):  
N/A



- Presenter Notes:
- Answer any last questions, pass out business cards, and thank the group for attending.
  - Put up the resources on the next slide.

- Discussion:
- Answer any last questions, pass out business cards, and thank the group for attending.

# Title: HPT– Being Cause-Conscious, Not Solution-Focused

Slide Number(s): 73 – Group Presentations

Activities:  
N/A

Wireframe

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Needed Materials:  
N/A

Learning Objective(s):  
N/A

Presenter Notes:

- Answer any last questions, pass out business cards, and thank the group for attending.
- Put up the resources on the next slide.

Discussion:

- Explain that these resources are for both courses, and if anyone would like to see any of them they can be made available to them. (Note: Not the books, only the articles)