

*Entelechy's Newsletter for Trainers, Managers, HR Professionals and Others
Responsible for the Performance of Others*

=====

IN THIS ISSUE:

- Design and Development Shortcuts – Performance Assessments
 - Management Inventory
- =====

=====

DESIGN AND DEVELOPMENT SHORTCUTS – PERFORMANCE ASSESSMENTS

=====

First the way it SHOULD be done and then the shortcuts:

The first phase of the ADDIE instructional design model is Analysis (followed by Design, Develop, Implement, and Evaluate). The steps in the Analysis phase include:

- Conduct a performance assessment
- Determine goals
- Conduct a learner analysis
- Conduct a resource analysis
- Determine the likely delivery systems
- Create an Analysis Summary

CONDUCT A PERFORMANCE ASSESSMENT

Overview: Though it seems hard to believe, instructional designers are often asked to develop training courses to teach people to do things they already know how to do or to solve problems that can't be solved by instruction. A performance analysis helps to prevent these situations by revealing the differences or discrepancies between what people are currently doing and what they should be doing; and by determining which of those discrepancies can be eliminated by training.

Performance Discrepancy: A performance discrepancy is defined as the gap that exists between the actual performance of employees (what they are currently doing) and the desired performance of employees (what management would like them to be doing).

How to Discover the Performance Gap: The first step in analyzing performance during the Analysis phase of the ADDIE process is to discover the performance discrepancy or performance gap:

1. Measure the actual performance
2. Confirm the desired performance
3. Recognize the performance discrepancy between actual and desired performances
4. Identify the causes for the performance discrepancy

Causes of the Performance Discrepancy: Once the extent of the performance discrepancy or performance gap has been determined, you need to discover the cause of the performance gap. In general, there are three causes of performance gaps, each of which can be subdivided into several categories:

1. Can't
2. Won't
3. Don't know how

How To Discover the Cause of the Discrepancy: There are several ways to discover the cause of the Performance Discrepancy. The ones most frequently used are:

- Interview the employees in the “learner” group
- Conduct focus groups
- Ask the learners’ managers for insight
- Review the process used
- Review incentive plans
- Identify coaching and feedback mechanisms

PERFORMANCE ASSESSMENT TIPS AND SHORCUTS

- If you are designing training for a new topic or group of people, you will need to conduct more analysis and devote more effort to the design. However, don’t use the ISD process as a substitute for your own knowledge!
- Learn the lingo before talking to anyone in the group. Save time by reading a job description from the group.
- If you can talk to only two people, talk to the manager of the group and one exemplary performer.
- Use email to gather information.
- If you’re designing systems training or application training or policy training, sometimes the best source of performance-related information is the group the learners go to for support. For example, the internal technical resource center can be a great source of information for technical skills deficiencies. Another example: the audit department is a great source for errors made by processors.
- Focus on job performance. Keep asking, “What should it look like?” or “What should they be doing?”

This information comes from Entelechy's *Practical Design and Development Tips* eGuide, a 100-page guide that provides a detailed overview of ADDIE, over 100 design and development tips and shortcuts from some of the industry’s experts, a glossary of

over 250 instructional design terms, and much more. For more information on this guide (or to order it), please visit our website at <http://unlockit.com/eguide-HPT-PDD-EG.htm>

MANAGEMENT INVENTORY

Most companies use some type of inventory as a tool for management and supervisor development. The reason is simple: without an upfront assessment, development is haphazard and unfocused.

The following management inventory comes from Entelechy's High Performance Management program and focuses on general management skills. It is to be completed anonymously by subordinates:

You, as my manager:

1. Solicit and listen to my feelings, ideas, and solutions.
2. View me as a partner who is critical to the success of the team.
3. Explain reasons for decisions and procedures and give advance notice of changes whenever possible.
4. Seek to understand my feelings and display empathy.
5. Communicate to me the value of my efforts.
6. Provide me visibility.
7. Protect me from — or help me deal with — undue stress.
8. Understand and address the things that motivate me.

9. Orient me to the company's values, mission, and business strategy.
10. Provide information about the company and my role in the attainment of company goals.
11. Make performance expectations and priorities clear.
12. Encourage me when I'm discouraged or about to undertake new or difficult assignments.
13. Give me credit publicly when I deserve it.
14. Provide specific positive reinforcement regularly.
15. Give full attention to our discussions and minimize distractions.
16. Help me solve my own problems.
17. Serve as a good role model.
18. Provide me with regular feedback about my job performance.
19. Keep confidential matters confidential.
20. Schedule appropriate time for employees.
21. Focus on the high priorities first before doing lower priority tasks.
22. Delegate appropriately and effectively.
23. Conduct meetings that are structured and purposeful; the meetings are a valuable use of my time.

24. Correct performance problems immediately before they become major issues.
25. Administer policies fairly.
26. Ensure that all team members are pulling their own weight.
27. Tell me when I am not meeting expectations.
28. Confront issues not people in solving problems.
29. Provide the tools, training, resources, and support necessary for me to excel at my job.
30. Attract quality individuals to join the team.
31. Carefully select people to join the team who can uniquely contribute to the team.
32. Communicate a sense of “being in charge”.
33. Maintain a positive, upbeat, enthusiastic attitude.
34. Display a high standard of ethics and principles.
35. Generate a sense of team pride and spirit.
36. Earn the respect of team members.
37. Earn my trust (I trust you.).
38. Consult with team members where appropriate in making decisions.
39. Back the team in representing it to upper management and to other teams.

- 40. Communicate clear team goals. Members understand and share the goals and can make decisions based on those goals.

- 41. Create an atmosphere that is supportive and enables innovation.

- 42. Focus on the customer; this focus shows up in the work and in conversation.

This information comes from Entelechy's *Management Inventory*, a tool used in Entelechy's *High Performance Management* program. The inventory, scoring, and analysis information is available at our website at <http://unlockit.com/tools.htm>. The tool is available for individual use or for site use.

=====
MAILING AND PRIVACY INFORMATION
=====

You have received this email because you are in Entelechy's database of people that we've interacted with directly or indirectly. Click on <http://www.unlockit.com/optout.htm> to be removed immediately from our mailing database with our apologies. (If you have trouble with the opt out link, please reply to this email directly and I'll personally remove your name.)

Send this email to your friends and colleagues who may be involved in training and the performance of others and could benefit from FREE performance tips, tools, and techniques.

Entelechy will not sell, rent, or otherwise provide anyone else your membership information for any reason. Period.

Terence Traut, President of Entelechy "unlocking potential"

ttraut@unlockit.com

phone: 603-424-1237

fax: 603-424-6361

<http://www.unlockit.com>