

Getting Their Best

by Hollis Easter



www.holliseaster.com/

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www.holliseaster.com/p/getting-their-best-2013/

Ground rules

- Questions are good!
(flipchart)
- Try it!
- You are smart!

Where are we going?

- Training ain't performance
- Systems thinking is crucial
- Ask the right questions
- Make your training better

- 
- This is a different way of thinking about performance.
 - It will get more comfortable

Problems at work

- Index card, front side (2 mins):

**write one problem you
sometimes/always notice
with your staff.**

Problems at work 2

- Same card, back side (2 mins):

what would it look like if that problem were replaced with ideal performance?

Problems at work 3

- Sheet of paper: (3 min)

**What are the differences
between the actual
performance and the ideal?**

Behavior Engineering Model

Environment	Information	Resources	Incentives/Consequences
Individual	Knowledge/Skills	Capacity	Motivation

From Gilbert (1996) and Stolovitch & Keeps (2004)

Self-assessment

- **Which category holds your greatest performance block?**
(1 min)

Behavior Engineering Model

Environment	Information	Resources	Incentives/Consequences
Individual	Knowledge/Skills	Capacity	Motivation

From Gilbert (1996) and Stolovitch & Keeps (2004)

Behavior Engineering Model

Environment	Information	Resources	Incentives/Consequences
75%	35%	26%	14%
Individual	Knowledge/Skills	Capacity	Motivation
25%	11%	8%	6%

From Gilbert (1996) and Stolovitch & Keeps (2004)

Assumptions

- People will try to do whatever they think you want.
- Is it clear what you want?

Conclusions

- Lack of performance in the workplace is far more frequently caused by environmental rather than individual factors.

Conclusions

- Nevertheless, we continue trying to fix the individual rather than the environment.

Conclusions

- It is cheaper and easier to fix the environment.
- (from Gilbert, 1996)

Problems at work 4

- Sheet of paper: (3 min)

Which categories address the differences you listed? (write them down)

Behavior Engineering Model

Environment	Information	Resources	Incentives/Consequences
Individual	Knowledge/Skills	Capacity	Motivation

From Gilbert (1996) and Stolovitch & Keeps (2004)

Training

- Training becomes our Swiss Army Knife:
- does everything... sorta.
- Maybe not as well as some other intervention, though

Training

- Training is a solution, not a problem.
- What problem are you solving with it?

Training

- Robert Mager's

“shotgun test”

What would work better?

- Tailor the intervention to the problem factors.
- It doesn't have to be complicated.
- Multiple factors? Multiple interventions.

What would work better?

- If it ain't broke...
- Sell someone expensive training to fix it even more...
- No gap, no intervention.

Behavior Engineering Model

Environment	Information	Resources	Incentives/Consequences
	?	?	?
Individual	Knowledge/Skills	Capacity	Motivation
	?	?	?

From Gilbert (1996) and Stolovitch & Keeps (2004)

What would work better?

- With your table (8 mins):
- **List as many interventions as you can for each factor (at least 3 each)**

Behavior Engineering Model

Environment	Information	Resources	Incentives/Consequences
	Job aids, EPSS, >info access, timely feedback, clear expectations, clear standards, supervision	I&R database, tools, systems, procedures, reference materials, adequate time, experts, safety, <interference, job/org redesign	Financial, non-financial, tangible/intangible rewards, recognition, promotion, punishment for self or others, EAP, coaching, culture change, supervision
Individual	Knowledge/Skills	Capacity	Motivation
	Training, job aids, leadership program, education, practice	Mindfulness, change lifestyle, change life situation, learn new preferences	Support confidence, improve mood, culture change, support job's value, switch to different job

From Gilbert (1996) and Stolovitch & Keeps (2004)

Problems at work 5

- Sheet of paper: (2 min)

Write down some interventions that address the categories you listed.

What have you noticed?

- Systems thinking helps.
- This... isn't rocket science.
- Finding the gap often makes the answer obvious.

Guidelines

- **Fix the environment first.**
- Fix the people if you must.
- One time vs. many times.

Performance Improvement

- We've just scratched the surface.
- Performance improvement is a set of skills, but it's also a mindset.
- I drank the Kool-Aid, and I hope you will too.

Ein Minuten, bitte...

- So we shouldn't ever train people? What?
- Minimally invasive training
- Train and get out of the way

About training...

- What are you desperately hoping I won't talk about right now?

Instructional design basics

- Be systematic.
- Solve real problems.
- Measure your success.
- Write the evaluation first, then teach to it.
- Be realistic.

ADDIE

- Analysis
- Design
- Development
- Implementation
- Evaluation



By Glassblower

Most of us teach like this is our learner.



“Migrant Mother” by Dorothea Lange



“Graduation” by Kenneth Hynek



Jabba the Hutt



Hollis R. Butler

Adult learning theory

- Motivated, self-sufficient, experienced, skilled, bored by lectures, sometimes inflexible
- “Andragogy” is different from pedagogy
- Social learning
- Project-based learning

Design

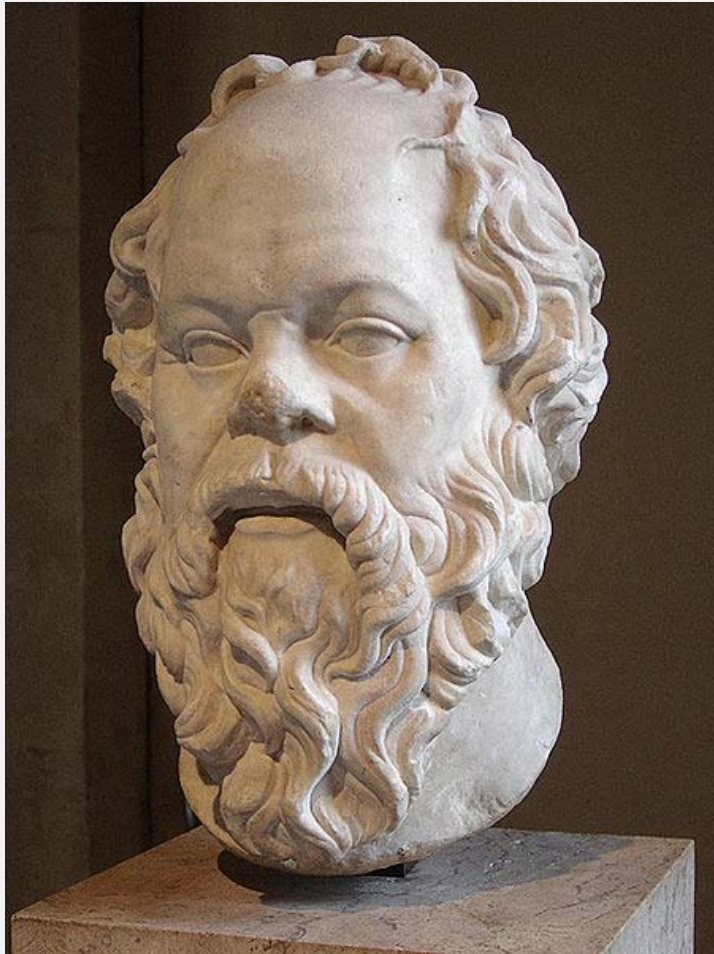
- Delivery method (lecture, discovery, reading, videos)
- Sequencing (whose priorities?)
- Careful use of multimedia

Design 2

- “Can I justify including this?”
- What gap are you addressing?
- What end behaviors do you seek?
- If you can’t answer that...

... don’t train it.

Socratic questions



How would Socrates describe this picture? How would he lead you toward the answer?

WAIT: Why am I talking?

- Short attention span
- QA: how do I assess my learners when I'm doing all the talking?
- Learning is stressful for adults—group work gives them time to defuse things and process

Elaboration

- Cognitive information processing model
- How does memory get stored?
- How can we facilitate that in classes?

What the instructor does

- Facilitate
- Stay out of the way as much as possible
- Have a sense of where we're going and how to get there
- Leave room for the students to be the teachers—don't fill each slide with all the answers

Lecture

- Great for delivering content.
- **Horrible** for cementing it.
- Don't use in isolation.

PowerPoint slides

- Key into content.
- If they're too interesting, you stop looking at me.
- Low word count.

Evaluation

- What you don't measure, you cannot evaluate.
- How do you know it works?
- Kirkpatrick's levels.

Preventing Train Wrecks 1

- Ask yourself the annoying questions: why am I teaching this? Why is this needed?

Preventing TrainWrecks 2

- Make yourself justify **why** you think this training will address the performance gap(s) you see.

Preventing Train Wrecks 3

- Avoid drifting into educating people about non-gaps.

Preventing TrainWrecks 4

- Plan for updates. Plan systematically for what happens to your training when things change about your work/needs/learners.

Accountability

- “Office codependence”
- Training ain’t accountability.
- Pick the right tool.

Closing thoughts

“Talent, whatever that is, and if it exists, is an accident of nature. Skill is a choice. Excellence requires investment. It comes only after failure, consistency, and commitment...”

Closing thoughts

It comes at the cost of other opportunities lost. It is my firm belief that **95% of the worthwhile deeds of humankind were accomplished by someone tired.**” – Lance Myler

Closing thoughts

“To achieve great things, two things are needed:
a **plan**,
and **not quite enough time.**”

- Leonard Bernstein

Closing thoughts

Ask the right questions,
listen to the answers, and
you'll be fine.

You can do this.

Want more help?

You can hire me!

- Problem solving through performance improvement
- Consulting on projects
- Designing training
- Sketch comedy / music for videos
- Guidance on implementing this stuff

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Go read my blog at
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Good luck!