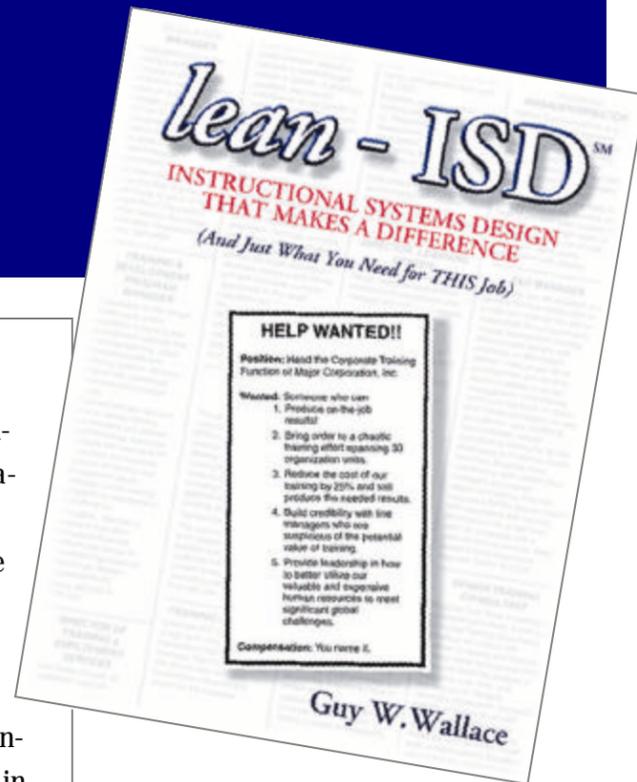


# lean-**ISD**

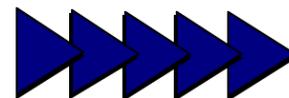
via the PACT Processes for T&D

"lean-**ISD** takes all of the theory, books, courses, and pseudo job aids that are currently on the market about Instructional Systems Design and blows them out of the water. Previous 'systems' approach books showed a lot of big boxes and diagrams, which were supposed to help the reader become proficient in the design process. Here is a book that actually includes all of the information that fell through the cracks of other ISD training materials and shows you the way to actually get from one step to another. Guy adds all of the caveats and tips he has learned in more than 20 years of ISD practice and sprinkles them as job aids and stories throughout the book. However, the most critical part of the book for me was that Guy included the project and people management elements of ISD in the book. Too often, ISD models and materials forget that we are working with real people in getting the work done. This book helps explain and illustrate best practices in ensuring success in ISD projects."

**Miki Lane**  
Senior partner  
MVM The Communications Group



## CADDI



Curriculum Architecture  
Design & Development Institute, Inc.



"Gopher" more  
at CADDI.com

Call (630) 355-9800 or visit Amazon.com or the ISPI Bookstore to order your copy of *lean-**ISD***—the book, priced at \$125.00, plus shipping, handling, and Illinois tax where applicable.

...for more information on *lean-**ISD*** projects, PACT Processes, Technology Transfer, and PACT Workshops



Summer 2001

www.CADDI.com

# Pursuing Performance

The CADDI Newsletter

Volume IV, Issue 2

CADDI's Key  
Methodologies  
Include



For Targeting  
Enterprise Process  
Performance  
Improvement for ROI



For Assessing and  
Improving the 12  
Systems and 47  
Processes of  
Training &  
Development



For Systems  
Engineering and  
Product Development  
of the Performance-  
based T&D Product  
Line

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*by Evan D. Williams, Gayeski Associates*
- ☛ **The "Employee Bill of Rights"** ..... Insert  
*We've included this as an insert in this issue, a component of Geary and Matt Rummel's article from the spring 2001 newsletter, because we felt that some of you may have "ripped it out" for future reference or wanted to "post" it and it would then not include the authors' names. So, this is our remedy. Enjoy!*



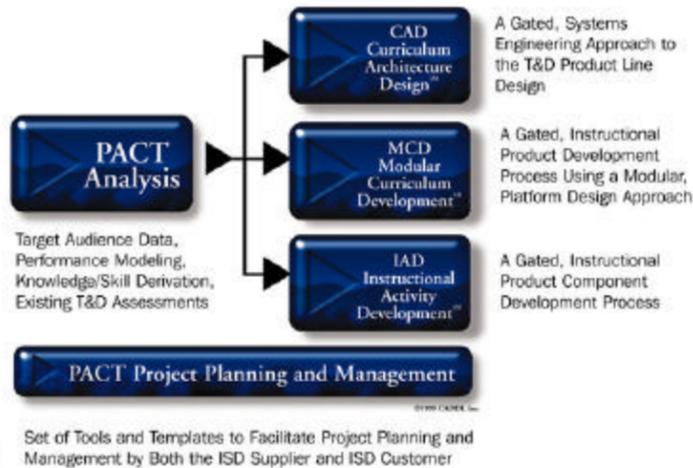


CURRICULUM ARCHITECTURE  
DESIGN & DEVELOPMENT INSTITUTE, INC.

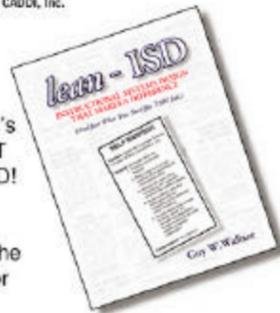
# CADDI does performance-based ISD via the PACT<sup>SM</sup> Processes for T&D

**P**erformance-based  
**A**ccelerated  
**C**ustomer-/Stakeholder-driven  
**T**raining & Development<sup>SM</sup>

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lean-ISD<sup>SM</sup>, CADDI's book on the PACT Processes for T&D! Available for \$125.00 (+S/H) through CADDI, the ISPI Bookstore, or Amazon.com



## Since 1982, our consultants have improved performance for...

### PROJECT TARGETS

Administrative Branch Operations Brand Management CAD/CAM Call Centers	Engineering Finance Human Resources Information Technology Management	Manufacturing Marketing Merchandising Product Management Project Management	R&D Regulatory Affairs Sales Service
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### PROJECT CLIENTS

Abbott Laboratories ALCOA Alyeska Pipeline Company Ameritech Amoco ARCO Alaska AT&T Bandag, Inc. BankAmerica Corporation Baxter Healthcare Bellcore Tech British Petroleum Burroughs CCH, Inc. DaimlerChrysler Services Data General Digital Equipment Corporation Discover Card Services, Inc.	Dow Chemical Eli Lilly and Company Exxon ExxonMobil Ford Design Institute General Dynamics General Motors GTE Service Corporation Hewlett Packard H&R Block Illinois Bell Imperial Oil Interactive Media Corporation Invetech KeyBank Corporation McLeod USA	Motorola NALCO NASA NOVA Northern Trust Bank Occidental Chemical Corporation Old Kent Bank Quaker Rockwell Collins Siemens Building Technologies, Inc. Spartan Stores Sphinx Pharmaceuticals Square D Company Tenneco Verizon Westinghouse Defense Electronics Whirlpool Corporation
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Can CADDI Help You?



Gopher more at CADDI.com

CADDI, Inc.

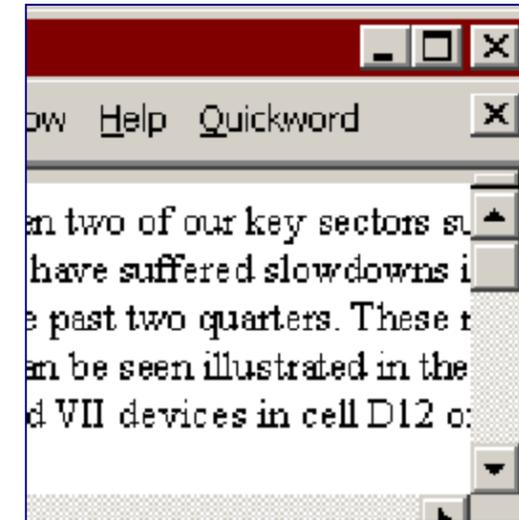
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E-mail: CADDI@caddi.com • Web: www.CADDI.com

(Continued from page 42)

A similar product is Handspring Blazer, which allows you to view Web documents directly from the Internet with a wireless Internet connection. It can be purchased off of [www.handspring.com](http://www.handspring.com) for less than \$20.

These types of programs allow you to download Web sites or text documents from the Internet or your company's intranet onto your computer, then onto your PDA with desktop synchronization. You are then able to view these files on the road, in the field, or in the factory without an Internet connection or a bulky computer. These programs format Web sites and text so they can be easily viewed on a small screen, so programs do not have to be specially designed to work on PDAs. However, bear in mind that PDAs have very small screens and many can only display in grayscale, so documents involving lots of scrolling and color pictures are impractical for PDA use. Also, many Word document viewers, including Quickoffice, do not display images or tables on PDAs, so documents

such as manuals that require images cannot be viewed properly. But most of these programs come at little or no cost and are very readily available. For more information, please refer to the aforementioned Web sites and [www.pdaed.com](http://www.pdaed.com).



Being able to view a Web site or text document from a PDA can be extremely useful for mobile training and performance support, and for users without access to PCs.



## Please, a Call for Feedback

— Regarding CADDI's newsletter —

CADDI would like to submit our quarterly newsletter for an award. Our intent was to share

- What we are up to
- Our philosophies/methods/tools/techniques regarding ISD, HPT, and TQM
- Provide a publishing outlet for others with similar and dissimilar views

How are we doing?

Please E-mail any feedback to us at [CADDI@caddi.com](mailto:CADDI@caddi.com) or use the enclosed Fax Feedback Form insert



*Gayeski Analytics helps clients evaluate and adopt new technologies for training and performance improvement.*

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*Palm OS is a trademark of Palm, Inc. and Windows CE is a trademark of Microsoft Corporation.*

**PERFORMANCE GIZMOS**

# PDA's for Performance Improvement

by Evan D. Williams, CTO, Gayeski Analytics

The world of personal digital assistants (PDAs) is growing rapidly, and more and more software has been created that enables people to download Web sites, Word documents, and other applications to their PDAs. Being able to view a Web site or text document from a PDA can be extremely useful for mobile training and performance support, and for users without access to PCs. However, what kind of PDA you own will determine the type of software needed for Web and document viewing.

There are two major operating systems, or platforms, for PDAs: Palm OS™ and Windows CE™. There are, as you might expect, pros and cons for both systems. The Palm OS is the operating system found on PDAs such as the Palm Pilot, Handspring, and Sony CLIE devices. The Windows CE operating system runs on PDAs such as Clio, MobilePro, and Casio. The Windows CE platform operates much like a stripped-down version of Windows on a regular computer, complete with a simplified Web viewer, Internet Explorer, which allows you to view Web sites once downloaded to your PDA. It also comes with a miniversion of Microsoft® Windows, including Outlook, Word, and Excel, which allows you to view, edit, and create word documents on your PDA. These programs come with your PDA "crack out of the box," so there's no need to download or purchase any additional software to your PDA.

The Palm OS, however, runs differently from Windows and does not come with the same programs that CE does. It is necessary to purchase extra software in order to view Word documents or Web sites that are downloaded to your PDA. Still, there is a benefit to purchasing a PDA operating on Palm OS, since Palm OS holds approximately 70 percent of the market for PDAs (they are more widely used and known), and they are generally much less expensive. The Palm Vx, running on Palm OS, retails for about \$300, and the Handspring Visor Deluxe Handheld, also running on Palm OS, retails for about the same price. Compare these prices with the prices of

some popular Windows CE machines: both the Sony CLIE and the Casio Cassiopeia E-125 retail for approximately \$500, the Vadem Clio for about \$950, and the MobilePro 880 for about \$1,100. I would urge you to visit [www.zdnet.com](http://www.zdnet.com) for more complete pricing of many different handheld devices and software.

If you decide to use a PDA with Palm OS, you will need some extra software that will allow you to view Web sites and documents. These are typically inexpensive and are easily purchased over the Internet. Quickoffice is an example of a simplified word processor. This includes versions of Microsoft Word, Excel, and Quickchart, a graph-making program. This program typically sells for under \$40 and can be purchased at [www.palmgear.com](http://www.palmgear.com). There are many other comparable programs available on this Web site, as well. A free trial version is also available off of [palmgear.com](http://palmgear.com). As for Web site viewing, programs such as AvantGo allow you to access Web sites either through desktop synchronization or a real-time wireless Internet connection. AvantGo is a free product and can be downloaded in zip format from [www.avantgo.com](http://www.avantgo.com).



(Continued on page 43)

**QUICK UPDATES**

# CADDI Happenings

by Deb Smits

This past quarter has kept our crew very busy with some exciting client work and preparing for upcoming activities.

- ☛ Notice the name change for our newsletter? The articles included in our past newsletters have not just covered ISD, but have also been addressing improving human performance via noninstructional means. Therefore, we are happy to present our old newsletter with a new moniker . . . *Pursuing Performance*. We hope you enjoy it!
- ☛ On a sunny April 27 afternoon, the CADDI crew packed up and headed to a golf course in nearby Oswego, IL. Our annual Springfest was held for our staff as a teambuilding exercise. We played nine holes of a best-ball scramble and had fun getting to know one another better (see inset pictures). Plans are underway for our annual Summerfest.
- ☛ The ISPI International Conference and Expo held April 8–12, 2001 was a success! CADDI was represented with a number of presentations, as well as an Expo table. Many learnings were discovered and new and old friends reacquainted. Thank you, ISPI, for putting on a quality conference!
- ☛ Also at the ISPI Expo, CADDI conducted a daily drawing for three prizes each day. Congratulations to all of the winners! Winners of the *lean-ISD*™ book are Lisa Tokarski (Intel), Fred Macaskill (USAA), and Amber Chapman (US Cellular). Winners of the *Quality Roadmap* book are Holly Sansone (Omega Performance), Ann Linklater (Productivity Solutions), and David Erikson (United Behavioral Health). Winners of the CADDI gift pack are Donna Shriver (Intel), Julie Strey (Johnson Controls), and James W. Andrews (Hewlett-Packard Company).
- ☛ We would like to welcome new staff member Aimee Fresquez, who officially joined our production team on May 16.
- ☛ CADDI will sponsor an Expo booth at the International Conference on Call Center Management July 31 – August 2, 2001 at McCormick Place in Chicago. Brian Blecke will host the booth along with some representatives from Allen Interactions.
- ☛ Pete Hybert presented "Build the Business Case Before Building the Project" on May 10, 2001 for the Wisconsin chapter of ISPI in Milwaukee.
- ☛ Kelly Smith and Pete will present "It Only Counts if You Can Do the Job" at the IQPC's Aligning Performance Management with Business Strategy & Goals conference July 30 – August 1 in San Francisco, CA.
- ☛ We are excited to be starting project work with a new client, DaimlerChrysler Services. Dottie Soelke and Pete are leading this project.

- ☛ Last issue, we told you that Pete would tell you the story of a recently completed call center project in this issue. Unfortunately, we ran out of room in this issue, so we hope to give you the update in our fall issue. Stay tuned!
- ☛ A Fax Feedback Form is included in this issue as an insert. Please take a moment to fill it out and fax it back to us. We appreciate your help in keeping our records up to date!

Make sure to take time out to enjoy the summer! 🏖️



To left: Kelly lines up her shot off the tee



To right: Sharon enjoys driving the cart



Guy & Danita share a cart



Pete's team gets ready to putt



Alaina & Josephine ham it up for the camera



MaryBeth takes a swing

## Summer Office Shutdown

CADDI's offices will be closed for our annual summer office shutdown beginning Monday, July 2 through Friday, July 6. Our office will reopen on Monday, July 9 at 8:00 a.m. CST.

In an emergency, please contact one of our partners on their cellular phones.

Guy Wallace	(630) 240-6055
Pete Hybert	(630) 240-6051
Kelly Smith	(630) 240-6053

For administrative emergencies, please contact our business manager on her cellular phone.

Deb Smits	(630) 240-6052
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Have a safe and happy Fourth of July!



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**Article Submissions:**  
If you would like to submit an article to be considered for publication in *Pursuing Performance*, E-mail your submission to [CADDI@caddi.com](mailto:CADDI@caddi.com)

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# On Watch from the Bridge

by Kelly R. Smith

In a recent *USA Today* cover story titled "Firms Spend Billions to Fire up Workers—with Little Luck," it was reported that companies spend several billions of dollars annually on motivational stuff—ranging from speeches to walking across hot coals\*—to motivate the troops. This article also said, "There has been exhaustive academic research trying to figure out what motivates workers, and it has turned up almost no evidence that motivational spending makes any difference." *I always thought all that motivational stuff was a bit hokey anyway, but if research shows it doesn't work, I really wondered why those companies bother with it! So I read on.*

\*A walk across 1,500-degree hot coals is a so-called "experiential motivator." The article states, "Once employees face such fear, the theory goes, they're ready to tackle the impossible in the workplace."

A Gallop estimate included in the article stated that if companies could get 3.7 percent more work out of each employee, the gross domestic product in the U.S. would swell by \$355 billion. *Well, okay, given that kind of money, I can understand why companies may be willing to spend some bucks trying to tap into the dollars that would be reaped from improving their employees' levels of performance and/or productivity. But isn't the motivational stuff a bit of a gamble? Why doesn't somebody tell them that there are ways for improving performance and productivity that have proven results (and to me that would be more of a sure bet!)?*

As a T&D consultant, I spend much of my time helping clients positively impact their employees' performance through T&D. As a partner in a business, I spend a good deal of the time that's left focusing on ways to improve our employees' performance any way we can. That said, I realized how much of my time is spent on performance improvement efforts, and that's probably why I can think of more than a few good ways to positively impact performance—with proven results (and not one of them includes a motivational speaker at \$65K a pop)!

One proven way to positively impact performance is through performance-based training and development (T&D). Whether it's the good old-fashioned, traditional stuff or the new-fangled "e,"

training can improve human performance and process productivity, too. I concede that not all training will produce those performance improvement results, but well-designed, well-developed, properly implemented performance-based training can result in improved performance. I know because CADDI uses the PACT<sup>SM</sup> Processes for T&D to produce high-impact, performance-based T&D and we have proven results. While few clients want to pay for measurement, the few who have measured the following:

- ☛ 475 percent ROI for 1,100 teleco communications product managers' training
- ☛ Reduction of new-hire training from 80 days to 25 days at a large telecommunications call center by focusing training on "performance tasks" instead of "topics"
- ☛ Improved production by 30 percent and reduced costs by 20 percent—on the first day—through dealership training using "synchronous flow" concepts and techniques
- ☛ 540 percent ROI for retail site managers' training

At CADDI we aren't limited to T&D only. We believe in the motivation of employees through putting all the systems/methods in place to affect human process performance. Although the primary focus of our business is on T&D (through the PACT Processes for T&D), our systems and processes orientation have led us to a "big-picture" view where our T&D methods are part of a set of methods beyond T&D to affect human process performance.

Imagine the fictitious ABC Company.

The ABC Company, like CADDI, believes "it only counts if you can do the job!" They use a model of performance to provide a consistent view of job requirements as the basis for employee development, and to provide feedback regarding performance expectations for their employees starting with hiring the employee all the way through compensating and rewarding them. The ABC Company believes their employees will be motivated if ABC puts all the

*(Continued on page 5)*

*(Continued from page 40)*

## The Web Site

*eBulletin* is heavily hyperlinked to the HR.com Web site, which provides a great deal more information. The following are some of the pages you can visit.

- ☛ eMarketplace
- ☛ Event calendar
- ☛ Free forms/reports
- ☛ Consultant/vendor registration
- ☛ Weekly magazine archive (although it's never explained, the "weekly magazine" they refer to is *eBulletin*)
- ☛ International links
- ☛ Short HR.com staff bios
- ☛ Advertiser information
- ☛ Embedded surveys that ask questions like, "Do you find that it is still a challenge to find qualified employees?"

## The Training "Community"

The training "community" is full of all kinds of useful information, which is organized into the following levels:

- ☛ Best practices
- ☛ Content
- ☛ Delivery
- ☛ Design and development
- ☛ Evaluation
- ☛ Needs assessment
- ☛ Orientation programs
- ☛ Product reviews: training
- ☛ Training management and administration
- ☛ Trends and tidbits: training

## Utility

Given that we at CADDI have our feet firmly planted in the T&D world, we found several ways that *eBulletin* and HR.com could be useful for CADDI and our T&D compadres.

- ☛ Search for a T&D vendor/consultant.
  - For those vendors/consultants whom we accessed via the "Find a Vendor/Consultant" button, we would like to have had the option of clicking on a hyperlink to access more information about the vendor/consultant, but hyperlinks are not included in this directory.

☛ Search for off-the-shelf training products and services in specific areas.

- At the HR.com training center, members have access to more than 120,000 training products and programs that they can actually purchase online. Additionally, both *eBulletin* and HR.com use search engines powered by *TrainSeek.com*, which does exactly what it sounds like it does—helps you locate training products on a given topic or presented by a particular consultant, vendor, or subject matter expert. We suggest you visit *TrainSeek.com* when you have a chance. It's an interesting Web site and offers a great deal of information to those of us who may be seeking T&D products, services, and/or providers in an marketplace.

☛ Do research, join a discussion group, or simply stay abreast of current T&D-related topics and trends.

☛ Find words of wisdom written by one of the opinion leaders in our industry: Geary Rummmler, Tom Gilbert, Joe Harless, Bob Mager, Dana Gaines Robinson, Judy Hale, etc.

☛ Find information on upcoming T&D events.

- The annual ASTD conference is posted, but we were unable to find any of the ISPI offerings. There is, however, a function to add new postings on the Event Calendar, so we'll pass the word on to Rick Battaglia.

☛ Post a job opening/actively recruit an ISD specialist to join our staff.

☛ Advertise our company, its lines of business, or a T&D product, service, or publication.

☛ Conduct a T&D-related survey.

## Evaluation

Do *eBulletin* and HR.com fulfill their goal to be the leading human resource resource? While we're not aficionados of human resource resources, HR.com and its *eBulletin* seem to be useful T&D resources. *eBulletin* and the HR.com site are well organized and structured intuitively. *eBulletin* is a weekly publication, so the content is updated frequently, and the training & development "community" provides a plethora of relevant information. You can access more than a year's worth of former issues of *eBulletin* from the homepage at HR.com, but it is referred to as "weekly magazine." We'll be looking forward to this week's edition. 📖

*HR.com and its eBulletin seem to be useful T&D resources. eBulletin and the HR.com site are well organized and structured intuitively.*



RESOURCES/REFERENCES

# HR.com's eBulletin Review

by Dottie A. Soelke and Melissa A. Joiner

## Overview

eBulletin is HR.com's weekly magazine that "gives you a taste of what's new" on HR.com's Web site and is distributed free of charge via E-mail to registered members of HR.com. Targeted demographics are HR professionals and small businesses. The organization's stated goal is to "provide easy access to the information, resources, products and services [HR professionals] needed to successfully manage the people side of business."



Figure 1: HR.com's eBulletin

HR.com went live in April 2000, and already its Web site and eBulletin boast of having 81,000 subscribers and 1,664 HR vendors who participate in their eMarketplace.

## Content

eBulletin is organized into the following sections:

- *Wise words from . . .* [insert the designated HR opinion leader for the current week]
- *Articles to help you*, which features not only HR-relevant articles, but also
  - *Biz fiction* – a series of moderately amusing fictitious E-mails or diary entries the protagonist of which is the lovely HR manager, Meghann
  - *HR horoscope*

- *Featured product of the week* – usually covers a new HR-related software tool
- *HR.com communities* – "Communities" is HR.com's term for primary HR specialty areas. Within each community, members can find articles, purchase books, contact consultants, connect with peers (by joining or starting a discussion group), or ask HR.com a burning question. HR.com's communities include
  - Compensation and benefits
  - HR management
  - Labor relations
  - Legal
  - OD
  - Staffing
  - HRIS
  - Training
- *Research reports* – provides studies, survey results, etc. (usually for a fee)
- *HR.comic* – a cartoon depicting various HR dilemmas and faux pas featuring office workers like Rob, Anne, Wayne, and Ms. Crabthorn, the secretary (their term, not ours) who rules the office roost (see Figure 2)
- *HR career center* – a new "job board" service provided for HR.com members who want to post job openings or who are seeking employment



Figure 2: HR.comic's "Rob Recommends Training" (March 26, 2001) (reprinted with permission)

(Continued on page 41)

(Continued from page 4)

systems, processes, and mechanisms in place for the employees to really succeed (and only *then* would they consider throwing in a motivational speaker for some additional inspiration!).

The ABC Company has a complete picture of the performance requirements for key jobs within the company—not just a standard one-page job description, but stuff that really lays out the performance expectations. A Performance Model captures job performance requirements, and a Knowledge/Skill Matrix captures the enabling knowledge and skills required to perform the job. The ABC Company doesn't just *have* this performance analysis data, they use it!

The ABC Company uses selection tools in the hiring process that provide specific criteria and interview questions for hiring an employee for a given job. These selection tools were created from the performance analysis data for that job, so the candidate is selected based on the performance requirements for that job. And because the Performance Model can be shared with the candidate even before they are hired, they have a complete picture of the job—establishing clear performance expectations—right up-front.

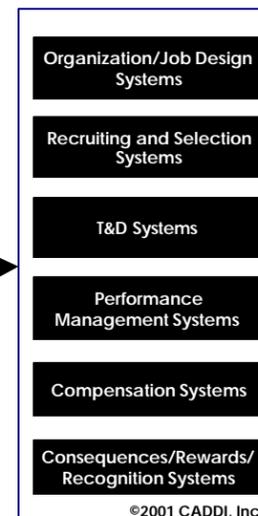
Once on board, the new employee works with their manager to plan their training and development using a T&D Planning Tool. The tool allows them to select and prioritize the T&D they require based on their incoming skills and business needs. Once planned, prioritized, and scheduled, the employee then completes the required performance-based T&D (the T&D was designed and developed from the same performance analysis data).

Upon reaching certain checkpoints throughout their development, the employee is qualified/certified on their ability to perform critical job tasks. These qualification/certification checkpoints are actually performance tests that were

designed based on the very same performance analysis data. These qualifications/certifications are directly tied to the performance management system, so the employee is assessed against the same performance expectations. The compensation system, the ABC Pay for Skills Program, is also tied into the same performance requirements, and so are the consequence/reward/recognition systems. *I think you get the picture.*

Dr. Geary Rummler has been quoted often as saying, "Put a good performer in a bad system, and the system wins every time."

Wouldn't you be a better performer if the system provided you with exactly what was expected of you; if you had the T&D available to you to develop the knowledge and skills to do your job; and if you were assessed, evaluated, compensated, and rewarded based on the same consistent performance expectations? Wouldn't that be motivating?



If you are interested in additional information about how the PACT Processes for T&D feed more than just T&D, call me. For more on one piece of this puzzle, specifically Qualification/Certification Systems, Pete Hybert and I will be presenting at the upcoming IQPC Conference: Aligning Performance Management with Business Strategy and Goals (July 30–August 1). Our presentation, "It Only Counts if You Can Do the Job," will address how one company used qualification/

certification instruments to reduce learning curve time and employee turnover and improve productivity (and won an award at their company).

Maybe our speech will motivate someone in the audience to quit thinking about jazzy exhortations and instead begin to put in place all the enablers for high-level performance. I believe it's not the medium, it's the message. Our message is an easy one. Test every intervention against our criteria—It Only Counts if You Can Do the Job! If the motivational speeches aren't improving that, then your focus needs to change. That's where the billions should be invested. ~~\*\*\*\*\*~~

*Dr. Geary Rummler has been quoted often as saying, "Put a good performer in a bad system, and the system wins every time."*



ASKING THE RIGHT QUESTIONS

# Finding Business Issues

by Dale M. Brethower, Ph.D. and Geary A. Rummler, Ph.D.

## Business Issues

All significant business issues relate to results. Three fundamental questions can be used to pinpoint significant business issues. The first question is "What results should we get?" The question is about planning, about figuring out what we want to achieve. The second question is "How well are we doing?" The question is about actually doing the work—and measuring or monitoring to see how well we are doing. The third question is "What must we do to ensure that we get results?" The question is about managing, about staying on track when the plan and the actual match, and about taking corrective action when there is a gap between plan and actual.

1. Planned results: What results should we get? (What is the plan?)
2. Actual work: How well are we doing? (Did we meet the plan?)
3. Plan versus actual: What must we do to ensure that we get the results? (Will we meet the plan in the future?)

### What Results Should We Get?

This question drives strategic planning (at the organizational leadership level), strategic management (at the process level), and strategic execution (at the operations level). It is a very difficult question at the leadership level, because it must take into account many unknowns about the marketplace: What could we produce that customers would buy, given alternative scenarios about future economic, governmental, social, technological, and competitive trends?

If "What results should we get?" has been answered wisely at the leadership level, it can be answered again for each major operations and support process. Given the leadership direction, set in terms of the goals, policies, and budgetary constraints, process managers (or function managers) can specify "What results should we get?" within each manager's sphere of influence. The managers, collectively, must determine what each major operational and support process should accomplish in order to achieve the planned direction of performance. Given clear leadership direction, managers can do that difficult task

cooperatively rather than defaulting to internal infighting. Similarly, individuals can figure out a good answer to the question "What results should I get?" if each has clear answers at the organization level and the process level as a beginning point. Absent such clarity, individuals at every level are left to guess about what should be happening and, perhaps, pursue individual agendas.

Planning and goal setting revolve around the question "What results should we get?"

### How Well Are We Doing?

This question is about the current state. At the organization level it is about the current state of the economy, the marketplace, and the organization itself. The concern is with the organization as a whole. At the process (or function) management level it is about the time, quality, and cost of operations. At the level of the individual performer, it is about individual goals, responsibilities, and tasks. In all cases, it can be answered in terms of the actual work performance. "How well are we doing?" is about execution of the plan; it is about working the plan.

### What Must We Do to Ensure that We Get the Results?

The first two questions are about planning and execution. The third question is about managing execution to achieve plans. It is about managing the resources, tools, guidance, feedback, and incentives required to perform to plan. It is about making modifications when performance and plan do not match.

The focus of planning, doing, and managing is results. But the focus is not a simple-minded "the end justifies the means" focus. A competent planning process recognizes that results are always constrained by marketplace considerations, social influences, and principles of ethics. A plan that encourages unethical means or shortsighted ends is a bad plan.

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Our model for the human and environmental assets/elements is shown in Figure 2.

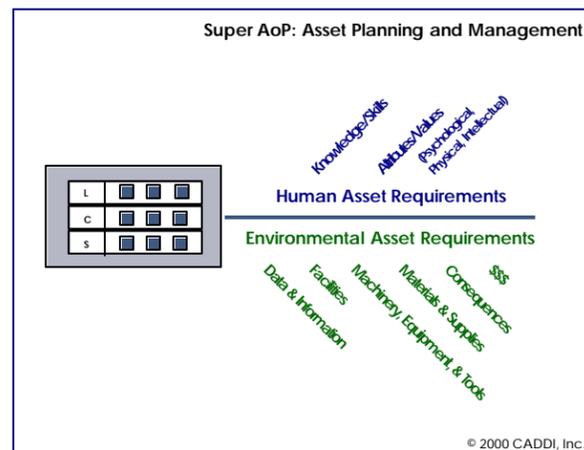


Figure 2: Human and Environmental Assets/Elements Model

This model can be used to systematically derive these enablers, per process, and then can be rolled up into a systems view as well as departmental/job views.

We think this is what ERP systems are looking for, as well as KMS for many of the knowledge/skill items and information/data elements.

### Infrastructure Development

Once the human environmental elements required are determined, they can be developed/built or

bought (and then used as is or modified as needed). With the insights gained in the prior step of determining what is needed, the investment costs can be determined. If these numbers were rough-cut estimated earlier for the business case, then they'll have to be refined at this point and the business case ROI revalidated before continuing.

### Infrastructure Pilot-Test and Revision

If the effort still makes business sense, the developed/acquired elements are pilot-tested, unless the ultimate deployment's scope or stakes make that unnecessary.

### Infrastructure Deployment

Once any pilot-test efforts and then any subsequent revisions are concluded, the entire set of change elements can be rolled out per the plan.

For more on deployment/implementation, see "Implementation: The Key to Organizational Change" starting on page 10.

### Summary

With the systems, processes, and infrastructure in place, guidance from the Governance and Advisory Boards should steer the ship toward the mission-critical-only target audiences and processes for the KMS to address for "push" treatment.

In the next issue, we will address Stage 3: Initial KMS Content Development and Implementation.

*Managing performance revolves around the same three questions: What results should we get? (Plan), How well are we doing? (Do), and What must we do to ensure that we get the results? (Manage).*

*The enterprise's process requirements are met by building capability into either the human element or the environmental elements.*



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Training & Development<sup>SM</sup>, we bundle "processes" into "systems."

These systems and processes fit into our T&D Systems View model (AKA: the T&D "clockface") presented in Figure 1. Whether you call it T&D or KMS, we believe that the systems and processes framework would be the same.



Figure 1: The T&D Systems View Model (the Clockface)

The 12 systems on the clockface include 47 processes. See the spring 1999 through winter 2000 newsletter issues for the article series on the T&D Systems View, or find a related article and an "assessment tool" on the CADDI Web site ([www.CADDI.com](http://www.CADDI.com)).

The clockface sums up the CADDI view of the systems and the processes needed within any internal or external T&D organization (or replace "T&D" with "Learning" if you must). We believe that any T&D/KMS system will require *all* of these, however named or configured within any enterprise.

These processes need to be performed by humans using the environment provided. To ensure that the critical processes are in control, where an uncontrolled state presents risks too great to leave to chance, the future-state processes should be mapped, human performance modeled, and all enablers derived.

If this is being done for a planned "KMS greenfield" approach, the next step is to build or buy the piece parts of the infrastructure and then deploy, test, debug, etc.

If this infrastructure analysis is being done for a planned improvement initiative for an *existing* KMS system, then a gap analysis needs to be conducted to identify the changes needed for planning how to get from here (the current state) to there (the future state). Perhaps you'll plan to do it incrementally, in baby steps, or go for the whole enchilada in one fell swoop.

Okay so far? Then let's get into the infrastructure specifics needed to enable the KMS's processes.

### Systems/Process Infrastructure

The CADDI model for infrastructure, covered in prior issues of this newsletter (see the fall 2000 and winter 2000 issues on our Web site), includes both human infrastructure and environmental infrastructure. In combination, these two sets of required infrastructure *enable* the process(es).

Humans have to have various knowledge (sometimes at an awareness or detailed level), skills, attributes (sometimes physical, psychological, and intellectual *depending*), and values necessary to perform the process tasks given the environment in place. If the environment contains EPSS, the humans will need to memorize less and can just follow the procedures that they'll have to *know* how to follow. The same is true for the other enablers. Either the humans know how to *and* have the physical capability to lift the heavy objects required, or they are provided with an environmental asset, such as a forklift, to assist them.

The enterprise's process requirements are met by building capability into either the human element or the environmental elements. Typically, short production runs would have the performance engineers build the intelligence and capability into the human side; for long production runs, it might be better to build it into the environmental side.

By production run we really mean the longevity/quantity of the performance. If the process is going to be stable for years and years, let the environmental elements carry the load. If the process is seen as more volatile, prepare the humans to carry the load. Would you build expensive tooling and systems for something that might last for 3 to 6 months, or prepare craftsmen to get the job done and then let them evolve/adapt and roll with the inevitable changes?

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### The Performance Management Cycle: Plan, Do, Manage

Managing performance revolves around the same three questions: What results should we get? (Plan), How well are we doing? (Do), and What must we do to ensure that we get the results? (Manage).

What is good performance? Achieving planned results.

What is poor performance? Deviation from plan, i.e., unwanted variability.

What is the responsibility of leadership? Making good plans.

What is the responsibility of management? Making actual match the plan.

How do we manage? Support performance to achieve plan.

What if there is a stupid plan? Adapt it or die.

What if there aren't enough resources to implement the plan? It is a stupid plan: change it or get the resources.

Get resources? How? Sell the plan to investors or lenders or budget officers or whoever has the resources.

What if it is a good plan but managers do not achieve it? Then it is not a good plan. Change it or help managers achieve it.

Help managers achieve it? How? Provide better tools, processes, measures, etc.

What if I can't do that? Cut your losses and try something else.

### Improving Business Performance

Knowing that all business issues revolve around three basic questions helps us identify important business issues related to any organization. Just ask the questions over and over again: What results should we get? How well are we doing? What must we do to ensure that we get the results?

The answers should be as quantitative as possible, because quantity language is the language of business.

Some quantities are monetary: How much should we sell during the next quarter? How much

should we spend? What are our most profitable services? What is the return on net assets?

Some quantities are just basic business numbers: How many good widgets must we produce to fill orders? How many bad widgets per million do we produce? How many customer complaints do we get? How many employees leave us each year? How many customers do we have? What does it cost to get a new customer? How many employees are developing rapidly enough to keep up with the changes in the work?

There is really nothing new about this set of questions except: Taking them seriously. Taking them seriously means focusing on them and not focusing on other issues, other questions. Yes, there are dozens of questions that seem relevant and important. Yes, some of the questions should be asked, but only in the context of relating them to these three key questions. Not being seduced by seemingly good and relevant questions requires significant discipline. Some of the discipline can come from asking counter-questions. For example, if someone says, "We should ask our customers what they think of us!" a counter-question is "If we do, how will that help us clarify what results we should be getting, what we are doing to achieve those results, and what we must do to get the results we should?" (If there is a good, clear, and persuasive answer, the question is worth answering.) Here are some other seductive questions.

- ☛ What are our competitors doing?
- ☛ What do our customers value?
- ☛ What economic trends do we see?
- ☛ What technological trends do we see?
- ☛ What employment patterns do we anticipate?
- ☛ What government regulations are likely to affect us in the future?

Which, if any, help clarify what results we should be getting, how well we are doing, and what we must do to get the results we should? (Our answer: The customer value question might help answer the question about the results we should be getting. The others might help answer the third question, "What must we do to get the results we should?". But none of them should be pursued until answering the three basic questions forthrightly.)

(Continued on page 8)

*Knowing that all business issues revolve around three basic questions helps us identify important business issues related to any organization.*

(Continued from page 7)

It takes significant discipline to stay the course and focus on the three essential questions in spite of champions of other questions.

### The Results Improvement Template

Improving business performance requires pinpointing the performance that will enhance business results. The Results Improvement Template helps do that. Section I of the template focuses on ensuring that the results are planned for, not merely hoped for.

Section I: What is the plan?

- A. Are the expected results and strategy consistent with the economic, legal, social, and marketplace requirements and realities?
- B. Is there a viable business model for the expectations and strategy?
- C. Is there a viable business plan for achieving the expectations? Does the business plan address
  - 1. The value chain required to meet customer expectations and achieve the stated expectations?
  - 2. The operating policies required to meet customer expectations and achieve the stated expectations?
  - 3. The capacity and resources required to meet customer expectations and achieve the stated expectations?
- D. Are the organization expectations, strategy, and business plan communicated and understood?
- E. Have the organization expectations and strategy been translated into process, function, and job expectations?

If the organization has different words that are used consistently, the template can, of course, be modified to fit the language in use. For example, we use “expected results/expectations,” whereas a specific organization might have a taxonomy of meaningful words such as “results goals, customer satisfaction goals, output goals, and objectives.” The important thing is to ensure that the plan is realistic, comprehensive, communicated, and understood.

The remaining two sections of the template focus on measuring how well the plan is being executed and taking the management actions necessary to get the plan on track. The template as a whole is devoted to ensuring that the three basic business

questions remain in focus. Section II is about “How are we doing?” and focuses on the organizational level. (Section III of the Results Improvement Template focuses on the internal functioning of the organization.)

Section II. For the organization as a whole: How are we doing? Are we meeting the plan? (If not, why not?)

- A. If under plan
  - 1. Is this a trend (that should influence the sense of urgency for analysis and action)?
  - 2. Where did we miss the plan? (Is there a pattern to where and when we miss?)
  - 3. Why did we miss the plan? (What are the variables? Not “Who is to blame?”)
  - 4. What action is required? What is/should be being done to
    - a. Recover from the shortfall?
    - b. Get back on plan?
    - c. Prevent the shortfall from occurring in the future?
  - 5. Do we need to change any parts of the plan?
- B. If over plan
  - 1. Is this a trend?
  - 2. Where did we exceed the plan?
  - 3. Why did we exceed the plan?
  - 4. Is this a sustainable rate of performance? (If so, what are we doing to sustain the performance in the future?)
  - 5. What is the impact of the higher than expected rate of performance on
    - a. Next period’s performance?
    - b. Other parts of the system?
  - 6. What action is required to mitigate against potential negative impact on other components of the system?
  - 7. Do we need to change any parts of the plan?

This monitoring is necessary to keep the plan on course and keep it updated as new or better information becomes available. Notice, too, that the monitoring is about keeping performance on track, not assigning praise or blame for what is happening. (Yes, if someone is actively working against the plan or performing incompetently, modifying that individual performance would be part of corrective actions required. However, experience and research evidence both confirm that assigning praise or blame, by itself, does little to modify performance in a positive direction.)

(Continued on page 9)

IT’S NOT FOR EVERYONE . . . ON PURPOSE

## Push-Pull KMS—Stage 2

by Guy W. Wallace

This is our fourth article in this series regarding knowledge management systems (KMS). We call our view of KMS push-pull, which is a targeted versus all-inclusive approach. In this issue, we are covering Stage 2 of a four-stage approach to implementing push-pull KMS.

### Catching Up

We are publicizing and promoting our view that KMS, as well as e-learning (newfangled, not-so-traditional, and blended) and t-learning (oldfangled, traditional, and blended), should be undertaken only when the shareholder’s short-term, mid-term, and/or long-term needs are served.

To us, the shareholders are served when the benefits/returns (as measured mostly in dollars) significantly outweigh the costs/investments required. It must do as well “return-wise” as any other opportunity/problem the enterprise faces, or it is simply the wrong thing to do situationally. Otherwise, why bother? Would you if you “owned” all of the shares? This approach requires targeting KMS only after some careful (but potentially quick) analyses.

We only believe in “push-pull” KMS, not “build it and they will come” KMS. Too often we see in the literature and in conference presentations too many thoughts, tips, methods, and promotions devoid of sound business thinking regarding why do this in the first place and for whom. We see the sad potential for enterprise investments and returns for KMS to become out of control and unpredictable.

To CADDI, KMS should be all about return on investment (ROI) and economic value added (EVA). Otherwise, again, why bother? If you’re unsure, ask a shareholder.

### Push-Pull KMS

Push-KMS is when enterprise leaders deliberately target certain processes and target audiences for KMS treatment. Then their needs are addressed, and knowledge products are produced (using good ISD methods) and deployed (pushed) to them. These knowledge products can include

- ☛ Best practices
- ☛ Lessons learned
- ☛ Procedures
- ☛ Job aids/EPSS
- ☛ Templates
- ☛ Example plans
- ☛ Example documents

Pull-KMS is when other, nonkey target audiences tap into the knowledge repository and pull the content to meet their needs. Note that not all of their needs will be met, because they weren’t “targeted” by the enterprise leadership.

### KMS Implementation

In CADDI’s evolving/updated model for push-pull KMS, the four stages for KMS implementation are

- ☛ Stage 1 – KMS Business Case Development
- ☛ Stage 2 – KMS Processes and Infrastructure Development/Deployment
- ☛ Stage 3 – Initial KMS Content Development and Implementation
- ☛ Stage 4 – Ongoing KMS Operations and Maintenance

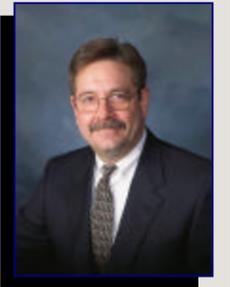
Once the business case has been made and bought in to by the enterprise leadership in Stage 1, Stage 2 is all about putting the systems, processes, and infrastructure needed into place, consistent with the business case plans.

These systems, processes, and infrastructure that will be needed will have been roughly determined, scoped, and priced for the business case in Stage 1. Now comes the time to build the details and price the investments needed.

### KMS Implementation Stage 2 – KMS Processes and Infrastructure Development/Deployment

In the CADDI models for EPPI (Enterprise Process Performance Improvement), T&D Systems View, and PACT (Performance-based, Accelerated, Customer-/Stakeholder-driven,

(Continued on page 38)



To CADDI, KMS should be all about return on investment (ROI) and economic value added (EVA). Otherwise, why bother?

*Performance checklists provide documentation of the success or failure of people whose performances are being evaluated.*

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Must the respondent be able to name the parts of a duck with scientific accuracy? Will correctly identifying seven out of ten examples of ducks be enough?

This discussion has progressed into the realm of performance. Adding the requirements of conditions, performance, and criteria will, perforce, elevate a simple checklist to performance status. Consider the attributes of performance checklists.

First, a performance checklist is dedicated to comparing and assessing a performance. So a performance checklist must be based on performances and use criteria to assess adequacy of performance.

Second, a performance checklist must have a built-in incentive. People who use a performance checklist to learn to do tasks should have a reason for doing so. People who are judged according to the criteria should be rewarded if they do well. In other words, a performance checklist is a dynamic instrument used to promote or assess learning.

Otherwise it's an exercise in futility.

*Odin Westgaard is one of the most active professionals in our field. He teaches adjunct courses at the university level, sets quality standards, and consults with management on the design, development, delivery, and evaluation of HPT interventions. He has written five books for the field and more than 30 professional articles on topics such as assessment, professional conduct, and basic performance improvement strategies and tactics. Odin is considered an expert in needs assessment, measurement, and evaluation. He has 30 years' experience serving clients such as Abbott, ASI, Coca-Cola, Rust-Oleum, and Walgreens.*



Third, a performance checklist should provide a foundation for four things.

- Definition and articulation of the performance in question
- A (perhaps step-by-step) description of the performance and criteria used to judge adequacy
- A program for learning how to perform to the standards spelled out by the criteria and suggestions for remediation for those who fall short
- An assessment vehicle for the performance itself

In addition, most performance checklists provide documentation of the success or failure of people whose performances are being evaluated.

I will discuss these four elements of a performance checklist in the next three installments of this discussion. Oh, by the way, I hope to provide some fun as well as food for thought (some ginkgo biloba is good for that).

*(Continued from page 8)*

Monitoring how well we are doing at the organizational level—and taking steps to keep on track—is essential. Careful planning for the future, based upon the current information, is also essential.

The third section of the Results Improvement Template asks the same questions as Section II, but the questions in Section III apply to each (and every) major process and function and to individual performance. In other words, they are asked over and over again by every process or function manager and by every (intelligent) individual performer.

Section III. For each (and every) part of the organization: How are we doing? Are we meeting the plan? (If not, why not?)

A. If under plan

1. Is this a trend (that should influence the sense of urgency for analysis and action)?
2. Where did we miss the plan? (Is there a pattern to where and when we miss?)
3. Why did we miss the plan? (What are the variables? Not "Who is to blame?")
4. What action is required? What is/should be being done to
  - a. Recover from the shortfall?
  - b. Get back on plan?
  - c. Prevent the shortfall from occurring in the future?
5. Do we need to change any parts of the plan?

B. If over plan

1. Is this a trend?
2. Where did we exceed the plan?
3. Why did we exceed the plan?
4. Is this a sustainable rate of performance? (If so, what are we doing to sustain the performance in the future?)
5. What is the impact of the higher than expected rate of performance on
  - a. Next period's performance?
  - b. Other parts of the system?
6. What action is required to mitigate against potential negative impact on other components of the system?
7. Do we need to change any parts of the plan?

In one sense, there is no "news" in Section III because the questions duplicate Section II. In another sense, there is major and significant news in Section III: intelligent management revolves

around the same set of questions at every level in the organization! The modern, thinking, learning, nimble organization requires intelligent action at all levels; if the management questions differ from level to level, clear and frequent communication among levels cannot occur! The symptoms of such communication problems abound. The ability to look at business issues through a common lens, a systemic perspective, is a major, perhaps the major, cause of the most significant organizational communication problems and the resulting wasted energy as otherwise intelligent people pursue competing plans.

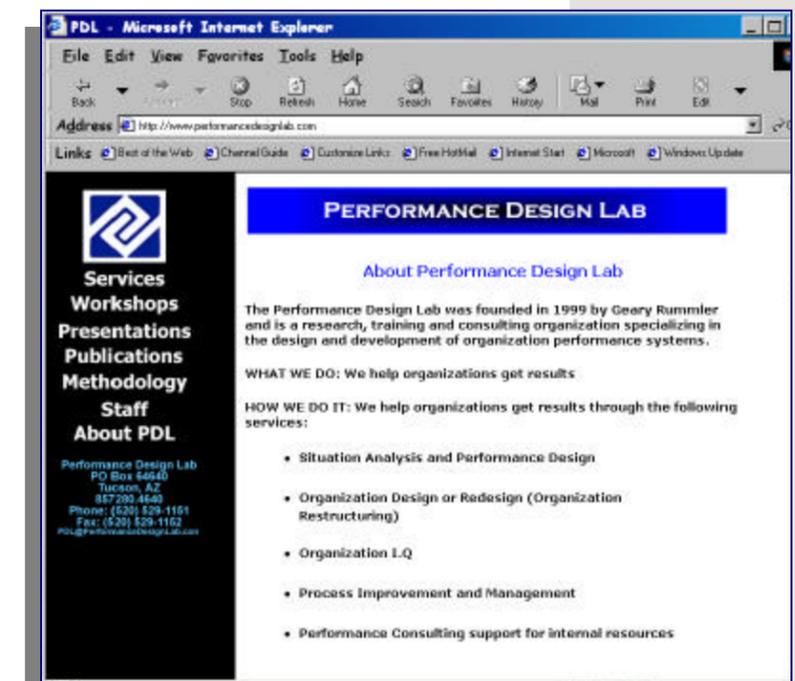
*Geary Rummler is a partner in the Performance Design Lab, located in Tucson, Arizona. Additional information can be obtained at his Web site*

*www.PerformanceDesignLab.com*

*(See graphic below for the site's new look and feel!)*

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*Brethower and Rummler first began working together in 1961 at the Institute for Behavioral Research and Programmed Instruction and continued their professional association as faculty of the University of Michigan's Center for Programmed Learning from 1962–1969. Their first writing collaboration was the book Programmed Learning: A Practicum published in 1964.*



*The modern, thinking, learning, nimble organization requires intelligent action at all levels; if the management questions differ from level to level, clear and frequent communication among levels cannot occur!*



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NO MATTER HOW GOOD THE CHANGE DESIGN

# Implementation: The Key to Organizational Change

by Pierre Mourier and Martin Smith, Stractics Group, Inc.

Does this situation remind you of a recent project in your organization? Your company has invested more than \$1.2 million in redesigning your billing system. The design calls for consolidating three field accounting offices into a headquarters group. Thirty-three of 154 jobs will be eliminated, including a layer of middle management jobs. The new billing process involves new software, a new LAN, and new terminals. The vice president of finance rejects a proposal to spend \$85,000 on consulting assistance for job design. The project manager gives the accounting management team flow charts for the new process and a conversion schedule. The management team is left with the responsibility of figuring out how to translate the process design into job designs. Nine months after cut-over to the new billing system, accounting clerks are complaining about manual “work-arounds” to make up for real or perceived deficiencies in the new process. Supervisors complain about not having enough people. The unit manager is upset about unforecasted overtime. The Customer Service Group is having difficulty answering customer questions because of delays in the updating of billing accounts. The Sales and Marketing Department cannot obtain historical data for account planning. The vice president is demanding an explanation for failing to achieve the projected cost savings. Customers are complaining about your company’s failure to provide customized billing as promised. Suppliers are complaining about late payments.

This example illustrates the mentality that once the change effort has been designed, the difficult part is over. Our experience, and the experience of experts (Caldwell, 1994; Boles, 1998; Kotter, 1995; Propof and Brache, 1995), is that change efforts are most likely to fail during the implementation phase. We use the term “implementation” to refer to the activities that take the design and make it operational. Implementation usually involves planning, acquiring, and installing equipment and technology; preparing employees for the change; and scheduling events by which the

new way of conducting business replaces the old way. (See Figure 1.)

Some authors use the term “transition” for the implementation phase. The opposite is to delegate implementation to the various groups who will operate within the scheme of things *and* not align implementation with the overall design *and* not coordinate plans among the various work groups *and* not ensure that the plans are executed according to plan. Involvement of the affected groups is good, but delegation does not mean license to pursue unit goals without regard for corporate objectives or the impact on other stakeholders.

Implementation failures cost the organization in a variety of direct and indirect ways. To cite a simple example, a telecommunication company purchased more than 400 test sets (at \$7,000 per

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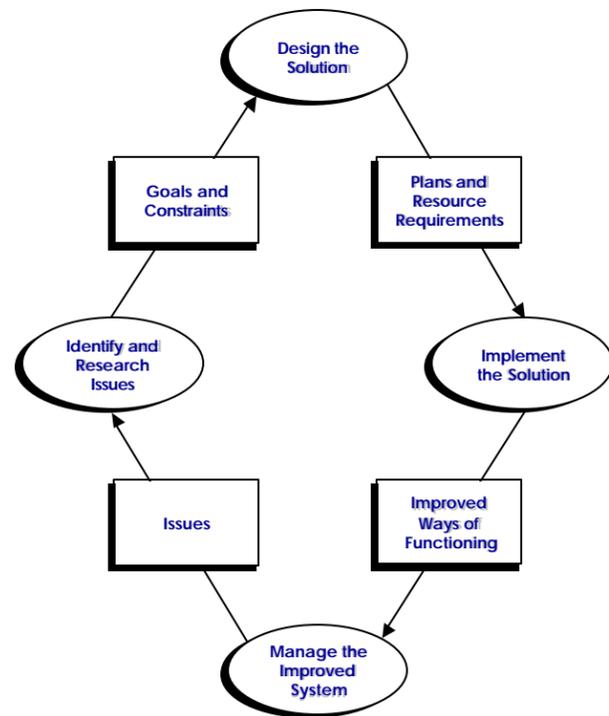


Figure 1: Basic Problem-solving Model

PART 1 IN A SERIES

# Performance Checklists

by Odin Westgaard, Heurists

Checklists are, perhaps, the most common and the most ancient devices used to promote learning. As such, I suspect many people in our profession tend to snub them and look for more esoteric and/or technical ways to help clients. Understand I’m not against technology. Far from it, I believe it should be used to design, develop, and implement (guess what) performance checklists and a plethora of other types of interventions. Technology can make this old reliable tool even more valuable. But right now, the central issue is a working definition. What is a performance checklist?

On the surface of things it seems simple. A checklist is a series of steps or phases presented in one way or another that one can use to document whether or not something is as it should (or should not) be. My dictionary says, “A list in which items can be compared, scheduled, verified, or identified.” I like that definition. It provides insight into the flexibility and variability of this tool. Whether it’s a performance checklist or some other kind, any checklist has these attributes. They can be used to compare one thing with another as in “this is how it should be, how is it?”. They can be used to schedule things. An itinerary for a trip is a sort of checklist. They can be used to verify. Preflight checklists used by airlines verify that the machine is ready to fly. They can be used to identify. “Looks like a duck, quacks like a duck, walks like a duck, must be a duck.” Although many applications don’t fit our preconceived notions of what checklists look like, they are, indeed, checklists.

Consider the duck example. In a formal document it might look like the table in Figure 1.

Element	Description	Check Mark	Comments
A.	Ducklike appearance		
B.	Sounds ducky		
C.	Waddles as it walks		

Figure 1: Checklist Example

A check mark for each element would allow the conclusion that it is, indeed, a duck.

The point is that we must often reconsider a training package or set of instructions. They may be checklists in disguise. The fact that something may not look like a traditional checklist doesn’t belie its nature. It often makes sense to use a different format. However, in my mind, it doesn’t make sense to pretend a checklist is something else. Consider, again, the duck example. The reason this is important? If something happens to be a checklist, it will have the attributes of a checklist and can be used to compare, schedule, identify, and verify. Not only can it do those things, let me add two more. *It can be used to promote learning and to assess competence.*

Checklists promote learning and assess competence. Look at the duck checklist again. There are three elements. Each one can be considered a learning opportunity. What does a duck look like? Having asked the question, we are put in the position of providing a way to learn the answer. We could be trivial and say, “depends on the duck,” or we can begin a serious discussion of how different kinds of ducks are the same in some ways and different in others. More important, by using the checklist with a respondent or candidate or learner of some sort, we have set up a psychological requirement. That requirement has all three Magerian elements: conditions, performance, and criteria. What conditions will generate an adequate response? What performance is required for success? Most important, what are the criteria, the standards, to be met? Must the respondent be able to locate and identify a duck from a distance of, say, 100 yards?

*(Continued on page 36)*

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*Those who master presentation skills and are seen as effective public speakers and influencers will have the ultimate advantage.*

(Continued from page 33)

These are the ingredients that draw in listeners and make lasting impressions. These are the ingredients that influence business decisions and affect the bottom line. These are the ingredients that, blended together, create a formula for success.

During our training programs, the contrast between a participant's first and final videotaped performance is dramatic. Over the course of the training, participants achieve a vast range of new skills to complement any content they may be called upon to present. Delivering material with poise and passion can be achieved. The building blocks, such as vocal projection, pace, and intonation; posture; hand gestures; and eye contact, go a long way toward enhancing a presentation and establishing rapport and credibility with one's audience.

Graduates of the program contend that by learning these critical skills *and* how to apply them, they also come to appreciate the incomparable value of continued practice. The combined process is credited with boosting confidence and capabilities that net measurable results. Norm Snyder from Old Kent Bank had almost 25 years of banking experience and 15 years of experience selling bank products and services. In the 15 days following the training, Snyder made six sales presentations to important cash management prospects. He won every one of those contracts. Snyder described his first sales presentation—to a large client with offices in six states—after the training. “I came in smiling and using eye contact. I injected humor in my presentation and closed with quotes from famous people. I also used eye-catching icons in my computer presentation. We had fun. Afterward, when the client called, he said we weren't the lowest bid, but he liked my style, my confidence, and the fact that I demonstrated I cared about them. We won the contract,” he says.

Jimi Day, vice president of Treasury Management for Bank One in Wisconsin, also saw value in incorporating these skills into everyday business interactions. “It's not just presenting material, it's about presenting ourselves in the best way to our clients, being passionate about who we are and

what we do,” states Day. Session participants, such as ABN-AMRO's finance associates and senior executives of Wells Fargo Home Mortgage, have maintained that the programs produced immediate and significant improvements in their capabilities. Christine Tobin, president of the American Association of Diabetes Educators, credited the program with helping her create and refine a consistently powerful message that achieved positive results during interviews with CNN Radio and *USA Today*.

As businessmen, we recognize the challenges inherent in today's intensely competitive business environment. As coaches, we recognize that those who master presentation skills and are seen as effective public speakers and influencers will have the ultimate advantage. And, this advantage is the power that drives corporate destiny to thrive rather than merely survive. 

*EMS Communications is a nationally acclaimed corporate communications leader that specializes in presentation skills training. Founded in 1998 by Eric M. Schor and Eliot M. Shapiro, the company serves a national client base with customized programs that result in successful speaking engagements, media interviews, business presentations, and one-on-one sales calls. Located in the Chicago suburb of Evanston, IL, EMS Communications empowers people by providing the tools and techniques that advance careers, enhance reputations, and achieve business objectives. For more information, visit their Web site at [www.EMS-Communications.com](http://www.EMS-Communications.com), or call (847) 492-9282.*



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set) to shorten the time to locate faults in telephone cables. Management expected shorter intervals in restoring service to customers, as well as a decrease in overtime. When these gains had not been realized after eight months, a survey revealed that many supervisors kept the test sets under lock in the garage because they feared that they would be accountable for theft or damage to such expensive equipment. It was common practice to allow technicians to use the sets only when the supervisor could be at the job site.

The first consequence is that the organization does not achieve projected payoffs. In this case, overtime was costing about \$225,000 per month above forecast. A related cost is that the investment itself represents a loss. In the above example, the equipment purchase was about \$3 million.

Some consequences cannot be reduced to dollars and cents but are no less critical. The senior department managers lost credibility in the eyes of corporate executives by failing to deliver on promises. And they lost credibility in the eyes of front-line supervisors who were made to look like the “bad guys.” The increased cynicism makes the organization less ready to embrace future change efforts. Finally, it is possible for the organization's performance to deteriorate because of a failed implementation. This consequence is particularly common when the workforce is downsized before the new design is fully implemented.

Why do change efforts fail? Much has been made of resistance to change by employees and, especially, the management team (Cross, Feather and Lynch, 1994; Boles, 1998). Our experience suggests that the reasons are often more prosaic. An informal survey of past clients uncovered the following reasons for stalled or canceled projects.

- ☛ The sponsor left the organization, was transferred, or retired. The replacement did not continue the effort.
- ☛ The new way of doing business depended in part upon the development of new software systems. Technical issues stymied the software development, which in turn put the overall change effort in jeopardy.
- ☛ Business priorities changed. In most cases, short-term cost-cutting overwhelmed longer term change strategies. Cultural change efforts are particularly susceptible to declining corporate financials.

- ☛ The sponsor didn't understand the “basics” of change management. Implementation was delegated without any detailed plan, without clearly defined accountabilities, and with little or no follow-up.

This article will address implementation from two perspectives: the planning and management practices that will *prevent* failures and the tactics for reviving or *recovery* of stalled change projects. Our understanding of change management is based primarily on our experience with business process improvement, but we mean our suggestions to apply to any large-scale effort to change an organization, including systems conversions, restructuring, and cultural changes.

### Prevention

The situation is that your organization has completed a plan or design for change. This change effort could be a new organizational structure, the adoption of a new technology, the design of a new business process, the realignment of the corporate culture, or a new cost-control program. The following suggestions represent a framework for ensuring an orderly implementation of the change. These suggestions come from our experience in working with clients.

#### Suggestion 1: Define the Change Effort as an Element of Your Business Strategy

The change should not be an end in itself, such as buying the latest software for the sake of being up-to-date. The change should extend the organization's capabilities in order to improve its financial or competitive position. You should be clear about how the change will move the organization toward a strategic advantage. The change effort should be defined by your business planning process. Clarity of purpose enables you to establish the priority of the change effort versus other organizational needs that, in turn, determines the allocation of resources and scheduling of project activities. Because the business rationale is developed as a prerequisite for the design phase, there is a tendency to lose sight of it by the time of implementation. Your implementation plan should reaffirm and add detail to the purpose statement. It will be the starting point for framing the strategy and tactics of implementation as well as for defining the success criteria used for monitoring the implementation effort. A clear purpose also helps to remind stakeholders why they are going through the pain and frustration of a lengthy, complex project. We have seen implementation

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*Why do change efforts fail? Much has been made of resistance to change by employees and, especially, the management team. Our experience suggests that the reasons are often more prosaic.*

Find ways to keep the project in front of the executive sponsors, such as by “quick wins” and periodic status discussions.

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fail because stakeholders and employees, in particular, believed that the change project was “over and above” their regular jobs. Linking the initiative to your strategy helps avoid this reaction.

### Suggestion 2: Recognize the Investment Required and Commit to the Long Haul

Action-oriented executives often find it hard to accept that complex organizational changes can take years to implement. Reliable time frames are hard to find. For example, textbooks on process design rarely discuss the time needed to re-engineer a business process. Carr et al. (1992) and Rummler and Brache (1995) both suggest up to two years for complex processes. The risk in a lengthy schedule is that resources, especially people and their time, may be diverted to other projects. Several steps can mitigate the risk. As mentioned above, make the change effort an integral part of the business plan. This step should ensure that the resources allocated to the change effort are defensible against other priorities. Second, the schedule should balance the change requirements with daily operational needs. Third, find ways to keep the project in front of the executive sponsors, such as by “quick wins” and periodic status discussions. Besides the commitment of organizational resources, another key requirement is the personal commitment of time and energy by the project’s sponsor. There are plenty of opportunities for the sponsor to be involved in coordinating project activities across departmental or even corporate lines, in reviewing progress and dealing with roadblocks.

### Suggestion 3: Think Small

The chances of successful implementation are greater for smaller, less complex projects. This is particularly true when experimenting with a new business methodology, such as process re-engineering. “Smallness” can be achieved by instituting the change process with only a few units at any one time. Our client was trying to re-engineer their maintenance process in more than 360 locations across the nation. It would have been impossible to simultaneously accomplish such a task without significant levels of resources. Our solution to the problem was to pilot the change in a couple of locations, “iron out” the bugs, and then stagger the introduction of the new process across the regions.

Alternatively, a large project can be divided into phases, each phase with its own deliverables and payoffs. For example, the first phase of an order

fulfillment process might be a new customer database that could be used for tracking orders and responding to customer inquiries. The next phase might be an inventory control system, and so on. Each phase can be justified on its own merits.

Another way of keeping the change effort manageable is simply to work on a “small” problem rather than to tackle the most pressing issue. Here the goal is as much to develop the organization’s capability in managing change as it is to fix a particular problem. One organization we know was directed by senior management to reduce its annual budget by 10 percent. The vice president in charge decided to achieve this goal through the streamlining of work procedures. Several processes were identified as being especially inefficient. The criterion for deciding which one to work on first was how quickly tangible results could be achieved. Almost all recommendations were operational within one year. The project saved more than \$900,000 in annual expense. The senior management team developed skill in managing process improvement. Three more improvement projects were initiated over the next two years. The success of this organization inspired improvement efforts in other parts of the company.

### Suggestion 4: Build Alliances in Support of the Change Strategy

It is rare that the sponsor of the change effort controls all the resources needed for a successful project. The first step is to identify stakeholders who can have an impact on implementation. Often the cooperation of colleagues, customers, suppliers, and support staff is essential. If employees are represented by a union, then the support of union leaders may be crucial.

The second step is to decide how to involve the critical stakeholders. One way is to share the project oversight with other stakeholders. This is the preferred option when the change effort affects several departments, as is typical when one department attempts to improve a business process. For example, if the vice president of R&D wants to improve the product development process, he or she may need the help of the Marketing Department, often the source of new ideas; the Manufacturing Department, who builds the products designed by R&D; and perhaps other departments such as Purchasing, Sales, and so on. One advantage of joint sponsorship is sharing the costs of the improvement effort.

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experiments that allow people to practice new skills in a nonthreatening environment. The casual, fun atmosphere takes the pressure off and allows for greater experimentation.

So what do you have to do to become a successful speaker? First, “set the bar” by compiling a list of qualities that describe the image you want to project. The most common adjectives our clients use include: knowledgeable, organized, focused, inspirational, confident, professional, and enthusiastic. Once these characteristics are identified, the process begins by applying the techniques that turn desired goals into obtainable results. Then

☛ *Develop a style that integrates unique personal qualities with the corporate style and message.* Don’t try to imitate someone else or use the fake “presenter’s voice.” Allow your natural personality to come out rather than holding yourself back.

☛ *Deliver a “POW” statement, the creative opening that captures audience attention.* Your listeners will decide in the first minute if they’re interested in hearing the rest. A powerful opening will let them know that they can expect something interesting and different.

☛ *Organize, refine, and influentially deliver content.* Rather than fretting about “what do I want to say?”, focus your mind on “what do the listeners want or need to hear?”. Think about the major questions your audience will have, and address each of those issues during your presentation. Don’t worry if you screw something up or leave something out—you’re the only one in the room who will know. You can always go back to it later.

☛ *Use appropriate physical delivery skills to complement the message.* Extended eye contact is critical for conveying honesty, sincerity, and conviction. Dramatic pauses will add drama and emphasis to your key points. Plant your feet in place rather than shifting your weight from one side to the other. And work at avoiding nonwords—too many “ums,” “uhs,” and “okays” imply that you’re not prepared, or worse yet, that you don’t know what you’re talking about.

☛ *Prepare for and manage Q&A sessions.* Brainstorm ahead of time to come up with questions you think the audience will ask—the easy ones and especially the tough ones. During the Q&A, be sure to repeat the question so everyone in the

room can hear it, and share your answers with everyone, rather than just with the person who asked. And be concise—remember that there’s a difference between “nice to know” information and “need to know” information.

☛ *Create and use visual aids effectively.* Visual aids are used to add impact to your presentation and help your audience remember the information. They are not meant to *be* the presentation. Keep them simple so you’re not forced into reading them to everyone.

☛ *Speak with confidence, energy, and passion.* You’ve only got one opportunity to sell your ideas. If you’re not excited and interested in your topic, why should the listeners be? Force yourself into feeling as if you’re overdoing the passion. Audiences would much rather see a speaker who is energetic than someone who puts them to sleep. Don’t worry—you’re professionalism will help you avoid going over the top.

☛ *Overcome adversity.* When something goes wrong, the listeners will take their cue from you. If you remain calm, and laugh at yourself when appropriate, the impact of any mistake is minimized.

### EMS Formula for Effective Presentations

- ☛ Develop a style that integrates unique personal qualities with the corporate style and message.
- ☛ Deliver a “POW” statement, the creative opening that captures audience attention.
- ☛ Organize, refine, and influentially deliver content.
- ☛ Use appropriate physical delivery skills to complement the message.
- ☛ Prepare for and manage Q&A sessions.
- ☛ Create and use visual aids effectively.
- ☛ Speak with confidence, energy, and passion.
- ☛ Overcome adversity.

Sell It . . . Don’t Tell It

We summarize the combination of these capabilities with one simple phrase, “*sell it, don’t tell it!*”. In essence, what we are saying is, excite your listeners about the topic; push your levels of excitement, energy, and conviction; and deliver your message with impact, presence, and credibility. While you may *feel* that you’re being overly dramatic, you will *appear* as confident and energized.

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First, “set the bar” by compiling a list of qualities that describe the image you want to project.



SELL IT, DON'T TELL IT

# Effective Presentation Skills Make the Difference

by Eric Schor and Eliot Shapiro, co-founders, EMS Communications

In today's highly competitive business environment, whether an organization thrives or merely survives is directly related to how well it communicates with people. A fundamental key to success for any organization—regardless of industry segment or business focus—is the ability of its staff to present well-organized, listener-focused content with authority and enthusiasm. Whether sharing information within a work group, introducing strategic corporate initiatives to employees, addressing stockholders, or presenting products to existing or prospective clients, presentation skills ultimately affect the bottom line. Those who master presentation skills become top producers, as they possess the power to influence decision-makers and impact business decisions.

## The Challenge

Within any organization, one typically finds employees with a vast range of professional talents and skills. And, while job functions and responsibilities vary, productive interactions are a critical constant that impact performance and success. The challenge for many businesses is finding a method that enables employees at every level to develop and enhance these vital communication skills.

At EMS Communications, one of our primary objectives is to ensure that the training we provide teaches novice and seasoned professionals alike how to connect with and influence their audiences. We accomplish this by “partnering” with our clients, becoming a part of their team to assess and understand existing skill levels, corporate culture, and specific business objectives. We then integrate this information into customized business solutions, developing programs that address the specific needs of an organization and its employees.

## An Insider's Perspective

One of the biggest obstacles interfering with the successful delivery of information—whether to groups or individuals—is a lack of self-confidence, stemming from a fear of forgetting

material, being judged by associates or prospects, or even being laughed at. In fact, public speaking heads the list of the top fears that people experience. But with effective coaching and lots of practice, individuals can learn to control any anxiety they feel and become confident, engaging speakers.

Presentations are all about doing things that feel unnatural. Just like learning to swing a golf club, it feels strange. But with practice it becomes comfortable and produces results. Using a video camera helps us show participants that techniques that *feel* strange, such as extended eye contact, dramatic pauses, purposeful movement, or speaking with conviction, actually help the speaker to appear dynamic and professional. Listeners are never concerned about how the speaker feels—they want to know what's in it for them. What they see is what they believe. The speaker's level of anxiety or inner turmoil has no bearing *if* the material is presented with authority, conviction, and enthusiasm.

## Getting There—EMS's Formula for Success

The core of every presentation revolves around consistently engaging one's audience, while making an impact that nets results. We teach our participants how to achieve this by employing a variety of tactics. In a laboratory-like setup, we incorporate experimentation and team-building exercises with demonstration and videotaping. We coach, guide, and motivate participants to develop and refine a personal style that is both comfortable and effective.

Viewing one's weaknesses on videotape, performing before colleagues, and being analyzed and critiqued by one's associates, while attempting to retain information, is a stressful experience. Recognizing this, we steer away from the traditional “boot-camp” style that is commonplace in the industry. We are personal trainers or coaches. We incorporate numerous sports and workout analogies, stories, games, and

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Other means of developing buy-in from stakeholders include: supporting their “causes,” adding their representatives on the design team, asking for their ideas about the design and implementation of the improvement effort, keeping them abreast of the project's status, and sharing the payoffs. A customer who participates in a field trial may get a price break or have the advantages of a first user. A supplier might receive a guarantee of so much business for a specified period of time. Employees might participate in a “gain sharing” plan for supporting process improvement work that would decrease overtime opportunities.

## Suggestion 5: Put an Infrastructure in Place

By infrastructure, we mean the “players” and a definition of their roles. Typical roles include

- ☛ *Project manager* to make sure project activities are assigned and carried out at the project level; to coordinate the work of several teams; to coordinate efforts with customers and suppliers; and to serve as liaison between the project teams and the steering team
- ☛ *Change agent* to advise on the methodology of the change effort and to train decision-makers and performers on the methodology
- ☛ *Project team* to do the work
- ☛ *Team leader* to make sure project activities are assigned and carried out at the team level
- ☛ *Content experts* to advise on specific topics, such as current work procedures, software products, compensation policies, and so on
- ☛ *Steering team* to provide oversight, promote stakeholder support, and clear roadblocks to the project

While the need for each role may seem obvious, there are many cases where projects have floundered because the role went undefined or unfilled. Take the role of the project manager. Our informal survey of past clients encountered two instances of failing to appoint a project manager for the implementation of process design. Both projects stalled out. In one case, issues were referred to the steering team for resolution. It was difficult to get the steering team together for a decision. Typically, a few members would make a quick decision to get the project moving, but the decision would sometimes be modified when other steering team members were eventually consulted and brought new informa-

tion to the discussion. In the other case, the sponsoring executive attempted the role of project manager, but he found it frustrating to have various teams consume his time on issues that he felt should have been resolved by the team leaders. He eventually resigned for a position at another company.

For organizations that are financially strapped, hiring a consultant to advise on the change process seems like an extravagance. So they rely on what they can learn from a book or workshop. No doubt there are success stories that go unpublicized. But, it is a truism that the more complex the situation and the less experienced the organization in change management, the greater the need for outside expertise to guide the change effort. Sometimes the “outside” expertise resides elsewhere in the company, such as the corporate staff or another department. This guidance pays off in higher success rates, more satisfactory resolution of roadblock issues, faster attainment of project goals, and development of the organization's skill in undertaking similar efforts in the future.

The need for project teams is obvious. What organizations sometimes fail to do is

- ☛ Make sure that the people designated to serve on the team actually show up and do their assigned tasks.
- ☛ Make allowances in work schedules so that team members don't wind up with two full-time jobs, one for the team and one for their “home” department.

The need for a team leader is also obvious. Where there is only one team, the roles of project manager and team leader might be combined. Projects that involve multiple teams require both levels of coordination. It should be pointed out, however, that the role of team leader differs from that of project manager. The team leader should be responsible for ensuring that the team's “deliverables” meet both schedule and quality requirements. Specific activities include: scheduling team activities, advising team members on their assignments, reporting the team's progress, and working with other team leaders, under the direction of the project manager, to ensure that all parts of the project are coordinated.

It helps to identify the need for content experts early in a project so that their participation can be

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*Our informal survey of past clients encountered two instances of failing to appoint a project manager for the implementation of process design. Both projects stalled out.*

Care must be taken not to punish project contributors inadvertently. For example, team members are often expected to carry out project assignments without any relief from their regular duties.

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scheduled. This “early warning” is especially important when the resource is scarce, such as systems expertise where hardware and software improvements may be needed to enable the larger change effort, and when the lead time for project deliverables may be long, as in the example of the systems expert.

The case for the steering team was stated under Suggestion 4. To add one more point: to leave a key stakeholder outside the decision-making structure could jeopardize implementation of the solution because that individual might have veto power over some aspect of the implementation.

**Suggestion 6: Work from an Implementation Plan**

This suggestion sounds too obvious even to state it. However, we know of projects where team members know of the “plan” only through oral directions from the sponsor or steering team. Without a detailed, written plan that is shared with all participants, a project is susceptible to

- ☛ Significant differences between the expectations of project team members versus the expectations of the steering team members
- ☛ Key requirements being neglected, such as training
- ☛ Mistiming of handoffs between project teams
- ☛ Handoffs lacking key elements expected by the receiving team
- ☛ Ill-timed, incomplete, or no communication from the project teams to the employees who will be affected by the organizational change
- ☛ Insensitivity of the organization’s management to substantial additions to the project team’s workload

For the implementation phase, the basic elements of the plan are

- ☛ A definition of each deliverable in terms of what it is, its purpose (if not obvious), its desired features, and its intended users
- ☛ A schedule of “milestones” for assessing progress
- ☛ A statement of accountabilities in terms of *who* will do *what* by *when*
- ☛ A communication plan that explains what, how, and when information about the organizational change will be shared with interested parties
- ☛ A measurement plan for quantifying the consequences of the organizational change

Implementation plans may include other elements, such as ground rules or “guiding principles” for managing the project, assumptions about resource availability and other conditions that could affect the project, and contingency plans if any of the assumptions are violated. Some organizations find it useful to have not only a plan for the project as a whole but also subsidiary plans for each project team. These subsidiary plans are sometimes called “team charters.”

Teams who develop implementation plans often “front-end load” their projects. In other words, most activities are scheduled for completion within the first month or two. This tendency sets the team up for failure because they fall behind schedule, which in turn invites criticism from the steering team and other senior managers. A good project manager or change agent will be alert for this trap and coach the project teams on how to develop realistic schedules.

Another point that seems too obvious to state is that the teams should work from the plans. This point means that: everybody has a copy of the plan; progress is actually monitored from the plan and members are held accountable for their assignments; teams refer to the plan in resolving disagreements; progress reports are given to the sponsor and steering team according to the plan’s schedule; and the plan is periodically revised or updated to reflect changes in resources, changes in business conditions, new information, and so on. We like to see “dog-eared” copies with notes scribbled in the margins.

**Suggestion 7: Align Reward Systems to Support the Implementation**

By reward systems, we mean both formal programs, such as individual pay treatment, bonuses and financial incentives, annual performance and promotional ratings, and informal ways of recognizing contribution, such as congratulatory notes, preference in work assignments or locations, use of the latest equipment, and so on. Just as importantly, care must be taken not to punish project contributors inadvertently. For example, team members are often expected to carry out project assignments without any relief from their regular duties. While this condition may be unavoidable, some bosses fail to consider the team member’s project accomplishments in the annual performance appraisal. Some of the things you can do to ensure alignment are

- ☛ Direct managers to consider project accomplishments as part of the performance appraisal

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- ☛ What’s more important, perfection (which never occurs) or speed?
- ☛ If the project is running a little behind, should we come to a PST meeting with 70 percent, 80 percent, or 85 percent or reschedule the PST meeting? In other words, how important is the timeline?
- ☛ Other measures to discuss/get agreement to include quality, timing (during the year, for example), cost management, and risk management.

Here is the kicker. If the PST cannot come up with a reasonable way to measure the project but insists that it move forward, don’t argue. Document the decision and move on. Keep the decision visible in subsequent meetings so it can be revisited.

The fact that you care enough about the shareholder to continually ask the PST to justify the project is often enough to keep the project moving. Strange.

**In the End . . .**

When the Phase 1 PST meeting is over, you will no doubt be tired. I always am. But I balance the fatigue with a sense of pride and a clear understanding of the project. The meeting should produce an agreed to/supported

- ☛ Scope statement
- ☛ List of master performers for the analysis meeting(s)
- ☛ Project time charts with milestones
- ☛ List of issues/roadblocks/“watch-out-fors” for the future

**Summary**

The PST will make or break a project. The Phase 1 meeting anchors the PST and defines the project. The Phase 1 meeting can be a nerve-shattering experience. Be prepared for this meeting and run it well, and the downstream work is eased considerably. Put on a business hat (make it a hard hat for a little while), be business minded, and ask the tough questions. Declare everything—make it all visible. The rewards can be impressive.

*I have yet to have a PST ask me for an algorithm or any sort of complicated math to defend any project. The PST tends to take on an entirely different demeanor when in the hot seat. They can suddenly become pretty okay with “I know it when I see it.”*

The advertisement features a header with blue arrows pointing right, followed by the text 'CADDI' in large blue letters. Below this, it says 'Another new CADDI book on its way'. The main part of the ad is a graphic for 'Targeting EPPI' (Enterprise Processes Performance Improvement). It includes a diagram with three steps: 'STEP 1: Map the Enterprise and its Systems/Processes and Target Step 2 Efforts', 'STEP 2: Map the Processes and Model the Performance and Target Step 3 Efforts', and 'STEP 3: Derive the Enablers and Determine Gaps and Target Improvement Efforts'. Below the steps is a 'Targeting Rounds' diagram showing 'ROUND 1: Define Current State', 'ROUND 2: Define Target State', and 'ROUND 3: Develop Improvement Plan'. To the right of the graphic, the text reads 'In the early stages . . . Targeting EPPI Hopefully available by 2nd quarter 2002'.

*Ask, with a little incredulity, "Why master performers? Who else would you want to emulate?"*

*If the project is pointed directly at a significant pain experienced by the company, good. If not, encourage rescoping the project until it's targeted appropriately and/or aligned with strategy.*

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in with the astronauts?)—to see if the PST is listening and engaged. Make them say no. Then suggest a few populations that are close to being in scope. The tighter the scope now, the cleaner the execution later.

### Select the Master Performers

CADDI has a bias toward using master performers as opposed to subject matter experts. It is well documented. Typically, managers aren't willing to, or accustomed to, being asked to give up their stars for a training project. First, explain how the master performer will be involved in the project. Demystify the performance modeling and knowledge/skill derivation activities. Then, swoop in for the kill. For the project to succeed, master performers are a requirement, not an option.

When handling this matter, a little attitude goes a long way. Ask, with a little incredulity, "Why master performers? Who *else* would you want to emulate? Since we are going to create performance-based training & development products, shouldn't we be directed by the best performers?" What would we get if we used friends of training? Put the single shareholder hat on for a moment; the answer is pretty obvious when it's your equity.

Ask for, and document on a flip chart, the names of master performers. The PST will self-monitor during the deliberations. Typically, one PST member will identify a master performer and the rest will follow suit. If a PST member is reticent or uncooperative, the others will slowly pull apart the reason. Sometimes it's justified. Monitor the situation closely; this discussion is a bellwether of future conversations. Make sure everyone is clear about which master performers will be involved. Warn the group that not having the right master performers leaves an opening for discussion later—one about the rework and schedule slippage now necessary to recover from poor decisions up-front. Garbage in, garbage out.

By selecting the master performers and agreeing to the method/outputs, the PST is now in a position to agree with the data documented during the analysis meeting. They've made a deal with . . . well, more on that later.

### Establish the Project Measures

Business leaders assess value every day—that's their job. The PST should do the same thing on the project at hand. Establishing the end point is

as critical as the starting point. Putting the PST in a position to name the end-state measures goes a long way to winning their agreement and permission to move forward. They should be able to, in 30 seconds or less, tell anyone what the project is for, to do, and how it will be measured. For that matter, so should you.

There are two buckets of measures to consider. The most important bucket is the business case. Too often, the supply-side guesses at the business case measures the PST will find important. Just ask; the answers may surprise you. On a personal note, I have yet to have a PST ask me for an algorithm or any sort of complicated math to defend any project. The PST tends to take on an entirely different demeanor when in the hot seat. They can suddenly become pretty okay with "I know it when I see it." And a group of them ensures that that is really okay.

The PST (if properly staffed) will be able to quickly assess how the investment for this project compares with other investment opportunities in the company. Be prepared with questions to guide the PST thinking. One tool to use is the Return on Salary equation (see Guy Wallace's article titled "Cost of Nonconformance and ROI Calculations for Training Projects" at CADDI.com for more information). Outright ask them how the project compares. Get the comparison out in the open. Visibility matters. Note the competitors on a flip chart for later review.

If your project isn't the best by comparison, then it should be stopped. Better to stop it early, before the investment.

The PST will tell you if the project should increase revenue or reduce cost or both. The PST may have to argue it out—just listen. When they are done, make sure there is agreement, write down the measure, and move on.

If the project is pointed directly at a significant pain experienced by the company, good. If not, encourage rescoping the project until it's targeted appropriately and/or aligned with strategy. Permit the group to come to agreement here, then document the agreement carefully and completely.

In the second bucket are the other project measures. There are a bunch of items to discuss here.

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- ☛ Include project status among the criteria for any team bonus plan
- ☛ Make compromises in the implementation schedule to accommodate needs of the business
- ☛ Plan informal rewards and recognition to support implementation milestones

The latter point was exemplified by an executive we know. She invited several teams (different projects) to her farm. The morning was devoted to project reports, while the afternoon was used for a barbecue. Inexpensive, humorous awards were used to recognize special contributions.

### Suggestion 8: Translate the Change into Job-level Details

Do not rely on front-line supervisors to figure out the job-level changes. They often don't have the time, don't have the big picture of how individual job activities tie into the process flow, and don't recognize which activities and policies no longer apply. They can certainly give input to the redesign of jobs, especially in critiquing proposed designs and the redefinition of job performance standards. The basic points we want to make here are below.

- ☛ Drive the design for change down *from* a strategic plan or a process design *to* the job level. If you don't, there will be too many opportunities for misunderstanding and unnecessary effort in tracking down glitches in the implemented solution.
- ☛ Centralize control of job design to ensure alignment of work procedures and standards with the overall program of change. This work can be assigned to implementation teams charged with translating the overall design into specific requirements for local work groups.
- ☛ Front-line performers should be consulted before the new job designs are installed, as suggested above.

There are different approaches to describing job responsibilities, such as job models (McLagan, 1990; Rummler and Brache, 1995), competency models (Dubois, 1993), task analysis (Miller, 1962), and role/responsibility matrices (Rummler and Brache, 1995), etc. Which approach (or combination) is most appropriate depends on the situation.

### Suggestion 9: Integrate the Change into Your Management Systems

The term "management systems" refers to such organization-level functions as business planning,

budget development, corporate and departmental measurement plans, compensation programs, succession planning, and employee orientation and training. These processes directly or indirectly tell managers and employees what to do and reward them for their performance. The term "integrate" means to reinforce the organizational change or to include it in the requirements of the management systems. This suggestion deals with institutionalizing the organizational change, to make it part of the way the organization does business, to prevent the change from being dissipated over time. What does this integration look like? Figure 2 offers two examples. One example is a new process design for product development, and the other is an effort to instill customer focus values into the way employees deal with customers.

### Suggestion 10: Follow up Relentlessly

This is a responsibility shared by the sponsor, steering team and, especially, the project manager. People must be held accountable for their commitments. When roadblocks are encountered, explanations and alternatives should be expected. Organizational conflicts should be resolved as quickly as possible. If someone is due a reward, then the project manager should follow up to see that the deserving party gets the reward. Monitoring is typically accomplished through status reports, often weekly. The project manager would do well to supplement scheduled reports with informal contacts, daily if possible. By "informal contacts," we refer to something as casual as a chance meeting in the hallway or lunchtime conversation. The steering team member periodically (biweekly?) checks with their representatives on the various teams for an assessment of how the project is proceeding. The sponsor should be talking to the project manager at least weekly and with steering team members at least monthly.

### Summary

This discussion has presented our ideas for increasing the chances of a successful implementation effort. They are rooted in our experience and are not meant to be a comprehensive list. Several authors have also recognized the vulnerability of change management during the implementation phase. We encourage you to read what others have recommended, such as Beckhard and Harris (1987). We also advocate that clients take the time to review and learn from past failures. Surveys and discussions can be employed to gather perceptions about the factors that have led to success and failure in the past. These perceptions can be valuable input for formulating implementation plans.

*(Continued on page 16)*

*The project manager would do well to supplement scheduled reports with informal contacts, daily if possible. By "informal contacts," we refer to something as casual as a chance meeting in the hallway or lunchtime conversation.*

(Continued from page 15)

In the next issue, we will cover "recovery"—how to resume efforts to implement the change after the change effort has stalled or been canceled.

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(Continued from page 28)

Plan for, and then contingency plan for, the interplay between the PST members.

Get yourself prepared for the meeting. Write/review/revise the Project Plan. Incorporate appropriate guidance/direction from the PST. Clearly list and describe the project timeline, milestones, and deliverables. Forecast staff utilization/burden/timing.

Make sure there is a logical link from one deliverable to the next. Be ready to explain it all in great detail. (Follow the PACT Process.)

Create a presentation to review the project scope, purpose, roles and responsibilities, method, outputs, budget, your bias, and the timeline. Be prepared to chalk-talk the whole thing (in case the bulb in the LCD burns out). Practice.

Be ready to say nearly every thought traveling through your head. Making such declarations creates visibility, reduces suspicion, and models the behavior necessary for a successful PST. This can feel a little weird and, of course, does require some judgment. For example, "nice shoes" probably shouldn't be said out loud—it's obviously not important to the purpose of the meeting. Again, practice.

Finally, make sure all the logistics are taken care of. Arrange for a room of adequate size (make sure the egos will fit), meals, coffee, etc. Nothing sucks the life out of a meeting faster than poor logistical planning.

### The Phase 1 PST Meeting

The Phase 1 PST meeting is either fun or torture—it's your decision. It would be wise to figure out how to make it fun (or at least interesting), because more opportunities could be waiting in the wings.

For the sake of space, I will assume that the customary meeting preliminaries/practices are a given.

Early in the meeting, discuss each of the items below. There is no correct sequence because every group is a little different and will influence the sequence. Discuss these matters out loud—it works better than telepathy. Then, remember good facilitation practice: check for understanding.

☛ Declare your intent to manipulate the group visibly, to keep the meeting moving, and to allow the PST members to manipulate you right back. Declare your intent to charge right along with the project unless the PST stops/influences or guides you. Declare your intent to own/defend the process. Declare your intent to defend the shareholder.

☛ Inform the PST that it is its job to stop/modify/approve the project. The PST role is always to find a way to stop the project or modify it when it no longer makes good business sense. There are always other projects competing for the scarce resources that will be consumed during your project. If another project has a better return for the investment, make the sound business decision. Do the smart thing.

☛ Make sure the PST understands that its role is to defend the shareholder. Ask them to think about the project from the shareholder's perspective—not a parochial one. Tell each member to act as if he/she owned all the shares of the company right now.

☛ Explain to the PST that you are prepared to review the project at either 30,000 feet or at the treetops. Permit the PST to choose. Repeatedly offer to go into painstaking detail. The PST will go there once or twice—to prove to themselves the detail is there—then will likely leave well enough alone. Review the project outputs and methods and be concrete; the more the PST understands now the easier the downstream work will be—explain the process and how, specifically, the outputs will be used downstream. Make sure the PST understands what they are buying.

☛ Inform the PST members that the PST meeting is a place where they will come to consensus decisions. The PST will neutralize warring factions and will keep the discussions on track. This is a good place to inject a little humor—chide the group with a comment like "we'll always agree on every topic—right?" The obvious answer is no, but conflict is valuable, so encourage it. Make the decisions visible. Write them on a flip chart and keep them posted. Declare your intent to move things along when it appears the group is stuck.

☛ Talk openly about what is in scope and out of scope. For example, talk about the target audience(s). Suggest a few outrageous populations (should we include the salespeople

*Be ready to say nearly every thought traveling through your head. Making such declarations creates visibility, reduces suspicion, and models the behavior necessary for a successful PST.*

*Discuss these matters out loud—it works better than telepathy. Then, remember good facilitation practice: check for understanding.*

*We also advocate that clients take the time to review and learn from past failures.*

Management System	Illustration No. 1 New Product Development Process	Illustration No. 2 Customer Focus Values
Business Planning	<ul style="list-style-type: none"> <li>1 Set goal for number of new products to be introduced for each of next three years.</li> <li>1 Set annual revenue goal for new products.</li> </ul>	<ul style="list-style-type: none"> <li>1 Define values change as strategic initiative.</li> <li>1 Assign specific executive to act as "champion."</li> <li>1 Appoint committee to support the strategic initiative.</li> </ul>
Budget Development	<ul style="list-style-type: none"> <li>1 Provide budgets that allow for projects to run longer than one year.</li> </ul>	<ul style="list-style-type: none"> <li>1 Budget for consulting services and training sessions.</li> </ul>
Measurement Plan	<ul style="list-style-type: none"> <li>1 Identify points at which to count number of product ideas in the "pipeline," e.g., ideas proposed, ideas funded, ideas to reach alpha test, etc.</li> </ul>	<ul style="list-style-type: none"> <li>1 Modify customer satisfaction measurement plan to gather customer perceptions of how they are treated.</li> <li>1 Summarize customer satisfaction data to the level of the individual work group and their interactions with customers.</li> </ul>
Compensation Plan	<ul style="list-style-type: none"> <li>1 Bonus plan that rewards all managers in all departments for meeting or exceeding planning goals for new products.</li> </ul>	<ul style="list-style-type: none"> <li>1 Pay individual and team bonuses based on customer commendations.</li> <li>1 Include customer satisfaction as criterion in management compensation plan.</li> </ul>
Succession Planning	<ul style="list-style-type: none"> <li>1 Include skills that relate to product development among dimensions for evaluating a manager's potential for promotion, e.g., creativity, project management, market knowledge, and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>1 Include skills that relate to customer focus among dimensions for evaluating a manager's potential for promotion, e.g., ability to communicate a vision to subordinates, relationship building.</li> </ul>
Orientation and Training	<ul style="list-style-type: none"> <li>1 Provide training on brainstorming techniques, problem solving on process roadblocks, and market research techniques.</li> </ul>	<ul style="list-style-type: none"> <li>1 Provide training on customer needs analysis, listening skills, and negotiating skills.</li> </ul>

Figure 2: Illustrations of How to Integrate Organizational Change into Management Systems

*The PST is together to make good decisions on behalf of the shareholder.*

*(Continued from page 27)*

Fundamentally, the PST is together to make good decisions on behalf of the shareholder. They will come to consensus decisions and neutralize outlying opinions/desires—or they will not. In either event, they will send a clear signal about the project's importance and direction. If they are fractured and far apart on the scope/goals of the project, you may not have a project worth doing—or the exact opposite may be true. They may just need a little more time to fight it out and figure it out.

Learn early to lead the PST meetings by asking hard, tough-minded questions that prompt the PST to raise issues and set direction. Two things will happen.

- ☛ First, by addressing your questions, the PST will gradually take ownership of the project.
- ☛ Second, they will galvanize their opinions.

This is a simple manipulation. Each time a PST member raises an issue, offers a solution, or makes a business decision, he/she increases their own ownership of the project; by the way, the same is true each time you raise an issue, offer a solution, or make a business decision. A key purpose of the PST is to create stakeholder ownership for the business side of any T&D project. Don't take it away, give it away. In other words, keep quiet about your ideas, unless asked.

Here is the key lever (a strong facilitator will declare that the lever exists and describe its impact): the members of the PST are being manipulated by the subtle forces of ego/shame and of checks/balances (I mentioned this in the first installment). Those forces regulate the PST and each PST member. No member wants to be too far out in any direction on any issue. That sort of display isn't wise. Ask good questions and provide the time for the PST to work through issues toward a consensus decision.

When the PST does reach a consensus decision, or an almost consensus decision, it is very difficult for a single member to recant later (sometimes there are darn good business reasons to overturn a previous decision; not surprisingly, when there is a sound business rationale there is little resistance to revisiting and overturning the decision). Too many eyes and too many ears saw and heard the decision being made. Each member is kept in check by the other.

It may feel at times like the PST is coming after you. If they are, better now than later when a pile of money has been invested as well.

The long and the short of it is this. The PST makes decisions and has to live up to the consequences. You've taken a quick step off of the hot seat.

### **Premeeting Preparation**

In preparation for the first PST meeting, arrange a very short one-on-one meeting with each of your PST members—time permitting (if you don't have the time, you'll have to figure out how to get this stuff during the meeting; not having the premeetings complicates matters). Interview PST members quickly to get biases, issues, and concerns. Find out what each member really cares about.

Start with a base set of questions. Ask everyone the same thing, then vary after the base questions are covered. For example

- ☛ If you owned all the shares of the company, what would you fix regarding the project target audience?
- ☛ What are some key performance issues we should be addressing in this project?
- ☛ How will you measure the success of the project?
- ☛ What has been tried before? Did it work? Why or why not?

Don't go overboard, this isn't an interview for the *New York Times*; but it is a *quick* (read 15 minutes—respect their limited time) assessment of the opportunities/issues/dangers that lay in wait further down the road.

Later in the project, you will need the insights from your interviews to prompt discussions or arguments (more on that later) when the PST is logjammed or isn't producing results.

Based on your interviews and assessment, identify the toughest PST member with the highest standards. Plan to meet/exceed those standards. Be ready to invite him/her to contribute heavily to the meeting. Give him/her permission to set the level of the bar—offer others the opportunity to refute or alter the standards. The logic: win that battle and you've won over the PST.

*(Continued on page 29)*

*Learn early to lead the PST meetings by asking hard, tough-minded questions that prompt the PST to raise issues and set direction.*



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# Why lean Away from Traditional ISD?

by Peter R. Hybert

This is the final article in a series describing the opportunities for return on investment using the PACT Processes. ROI opportunities are evaluated using the SPIN<sup>®</sup> Selling logic.

## Where Were We?

Over the last several issues, we have been exploring the connection between training and development interventions and the return on investment (ROI) to the shareholders. Specifically, we have been focusing on how applying CADDI's PACT Processes in various business situations results in either reduced costs or increased value (or both), the former through better/faster/cheaper training development and maintenance and the latter through improved performance of the learners.

I have been using the SPIN Selling process as a way to think through those analyses because it approaches the return on investment question from the customer's perspective. ROI can be a little relative at times—it depends greatly on who

is looking for it and where they are trying to find it. Ultimately, the shareholder is the beneficiary of all efforts to generate ROI. But projects in a business need to attack recognizable problems for real sponsors. One thing the SPIN approach does is put those decisions through sort of a business filter to target recognized business problems but to avoid "pet projects" or the implementation of ideas that may be innovative and interesting but that don't generate more return than they cost.

Figure 1 below shows an overview of the SPIN approach—for more information, please visit [Huthwaite.com](http://Huthwaite.com) or one of the many books on SPIN Selling by Neil Rackham.

## A First-hand Look at Traditional T&D

In the previous articles, I highlighted the potential return of implementing PACT in a variety of business situations. Those situations included organizations with a high rate of change in their business processes, tools, or knowledge base. They include situations where the business

operates a large-scale T&D organization and/or where performers need a large amount of knowledge/skills to be successful. And they included organizations in which HR improvement initiatives are underway to grow human capital.

Those articles described some of the organizational benefits of the PACT Processes. That is the level that T&D and HR executives should be worried about. But at the working level, many T&D practitioners have a different perspective. They know certain training programs are out of date or have activities or lessons that don't work very well—they need revision. But, management won't or can't allocate the resources. Or, instructors and developers are repeatedly "gigged" by trainees that the training isn't "real world" or that it didn't really prepare them for the job.

(Continued on page 19)

ROI can be a little relative at times—it depends greatly on who is looking for it and where they are trying to find it.

Acronym	Definition	Example
<b>S:</b> Situation	Key characteristics of your customer's environment.	"I have ten instructors." "I have a curriculum consisting exclusively of classroom training."
<b>P:</b> Problem	Things that aren't working great (I sometimes think of the "P" as standing for "pain"—what your customer doesn't like about the situation).	"There are a lot of inconsistencies in delivery from one instructor to the next." "Every instructor has his/her own favorite way of teaching things—it is a nightmare to keep all the materials current with their changes."
<b>I:</b> Implications	The business impact of the problems/opportunities—try to get to dollars here	"I probably spend three hours a week addressing customer complaints due to inconsistent course deliveries." "Our budget for maintaining and reproducing course materials has doubled over the last two years, even though we are only offering 30 percent more training."
<b>N:</b> Needs Payoff	The potential value of the solution	"Standardizing course materials could save us \$X per year—far more than the cost of implementing the PACT Processes."

Figure 1: An Overview of the SPIN Approach

# Selecting and Managing a Project Steering Team

by Brian D. Blecke

This is the second in a five-part series discussing the management of a Project Steering Team (PST) – perhaps I should be more specific: the manipulation of a Project Steering Team.

In the first installment, I discussed the general utility of the PST.

Here I will discuss how to position PST decisions during Phase 1: Project Planning & Kick-off of the PACT Process for either Curriculum Architecture Design<sup>SM</sup> (CAD) or Modular Curriculum Development<sup>SM</sup> (MCD) efforts. In particular, we'll look at the kinds of decisions that need to be made in the meeting.

In part three, I will discuss how to get the PST to review the Analysis Team data.

In the fourth installment, I will review how to get the PST to guide, dwell on, review, modify, and approve the design—at the CAD and MCD levels.

The fifth installment will focus on the PST role during implementation planning—choosing the T&D products to build based on ROI. This is where the PST members really earn their keep.

## Summary of First Installment

In the first installment, I described what the PST is and its utility. In addition, I provided some general guidelines regarding PST membership. The table below summarizes the membership guidelines.

Stakeholder Group	Potential "Hot" Points — Things to Point Out
Several key stakeholders from the target audience's organization (line, headquarters, or staff)	You (PST) own the performance, you own the content, you own the consequences—shouldn't you make the business decisions?
Stakeholders from a downstream process	Don't the upstream people keep screwing up your life? This is an opportunity to affect things before they become a problem for you.
Finance person	I'm about to spend a bunch of shareholder equity on a potentially bad business decision—want to prevent me from doing it?
The "this is a stupid project" community	You can "stop the madness before it starts" if you get involved.
HR/T&D people	This is an opportunity to learn how the customer organization's management thinks.

With the PST selected, it's time to architect the project, weave together the personalities, and predict the political hot spots. Be smart about this, wire the project with the company's politics, and you will be that much closer to the end game.

## The PST Dynamic

Recognize what is about to be set in motion. In the PACT Process, a group of business leaders will be in charge of a training and development project—as uncomfortable as it feels, this is a good thing. Make sure the boundaries are clear (and managed): the T&D supplier owns the process, and the T&D customer, as represented by the PST, owns the performance, the content, and the consequences of good/bad T&D.

Supplier Owns	PST Owns
↓ Process	↓ Performance
	↓ T&D content
	↓ Consequences

First thing to do: drop your ego at the door. Next, prepare, practice, prepare. Last—and always—put on a sales hat (hopefully, it looks a little like a construction hard hat) and consider the shareholder. To borrow/modify a line from Covey, begin with the end in mind. The end game here is to have a well-informed, well-managed PST in which its members own the project, market it, defend it, and defend you. Magic.

(Continued on page 28)



In the PACT Process, a group of business leaders will be in charge of a training and development project—as uncomfortable as it feels, this is a good thing.

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(Continued from page 18)

Training managers have day-to-day problems, too. They hear complaints from trainees' supervisors about tuition (and travel) costs. They are pressured to reduce the length of training courses. Often they are challenged to put all training on the Web just because it is (or seems) cheaper.

At both the practitioner and manager level it can be a vicious cycle—pressured to cut costs, delivering on a shoestring, and then getting beaten up for it when quality suffers.

It is complicated to resource the work of a T&D organization. If you assign your instructional designers to all the "new build" projects, you may have to leave the updates or overflow projects to trainers or subject matter experts. If you staff with generalists, they can end up being the analyst, designer, developer, and even the instructor for their project. This creates a sense of ownership, but there can be a big downside to that—too much ownership can translate to defensiveness because there is not enough outside visibility of and influence on the decisions and tradeoffs made in the process of developing the training.

Resourcing is also an issue when you are continually approached for support on new initiatives throughout the year (new products, new tools, procedure changes, etc.) that weren't in the original budget but for which you still need to find a way to deliver.

In what *situation* does that leave a typical T&D organization?

- ☛ Projects are out of control.
- ☛ Demand for services outpaces resources without a mechanism to establish priorities.
- ☛ Maintenance of existing T&D products is left to the initiative of individuals squeezing changes in by working nights and weekends.
- ☛ Unclear individual role/responsibility assignments and development/career paths lead to internal staff competition or demotivation.

### It Doesn't Have to Be that Way

*lean-ISD* is different from traditional ISD in a number of ways. Relevant to the issues above, the primary differences are

- ☛ Visible, predictable project outputs, tasks, and schedules
- ☛ Visibility of the resource implications of potential projects

☛ Use of line management decision-makers to set priorities and obtain the necessary funding to implement targeted projects

☛ Clear roles for practitioners (and for people who work part-time or temporarily on T&D projects, such as SMEs)

But, if you have been following in this series, you know I'm jumping ahead. I began explaining features before establishing that the situation above was really worth addressing. Let's take that step now.

### The Problem

The problems above depend on whether you are a training practitioner, manager, or internal client. But, you may see some familiar pain several places in Figure 2 on the next page.

Traditional T&D can be a punishing state of being!

### Implications

But, even if traditional T&D is punishing, that doesn't *necessarily* mean that it is worth the time and cost to make it less so. Before deciding if it is worth the effort, you need to assess what the pain is costing the company (shareholders) in dollars.

The pain above sums up to

- ☛ Burnout, low morale, and turnover among T&D practitioners
- ☛ Content defects, errors, and quality variation in T&D products
- ☛ Delays, scope creep, and drift in purpose/mission/intent T&D projects
- ☛ The T&D organization is unable to focus its resources on key business needs

Implications, in the SPIN model, are where pain converts to dollars. The dollars associated with the pain compute to the following.

**Implication #1: Turnover:** Recruiting, selecting, and spinning up new employees carries tremendous costs. Just the human time and effort to find and evaluate candidates is significant. But if you consider the cost of projects coming to a halt while people are shifted around, you may well decide that even more dollars are lost handing off the baton!

(Continued on page 20)

*At both the practitioner and manager level it can be a vicious cycle—pressured to cut costs, delivering on a shoestring, and then getting beaten up for it when quality suffers.*

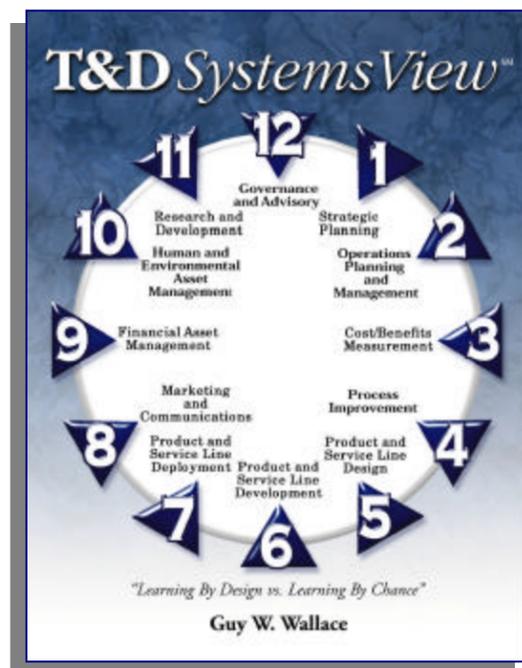
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Judith Hale, PhD  
Hale Associates

Situation	Practitioner Pain	Manager Pain	Internal Client Pain
Projects are out of control	You can't get off the "revision-go-round"	<ul style="list-style-type: none"> <li>↓ You can't get concise, accurate answers to questions about projects such as "when will this be finished?" or "how much is left to do?"</li> <li>↓ Scope creep</li> </ul>	<ul style="list-style-type: none"> <li>↓ Erosion of time—missing the window of opportunity</li> <li>↓ Delay of benefits of the program</li> <li>↓ Complaints from <i>your</i> customer</li> </ul>
Demand for services outpaces resources without a mechanism to establish priorities	You sit down to figure out your schedule and discover you are double-booked and have only two hours a week for each of your projects (which means you might finish them all the week you retire, assuming you don't take vacation)	<ul style="list-style-type: none"> <li>↓ You feel you aren't meeting the needs of the business</li> </ul>	<ul style="list-style-type: none"> <li>↓ You can't get the support you need—your initiatives are at risk</li> </ul>
Maintenance of existing T&D products is left to the initiative of individuals squeezing changes in by working nights and weekends	You put in a lot of extra time improving your program and nobody seems to notice (but, if somebody has a complaint they do!)	<ul style="list-style-type: none"> <li>↓ You don't have confidence that programs are current</li> <li>↓ If an employee leaves, nobody can pick up where they left off</li> </ul>	<ul style="list-style-type: none"> <li>↓ You don't have confidence <i>your</i> programs are current</li> </ul>
Unclear individual role/responsibility assignments and development/career paths	There is really nowhere within T&D to take your career—you need to either leave the department, or worse, the company	<ul style="list-style-type: none"> <li>↓ You have internal morale problems, people competing for projects, or even turnover</li> </ul>	<ul style="list-style-type: none"> <li>↓ You keep having to work with different resources within T&amp;D</li> </ul>

Figure 2: Types of "Pain"

(Continued from page 19)

To "do the math," you might be able to get HR to provide you with an average "cost of recruiting" that you could multiply by the number of people you hire each year. Or, you could take a few example projects and find out the ROI projections and then determine what it costs to delay a project per week. Then, estimate how many weeks are lost when a key project team member has to be replaced and multiply.

*The payoff?* Would clearly defining roles, deliverables, and tasks along with the knowledge and skills needed help people set career goals? Would it help them focus their development? Would performance-based certification help reduce turnover? If so, you may be able to avoid the costly implications by implementing the PACT Processes in your organization.

*Implications #2 and 3: Defective T&D Products and Projects* result in less benefit per dollar spent per day or per course.

To "do the math," find out ROI projections for various projects and then estimate the percentage

of waste due to slip or rework. Or, you could estimate the percentage of your entire budget spent on rework.

*The payoff?* Would clearly defining project process steps and approval gates help prevent rework to fix problems that emerged because the right people weren't in on the key decisions? Would having enough resources allow you to keep existing T&D products current? Would having master performers directing the content result in T&D that helps people perform at closer to mastery levels?

*Implication #4: An ineffective T&D organization* that is unable to target the key business needs and then harness the right people to address them. Instead, resources are spread too thin and are left to the mercy of the loudest requester.

To "do the math," estimate the percentage of the total T&D budget that is spent on noncritical projects and content. Or make a list of the projects that you feel are underresourced or delayed due to lack of resource. Estimate the potential return you are doing without.

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*Would clearly defining roles, deliverables, and tasks along with the knowledge and skills needed help people set career goals?*

DEBUNKING THE MYTHS

# There Is No Such Thing as "Learning Styles"

by Sigmund Tobias, Fordham University

Instructional designers are often urged to adapt instruction to students' learning styles. The persistence of the learning style concept is amazing—a testament to the gullibility of even well-informed individuals who ought to know better. It seems that advocates of learning styles have never heard of the history of ATI research, which attempted to provide a database for adapting instruction to student characteristics and found many thorny problems. It is probably fair to say that the popularity of adapting instruction to learning styles is matched only by the utter absence of support for this idea.



such as the whole-language approach to reading instruction, open education, and discovery learning, to name only a few. Sometimes an idea may appear so logical, and/or so deeply related to the values held by individuals, that it becomes an article of faith. Believers cling to their fancies irrespective of research findings. I wish they would develop a similar fixation about the Brooklyn Bridge, because I would love to sell it to them again and again.

Some adaptations to learning styles may lead instructional developers to teach concepts using multiple illustrations. In such practices, the

instructional material may illustrate concepts, presumably the complex ones, in different ways, leading learners to form multiple representations. The designer may assume that the multiple illustrations work because learners choose the representation that is most congruent to their learning styles. It is probably more accurate that such instruction is effective because the multiple illustrations induce learners to devote more time to these concepts. Of course, more studying time leads to increased learning, as all the research on allotted and engaged time has amply shown. Clearly, however, there is no basis for attributing such enhanced learning, if it occurs at all, to learning styles.

The issue of adapting instruction generally, as well as adapting media, to student characteristics is dealt with in several chapters of a recent handbook (Tobias & Fletcher, 2000) sponsored by the American Psychological Association's Division of Educational Psychology (Division 15).

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*The generic Super AoPs are intended to give the analyst a starting point for analyzing human performance within enterprise process performance.*

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What can one do with the above generic competencies from a training or performance engineering standpoint? The idea of these broadly articulated competencies may sound good to those in executive management who are interested in getting their arms around human competence and managing it like the critical asset it is. But often it's too late by the time that most smart business people discover that they got an expensive set of generic data that won't really add any specific value downstream.

The sunk costs of the effort and the lost opportunities then make it harder to approach an even more skeptical management team with yet another way to approach this real need. We've been there, on the tail end of failed competency modeling efforts that generate piles of general, nonspecific data, and it's not easy to redirect the effort for real value.

**Super AoPs Utilities**

The generic Super AoPs are intended to give the analyst a starting point for analyzing human performance within enterprise process performance. These generics need to be made specific to the targeted "analyses at hand."

That can be accomplished via many varied means. Our preference is to convene a meeting where we can facilitate a group of master performers to consensus regarding the naming of the AoP and the details within, such as the outputs and measures, related tasks, and specific roles and responsibilities of the various performers. Some might call this a benchmarking effort. It is.

Once the terminal performance has been articulated and captured, that picture of performance can be used to systematically derive all of the enablers.

The *enablers* of enterprise process performance include two types.

- ☛ Human asset *enablers*
- ☛ Environmental asset *enablers*

Human assets required to enable high-level performance include

- ☛ Awareness/knowledge/skill
- ☛ Physical attributes
- ☛ Psychological attributes

- ☛ Intellectual attributes
- ☛ Values
- Environmental assets required to enable high-level performance include
- ☛ Information and data
- ☛ Facilities and grounds
- ☛ Tools, equipment, machinery
- ☛ Materials and supplies
- ☛ Financial assets
- ☛ Balance-of-consequences

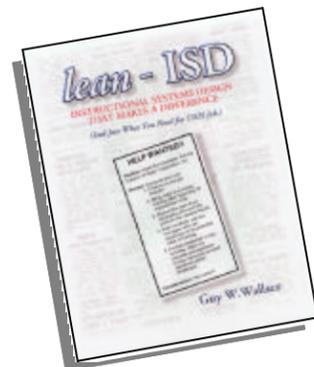
Once you have determined which of the enablers are required and their criticality to and impact on high-level performance, you can assess for gaps in the real situation from the ideal situation.

Then you can determine systematically, and with all variables understood, which variables will have the greatest leverage all by themselves or in conjunction with others. It just may not be necessary to fix and deploy *all* of the enablers. The last 20 percent of effort may cost too much given its marginal impact. As always, it depends. What can we tell you other than check it out and do the math!

**Super AoPs Summary**

Our goal with this series was to share with our readers our view of human performance within enterprise processes. We hope you have found it to be valuable. There is much more on this topic and our approach in our book: *lean-ISD*, available from CADDI, the ISPI bookstore, or Amazon.com.

Good luck and good leveraging! 🚧



*lean-ISD is available for \$125.00 (plus shipping, handling and IL tax, where applicable) from CADDI, the ISPI bookstore, or Amazon.com*

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*The payoff?* Would engaging key business leaders in T&D-related decision-making clarify the link between T&D and the business? Would it help you get the resources you need? Would it help to identify all the possible training opportunities so business leaders can select the most critical?

**PACT Processes Beat Traditional T&D**

Traditional T&D is like a lot of traditions—nobody really knows why, but often it is “the way we’ve always done it.” *lean-ISD* and the PACT

Processes are engineered so things are done differently. These differences are intended to avoid problems that cost T&D functions and their host organizations shareholder return.

It can be difficult to reconfigure your current organization and processes to achieve *lean-ISD*. But the cost of *not* doing it can be much more. Before making any change, though, think through the potential return to target your investment in time and dollars toward real business problems worth solving. 🚧

*It can be difficult to reconfigure your current organization and processes to achieve lean-ISD. But the cost of not doing it can be much more.*



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FINALLY

# Super AoPs—Finale

by Guy W. Wallace

This is our final article in this series on CADDI's model for "chunking" human performance. The Super AoPs are CADDI's approach to segmenting overall enterprise process performance for humans, whether for human "managerial performance" and/or "individual contributor performance."

## Catching Up

In this article, we'll summarize the entire view and what one can do with the data set generated by following the model. In particular, one can systematically derive all of the enabling awareness, knowledge, and skills required.

## AoPs

In CADDI's Enterprise Process Performance Improvement (EPPi) and PACT Process models, AoPs are "areas of performance" or "chunks" of human performance.

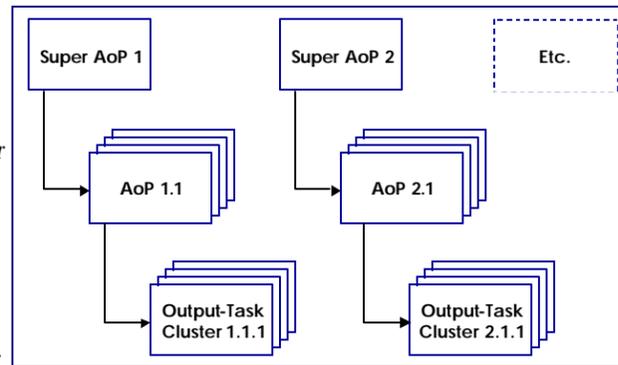
The concept of an AoP differs slightly from T. F. Gilbert's "accomplishments" and other similar chunking terms, such as "major duties" or "key results areas" or "competencies," as we have seen them applied/used in the past.

AoPs are performance chunks, never content or subject chunks. They are best determined by a thorough review/analysis of the enterprise processes within the targeted scope of the analysis effort. For more on this, see our article on CADDI's Enterprise Systems View in our winter 1999–2000 newsletter.

An AoP contains a singular or several "output-task clusters." We use a Performance Model to capture this data. For more on this, see our past issues of the newsletter or the Performance Modeling article on our Web site.

## The Super AoPs

Super AoPs are simply the next level up in the hierarchy of "output-task clusters," where several related AoPs are clustered in a bigger chunk.



The five types of Super AoPs are

- ☛ Leadership
- ☛ Work Planning and Management
- ☛ Human Asset Planning and Management
- ☛ Environmental Asset Planning and Management
- ☛ Individual Contributions

It is our belief that *all* human performance can be organized, taught (learned), and optimized using this framework.

Other than for self-empowered team situations (sometimes appropriate to the performance requirements and situation variables at hand, and sometimes not), the first four of our five chunks are typically the province of supervision and management. Then the fifth Super AoP, Individual Contributions, is used for both supervisors/managers, as well as the individual contributor (nonmanager).

Let's review each Super AoP.

### Leadership

This Super AoP is composed of the following generic AoPs:

- ☛ Strategic Planning & Management
- ☛ Operations Planning & Management
- ☛ Results Measurement
- ☛ Process Improvement Planning & Management
- ☛ Communications Planning & Management

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What can one do with the data set generated by following the model? In particular, one can systematically derive all of the enabling awareness, knowledge, and skills required.

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These *generics* need to be made *specific* to the "analyses at hand."

### Work Planning and Management

This Super AoP is composed of the following generic AoPs:

- ☛ Work Planning
- ☛ Work Assigning
- ☛ Work Monitoring
- ☛ Work Troubleshooting

These *generics* also need to be made *specific* to the "analyses at hand."

### Human Asset Planning and Management

This Super AoP is composed of the following generic AoPs:

- ☛ Staff Recruiting & Selection Planning & Management
- ☛ Staff Training & Development Planning & Management
- ☛ Staff Performance Assessment & Evaluation Planning & Management
- ☛ Staff Compensation & Benefits Planning & Management
- ☛ Staff Rewards & Recognition Planning & Management

Again, these need to be made specific.

### Environmental Asset Planning and Management

This Super AoP is composed of the following generic AoPs:

- ☛ Data & Information Planning & Management
- ☛ Facilities & Grounds Planning & Management
- ☛ Tools, Equipment, & Machinery Planning & Management
- ☛ Materials & Supplies Planning & Management
- ☛ Financial Assets Planning & Management
- ☛ Balance-of-Consequences Planning & Management

These too need to become specific to the enterprise.

### Individual Contributions

This Super AoP is also composed of AoPs, but they cannot be generalized, at least not without watering them down into next-to-meaningless generic competencies.

### The Trouble with Generic Competencies

We don't like most competency modeling approaches because when all is said and done, there isn't much meaningful insight to be gained by the following examples of meaningless generic competencies:



Aren't these the typical results of such competency modeling efforts?

But wouldn't executive sales communications with a large customer differ from communications between shop floor personnel attempting to sell their ideas to each other? Wouldn't presentations to the work team, management, an industry forum, or a congressional committee differ mightily? Wouldn't negotiating a \$5 billion deal differ mightily from negotiating which of the likely causes should be probed further? Wouldn't project management for the \$10 billion new facility in a foreign country differ mightily from project management of your next ISD project? Wouldn't managing time for a salesperson differ significantly from your needs to manage time better?

We think so. And yes, there are generic components to all of the above. But without the process performance *context*, the words used to describe these and similar "competencies" are typically meaningless in all large organizations.

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But wouldn't executive sales communications with a large customer differ from communications between shop floor personnel attempting to sell their ideas to each other?

Wouldn't project management for the \$10 billion new facility in a foreign country differ mightily from project management of your next ISD project?