

Volume 2
Issue 2

Spring 2003

Pursuing Performance

with EPPIC Inc.

The Enterprise Process Performance Improvement Consultancy Inc.

EPPIC Inc.

Achieve Peak Performance

to protect and improve
the enterprise

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—Guy W. Wallace, CPT

**Enterprise Process
performance Improve-
ment Interventions**

—Guy W. Wallace, CPT

On Watch From the Bridge

The Problem with HPT is too often the lack of “Designing for the Life Cycle”

Too often Human Performance Technology solutions are designed and then implemented without regard to the long term implications of that design. I refer to those implications as the Life Cycle investment costs and returns. Those implications either improves or reduces “total ROI” and “total Value Add.”

Engineering sometimes refers to this issue as designing for the various requirements, the “x”s. Those “x”s can include:

- ▶ Performance improvement impact
- ▶ Manufacturability
- ▶ Reuse
- ▶ Inventory
- ▶ Administration
- ▶ Maintenance
- ▶ Discontinuance
- ▶ “Total” return on investment (ROI) and “total” economic value add (EVA)

The value for designing for the “x”s for HPT, ISD or any other engineered product includes:

- ▶ Improved impact to job performance in terms of speed, accuracy and other metrics
- ▶ Reduced cycle times and costs to produce the HPT intervention
- ▶ Increased Common-ization of communications, language, models, culture, etc.
- ▶ Reduced cycle times and costs to administer, maintain and manage the intervention
- ▶ Increased shareholder value due to improved “total” return on investment (ROI) and “total” economic value add (EVA) for the intervention

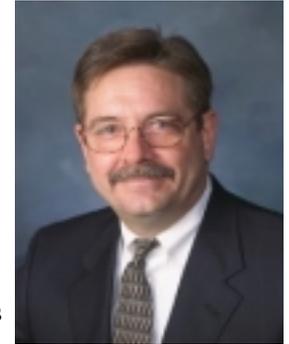
This issue of Pursuing Performance addresses this topic from both an instructional perspective (one type of HPT intervention) via our PACT Processes for T&D, to a broader perspective of any type of HPT addressed via our HPT approach— EPPI, Enterprise Process Performance Improvement.

Our intent in developing these two approaches was to enable ISDers to master the former and then xxx more easily into the latter’s interventions.

Moving from ISD— HPT without too many more models to master to make it better, quicker, and cheaper!

I hope to see you at the ISPI Conference in Boston this April! See the ISPI web site for details at www.ispi.org

Cheers!



EPPIC’s Guy W. Wallace, CPT

The Problem with ISD is too often the lack of
“Designing for the ISD Life Cycle”
 by Guy W. Wallace, CPT

Taking ISD to Task

Training Magazine raised the complaints about ISD to another level of our consciousness in their April 2000 and February 2002 issues. To summarize the complaints that they brought forth and our response to each, the attack on ISD is about:

- ▶ **ISD is too slow and clumsy to meet today’s training challenges**
 Yes, ISD’s pace is glacial in an Internet world demanding speed and adapting to constant change. Statements like “the analysis itself will take a month and a half” make our clients and critics lose patience. But ISD can move quickly, deliberately and systematically. Our approach, and we are sure others,’ is very visible, predictable, repeatable, and systematic It is “lean.”
- ▶ **There’s no “there” there**
 This questions whether there is an instructional “technology” for training in the first place, because too often people have learned from “stuff” that was created in processes that didn’t follow the ISD-ADDIE model. We disagree. What did they “learn?” Did they become aware? Were they entertained and slightly enlightened? Were their expectations low in regard to knowledge or skills to be transferred? Do you want your airline pilot or surgeon to be taught in a non-structured, non-systematic approach?
- ▶ **Used as directed, it produces bad solutions**
 Yes, too often ISD begins without a business purpose in mind, and therefore can be applied poorly. Or it overreacts to a fraud, like designing for “learning styles” (a concept easy to like but thoroughly debunked by actual research) resulting in wasted effort and time. Or it breaks the learning process into ridiculously tiny increments and forces unnecessary exercises and assessments.
- ▶ **It clings to the wrong world view**
 Training Magazine’s article suggests that ISD arrogantly assumes a “stupid learner” that needs constant handholding in learning anything, and then designs instruction to the lowest common denominator. But that’s if the “product” was intended to teach to the lowest common denominator, either because that’s where the bulk of the learners were, and/or the enterprise simply couldn’t afford multiple versions, or the ISD’er didn’t know how to chunk it and create multiple entry points in the ‘learning process,” or the deployment method wouldn’t allow for that. We don’t think that ISD clings to the wrong world view.

While we disagree with most of these blanket statements, we know there is some truth in these for many of the ISD approaches we’ve seen in action, or seen in the results thereof.

Those complaints in “The ATTACK on ISD” resonated with us too, because we’ve heard them before. Other similar issues brought to our collective attention by meaningful ISD customers over the years include:

- ▶ Content of the product line elements (courses, CBT, OJT programs, etc.) may be redun-

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ISD can move quickly, deliberately and systematically.

Our approach, the PACT Processes for T&D, and we are sure others,’ is very visible, predictable, repeatable, and systematic.

PACT is “*lean-ISD*”

EPPI’s PACT Processes for T&D is based on the derivative methods from Dr. Geary Rummler, CPT that I first learned back in 1979

“Designing for the ISD Life Cycle”

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duant across programs while still leaving critical gaps in other important content

- ▶ It is costly to produce the T&D in the first place, and even more costly to maintain
- ▶ T&D is costly to deploy
- ▶ It is impossible to predict development schedules and costs and then predict return on investment (ROI)
- ▶ The look and feel of the T&D varies across the product line, and chunks of potentially shareable T&D aren't designed with reuse in mind.

Varied ISD approaches are typically not predictable in terms of the quality of the T&D outputs produced, or their costs and schedules, and they are not *in control*.

Again, we agree with much of what's been generalized about the majority of ISD methods. But this attack on ISD presumes that there is only one ISD model/approach being used. That of course is an incorrect assumption. In a department of 10 ISD'ers, we too often have encountered 10 *different* ISD approaches in use. These varied ISD approaches are typically not predictable in terms of the quality of the T&D outputs produced, or their costs and schedules, and they are not *in control*. The processes for T&D are often not very visible for either management or customers.

We think that too often the typical complaints outlined above are only scratching the surface of the really big issues (problems/opportunities) that we ISD'ers, our functions and our enterprises face. We, and others, see those bigger issues as follows:

- ▶ **Blanketing versus targeting ISD efforts** – *Too often the focus is on providing T&D opportunities for everyone. ISD efforts and resources are often wasted on low-value projects, with little chance for significant ROI for the shareholders.*
- ▶ **Performance Impact** – *Performance is often understood in the most generic terms, perhaps driven by a generic competency model.. Generic models cause ISD'ers to create generic products, with little chance at real impact back on-the-job. Communications skills, or presentation skills, or problem solving skills apply very differently for shop floor workers, their bosses, the sales force, the process engineers, the ISD'ers, and the company lawyers and accountants. One size-fits-all products don't have much impact compared to targeted content (with perhaps some shareable components/objects). The costs of lost opportunity of really impacting on-the-job performance because the content and design did not focus ultimately on someone's real job performance requirements can be significant.*
- ▶ **Reuse of content** – *Too often instructional content is not designed to increase sharing where appropriate, **and** for non-sharing when unique content is needed. Even in multiple targeted communications skills training products for varied audiences there are common content pieces/chunks/objects. The costs for not improving reuse capability d can result in significant additional costs to the enterprise. Imagine if your car didn't share any components with the cars built by your manufacturer; the cost to produce your car would be significantly higher. Remember the “platform” design approach that helped save Chrysler in the 1980's?*
- ▶ **Development** – *The costs for developing are artificially too high due to a lack of available, or reluctance to use, standard but flexible rules, tools, and templates, and to employ a rationale reuse strategy and approach. The end result can be redundant content that will cause higher “first costs” than necessary and will lead to higher “life cycle costs,” some of which are explained next.*

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“Designing for the ISD Life Cycle”

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- ▶ **Inventory** – *The costs for storing and retrieving content are too high due to lack of a rational, logical “dewey decimal-type system” for products and their sub-assemblies, much like the bar coding SKU (stock keeping unit) schemes in place everywhere in our daily personal lives. If content exists within your current, total product line, can anyone find it quickly for reuse or maintenance?*
- ▶ **Administration** – *The costs are too high for communications/marketing, registration and scheduling (for those T&D products needing to be scheduled) or ordering (for those T&D products that need to be ordered) because the product line of T&D for any target audience is overlapped, gapped and a mess in general and hard to present as a unified system of instruction?*
- ▶ **Deployment** – *The costs to deploy the T&D are often too high given the probable returns; and recently when the cheaper, total “e” learning strategy has failed to produce results for many buyers, we now find ourselves back to a more blended approach, that still too often focuses on low hanging fruit content that still won’t move performance levels higher at an adequate ROI.*
- ▶ **Maintenance** – *The decentralized ISD systems and processes that typically exist, including the lack of design rules and tools, and the lack of a rational inventory scheme, will drive up the costs for keeping content up-to-date. But if the content isn’t really improving performance anyway, maybe it’s better left hidden with the hope that any subsequent effort may get luckier; just don’t share that with the shareholders.*

While there are many IT tools in the marketplace today to address some of these ISD issues (such as LMS, CMS and LCMS) they are too often “open data warehouses” for data that you can configure anyway you want to.

Again, this permits wide variation to exist, and can ultimately destroy projected ROI.

Impact on Life Cycle Costs

The issues described above greatly impact the “life cycle costs” for ISD products: T&D/learning products/knowledge products (which we will refer to as T&D).

While there are many IT tools in the marketplace today to address some of these ISD issues (such as LMS, CMS and LCMS) they are too often “open data warehouses” for data that you can configure anyway you want to. Again, this permits wide variation to exist, and can ultimately destroy projected ROI.

“Having it your way,” for each ISD’er with their unique approach to ISD, keeps the barn door open and the horses running free. The engineering community addressed this decades ago and “closed the barn door” with CAD/CAM systems (computer aided design/ computer aided manufacturing). Additionally, standard parts inventories, and design rules, and other tools and templates helped them speed design and insure greater quality of those designs.

Life cycle costs include “first costs.” T&D first costs include those costs incurred for developing T&D. And we mean “all costs” associated with T&D development. “All costs” are the incremental costs incurred for “having done something” and take away from the profit on the bottom line. Build it and they will come, comes at a cost.

Life cycle costs include the costs for administering T&D, deploying T&D, and maintaining T&D. These can be significant. And if your up-front ISD processes allowed you to inadvertently build redundant content, then the life cycle costs multiply even faster and deplete the bottom line greater. Remember, a dollar not spent falls directly to the bottom line.

Total life cycle costs include “all costs” paid for with shareholder equity that are incurred both inside the T&D organization, and outside the T&D organization for doing “something” T&D-

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“Designing for the ISD Life Cycle”

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wise. There is the overhead covering the costs for buildings and facilities, utilities, furniture, equipment, phones, etc., etc. And then on top of that there are the T&D management layers to pay for.

Then there are the outside of T&D” costs to pay for all T&D participants and their management time, for any time spent in development, deployment, administration, and maintenance, as well as their benefits, and all the costs of their management for when they are not doing the jobs that they are on the payroll to perform. There are their costs for planning T&D to meet their performance-related needs, registration and ordering, participation via classroom T&D and/or via the Intranet.

Improvements that don't promise to and then later add real value or provide sufficient return-on-the-investments are merely interesting at best, but not appropriate of actual consideration, effort and investment

What Is EPPIC's Approach to ISD?

EPPIC's ISD methodology-set is labeled “The PACT Processes for T&D” which we see as a “lean-ISD” approach. That's why we titled our book on this subject: lean-ISD.

The concept of *lean* comes from the M.I.T. study in 1990 that looked at the worldwide automotive industry and practices and compared them all to Japan's lean production system, in the book titled *The Machine That Changed the World*.

The *lean* approach is most prevalently applied to engineering and manufacturing processes, but it is not limited to those processes. The goals in these *lean* applications are to

- ▶ Use the best of mass and craft production methods.
- ▶ Reduce costs and cycle times.
- ▶ Improve product and process quality and customer satisfaction.

The application of *lean* to the world of ISD should create a set of common, effective, and efficient processes for the entire ISD process that spans project planning and management, analysis, design, development, pilot-test deployment, and evaluation of T&D.

These *lean-ISD* processes allow for:

- ▶ Dividing the ISD project efforts across multiple T&D organizations, locations, and personnel while ensuring that all of the T&D pieces will fit together for a *seamless* experience for the learners (and for “back office” management)
- ▶ Planning and managing predictable projects with predictable schedules and resource consumption (peoples' time and out-of-pocket costs)
- ▶ The development of both shareable and unique T&D Modules (T&D product subassemblies) that are components of a systems view of the entire T&D product line
- ▶ The reuse (with little or no customization required) of the T&D products and subassemblies for various target audiences from across the organization
- ▶ The involvement and collaboration of both upstream suppliers and downstream customers

Our PACT Processes for T&D operates at three levels of design, much as many engineering design methods operate for any “engineered product.” We see T&D, learning (“e” or otherwise), and knowledge products for knowledge management systems (KMS), as “engineered products.”

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“Designing for the ISD Life Cycle”

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What’s an engineered product in the more sophisticated engineering enterprises today? It is one that is designed to meet the customers’ functional requirements and uses, meet or exceed customer expectations, is robust to use and misuse (within limits), and is designed for lowering the “total costs to produce” over it’s entire life cycle. It is designed for “the x’s” in the life cycle.”

What are “the x’s” the life cycle? They include:

- ▶ Performance impact
- ▶ Manufacturability
- ▶ Reuse
- ▶ Inventory
- ▶ Administration
- ▶ Maintenance
- ▶ Discontinuance
- ▶ “Total” return on investment (ROI) and “total” economic value add (EVA)

The value for designing for the “x’s” includes:

- ▶ Improved instructional relevance and job performance
- ▶ Reduced cycle times and costs to produce instruction
- ▶ Increased Common-ization of communications, language, models, culture, etc.
- ▶ Reduced cycle times and costs to administer, maintain and manage the instructional products, sub-assemblies and components (instructional objects)
- ▶ Increased shareholder value due to improved “total” return on investment (ROI) and “total” economic value add (EVA)

What is a non-engineered product? It is a “one-off” product design where the designer was not concerned with any or many of the “x’s.” It is more of an “artistic” effort than an “engineered” effort. Is it always inappropriate? No. Think of “chia pets” and “pet rocks” and “fad-du-jour.”

Think of some (not all) corporate communications, and local, short term/low impact issues. Think of fun stuff. Silly stuff.

But don’t apply this artistic, one-off approach to critical enterprise needs. Not where health, safety or the future viability of the enterprise and employees are concerned.

Our PACT Processes for T&D are for serious needs, not one-off communications. That would be overkill in the extreme.

When appropriate, we apply the three levels of our engineering process for ISD, the three levels of PACT :

- 1- CAD- Curriculum Architecture Design - *the rough equivalent of...Systems/Architectural Design*
- 2- MCD- Modular Curriculum Development - *the rough equivalent of...Product Design*
- 3- IAD- Instructional Activity Development - *the rough equivalent of...Component Design*

Not all three levels are used in every ISD endeavor; as always, it depends.

What’s an engineered product in the more sophisticated engineering enterprises today?

It is one that is designed to meet the customers’ functional requirements and uses, meet or exceed customer expectations, is robust to use and misuse (within limits), and is designed for lowering the “total costs to produce” over it’s entire life cycle.

It is designed for “the x’s” in the life cycle.”

Performance-based
Accelerated
Customer-/Stakeholder-driven
Training & DevelopmentSM

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“Designing for the ISD Life Cycle”

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CAD– Curriculum Architecture Design

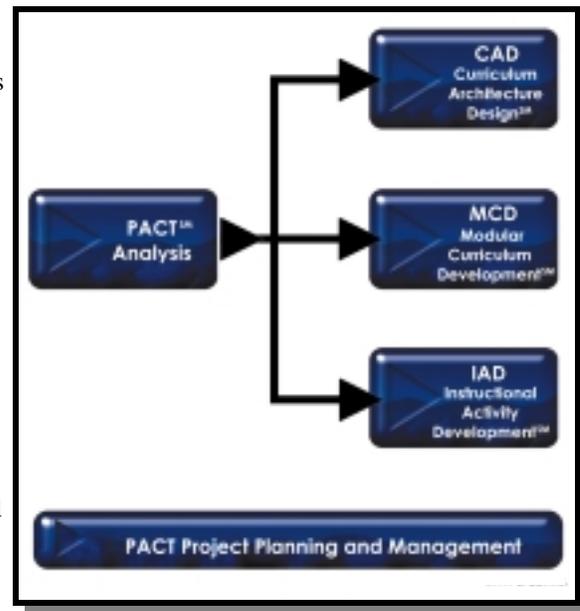
1- Systems/Architectural Design is where the entire product line is designed (based on appropriate analysis) to work as a system. At this level the product line is optimized and critical trade-off decisions are made. Segmenting the system into pieces is but one end goal among many for the systems engineer. Segmenting it so that it lowers costs over the entire life cycle. Sometimes you need to actually invest more for your “first costs” to lower “total life cycle costs.” Systems design of a campus works this way; so does the overall design for the entire “product line” for an auto manufacturer, for a software applications suite, and for a set of curricula for the electrical engineers, etc.

MCD– Modular Curriculum Development/Acquisition

2- Product Design is where a product, a sub-set of the system targeted for its predicted value or return, is designed to work as a component of the system. Product design of a building works this way, so does the design of an automobile, a word processing program, and an engineering course on Radio Frequency.

IAD– Instructional Activity Development

3- Component Design is where the sub-assemblies of the product are designed. Component design of a classroom works this way, so does the design of an automobile engine, or the copy and paste function, and for the overview of systems and products where radio frequency engineering techniques are applied.



Check your ISD Processes

Are your ISD processes mindful of the ISD life cycle costs? Ask yourself about the following:

- ▶ **Blanketing versus targeting ISD efforts** – *Are your T&D products intended for the masses, or targeted jobs/process performers? Targeted is better!*
- ▶ **Performance Impact** – *Are your T&D products designed to teach generic enablers, or targeted performance? Targeted is better!*
- ▶ **Reuse of content** – *Are your T&D products designed with re-use of some chunks in mind, versus re-use of all chunks...forcing them to be very generic? Some is better than all!*
- ▶ **Development** – *Are your T&D products designed to reduce deployment costs without negatively impacting performance improvement? Designing for cost reduction only isn't a good investment!*
- ▶ **Inventory** – *Are your content chunking rules consistent with your inventory scheme? Do you have a modular/chunk inventory scheme? Is it easy to find content for re-use without having to review each and every T&D product? A good inventory scheme facilitates chunking!*
- ▶ **Administration** – *Is your T&D product lines for critical target audiences overlapped and/or gapped making it more difficult for those audiences to find and take what they really need? Lack of gaps improves return and a lack of overlaps saves costs and in-*

Improvements that don't promise to and then later add real value or provide sufficient return-on-the-investments are merely interesting at best, but not appropriate of actual consideration, effort and investment

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“Designing for the ISD Life Cycle”

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creases ROI!

- ▶ **Deployment** – Are your T&D products being delivered in the most efficient, blended approach? Moving appropriate content to readable self-paced formats delivered via “e” modes versus expensive group-paced modes decreases costs and increases ROI!
- ▶ **Maintenance** – Are your T&D product maintenance efforts hampered due to the overlapped and gapped content and lack of the logical inventory system for the modules or chunks, versus the products? Inadvertent maintenance of redundant content costs more and reduces ROI!

Improvements that don't promise to and then later add real value or provide sufficient return-on-the-investments are merely interesting at best, but not appropriate of actual consideration, effort and investment

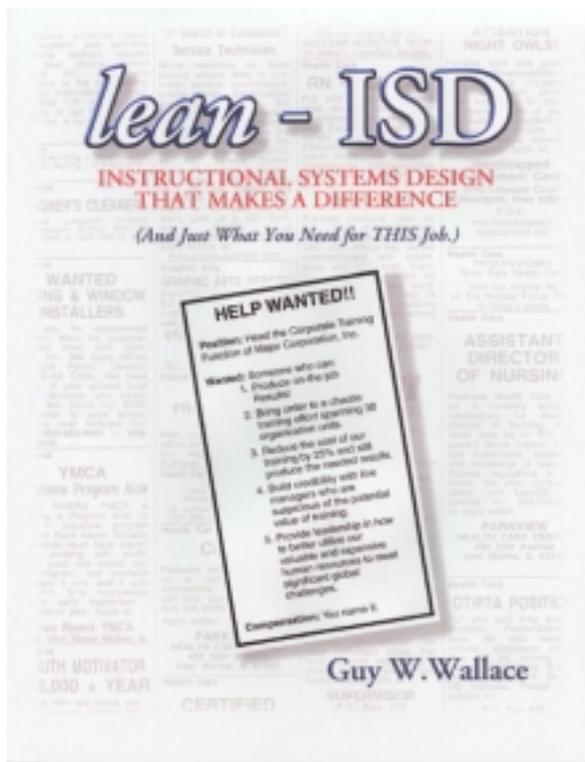
Of course, addressing any or all of these issues should always consider the R for the I (return for the investment). We all live in an imperfect world. Fixing things for a negative return is ultimately a disservice to the learners, the shareholders and other stakeholders.

For more...

Check out the EPPIC web site at www.eppic.biz for articles on our PACT Processes for T&D.

Or see my presentation on this topic at the ISPI Conference in Boston this April. For more on the conference, check the ISPI web site at www.ispi.org.

Cheers!



Available from the bookstores at
ISPI.org and Amazon.com

lean-ISD

404 pages regarding the PACT Processes for T&D

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That's what I set out to do, and I believe that's what I have done. You can be the judge!

Recipient of an ISPI Award of Excellence for Instructional Communication in 2002.

EPPI Interventions

by Guy W. Wallace, CPT

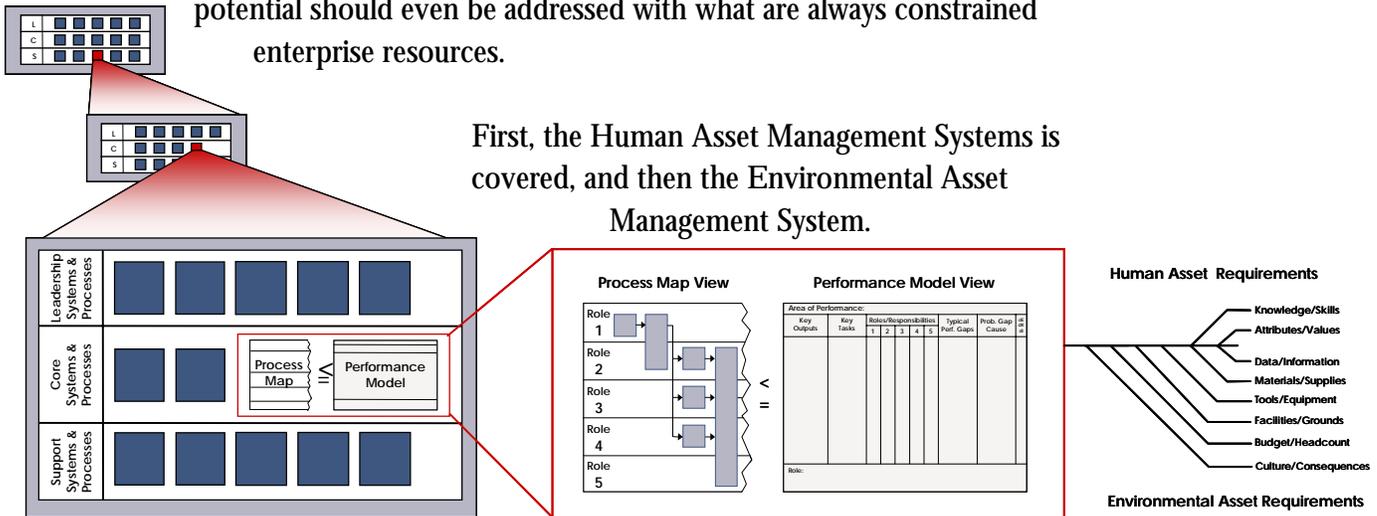
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Overview of Post Targeting EPPI Intervention Types

Targeting EPPI's classification scheme for improvement interventions includes the following two sets, composed of multiple sub-sets:

- Human Assets Management Systems improvements
- Environmental Assets Management Systems improvements

These two sets of assets need to be managed, in a command and control manner (at least initially) to insure that only the mission critical processes are addressed with enterprise resources. Only those areas needing attention with the highest payback potential should even be addressed with what are always constrained enterprise resources.



Overview: Human Assets Management Systems & Processes

Humans bring several types of attributes/capabilities to the enterprise processes that they work in, and to the environmental assets that they work with. Again, these are:

- Awareness, knowledge, skills
- Physical attributes
- Psychological attributes
- Intellectual attributes
- Values

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EPPI Interventions

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Awareness, knowledge, and skills come in many types and varieties. CADDI uses 17 knowledge/skill categories to systematically tease these out, once we know what the process performance requirements are. And for each knowledge/skill “item” one performer might need to be only aware of what other performers need to know much more about, while yet another group of performers may need to have an actual skill level.

Physical attributes include “items” such as the five senses: sight, hearing, touch, taste, and smell; as well as height, weight, strength, endurance, etc.

Psychological attributes include “items” such as positive attitude, aggressiveness, risk taking, cautionary, detail orientation, big picture orientation, etc.

Intellectual attributes can include “items” such as conceptual thinking, or concrete thinking, strategic thinking, process thinking, etc.

Values can include such “items” as customer satisfaction orientation, teamwork, diversity, fairness, honesty, work ethic, family, etc.

These human factors/enablers need to be present to some degree to meet the specific process needs to manipulate the environmental factors/enablers to produce the desired outputs, which are inputs to some downstream process(es).

Human Asset Management Systems

The availability of capable Human Assets is one of the jobs of managers in operations (or in staff groups) and the jobs of those in various HR - Human Resources departments (HR is also known by many other names/labels).

The EPPI model is HAMS. The Human Asset Management System (HAMS) provisions humans into enterprise processes in concert with the processes needs. The HAM Systems include the following:

HAMS – Human Asset Management Systems

- Organization & Job Design Systems
- Staffing & Succession Systems
- Recruiting & Selection Systems

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EPPI Interventions

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- Training & Development Systems
- Performance Appraisal & Management Systems
- Compensation & Benefits Systems
- Rewards & Recognition Systems

HAM Systems and processes work in conjunction with each other, *and* in balance with the environmental assets in place, to insure the capability of the humans in place in the processes.

They do this across the entire enterprise to ensure that capable people are in place. The HAMS figure out what is needed, determine when they'll be needed, identify from where they will come, go get them, develop them, assess them, reward them, and retain or remove them.

The HAMS ensure that the right humans (capable humans) are in place to get the process performance job done given the environmental assets available.

We will overview each in the following pages.

Performance-based Organization & Job Design

The **Organization & Job (Re-)Design Systems** provide a set of job designs and an organization design conducive to the needs of the process, its volume, and configured for the likely abilities and capabilities of the human performers who will be selected into those jobs in the locations where the performers will perform.

The Organization & Job Design System takes the totality of enterprise process performance requirements for an organization, and determines all of the ideal human assets required, and then designs the jobs most conducive to those realities.

Once the jobs are designed and responsibilities defined, the organization is by definition designed. Just as "form should follow function" we believe that "organization design should follow process performance requirements."

The goal is to get all of the human performance requirements (to perform tasks to produce outputs) sorted. This is done by sorting the process performance *tasks* into *role groupings* and then groups those into *job groupings*. Depending on the volume of performance and therefore the volume of tasks, some tasks/roles may be combined

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EPPI Interventions

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with others into jobs.

The job designs then roll up into the organization design. It is a “bottoms-up” approach driven by the visible top down “end goals” of the process performance.

Performance-based Staffing & Succession Systems

The **Staffing & Succession Systems** provide the strategies, plans and mechanisms for staffing plan development and succession the strategies, plans and mechanisms necessary to populate the organization’s jobs with people in an efficient manner, providing career and growth opportunities where possible/feasible.

Staffing & Succession Planning Systems takes the job designs, their process performance requirements, and the enabler requirements, and determines who to recruit, how many, from where, and how.

Forecasting the needs and reporting that data and feeding it to the other HAM Systems allows for rational succession planning systems/processes that ensures the organization is optimally staffed and that tomorrows leaders are being prepared today.

Performance-based Recruiting & Selection Systems

The **Recruiting & Selection Systems** provide the strategies, plans and mechanisms for first recruiting and then selecting the best candidates in the right quantities, consistent with the Staffing & Succession plans, and populating the organization’s jobs.

This system takes the human enablers that are deemed “required” in the new hire (or the new-to-the-job transferee) and creates recruiting guides/instruments to identify and select candidates.

Some enablers will be showstoppers from a selection standpoint, because T&D may not be able to reasonably bridge a human attributes gap. Others enablers will be less important. Some will be ignored. It is situationally dependant. Or should be.

This system must bring humans into the enterprise that have as much of the human attributes needed as possible.

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EPPI Interventions

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Performance-based Training & Development Systems

The **Training & Development Systems** provide the strategies, plans and mechanisms to train and develop the new hires and incumbents consistent with their performance requirements in the organization's jobs, as they have been designed.

This system takes the individual and *back-fills* them with the missing key knowledge and skills not acquired during the recruiting and selection processes.

Sometimes the recruiting/selection system may not be able to hire to the ideal. Missing awareness, knowledge and skill might be reasonably addressed by this system. But some items will be too costly to let go with "Recruiting & Selection" and then expect "Training & Development" to pick it up and fix it.

Examples include deep technical expertise, such as an electrical engineer or a programmer. It would probably be best to hire an engineer or programmer with a solid base of expertise and then teach them new things on top of their current levels of knowledge/skill.

But there are some things that "Training & Development" should not be expected to resolve at *reasonable cost*. Physical attributes, psychological attributes, intellectual attributes, and values are somewhat problematic. They might be able to be adjusted/developed. But most likely at too great a cost and too great a cycle time.

Performance-based Performance Appraisal & Management Systems

The **Performance Appraisal & Management Systems** provide the strategies, plans and mechanisms for appraising the job task performance and managing all issues (problems/opportunities) as appropriate, and consistent with laws/regulations/codes and enterprise policies/procedures.

This system takes the process requirements to "perform tasks to produce outputs" and provides measurement and feedback to the individual performer and to their management.

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EPPI Interventions

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Where performance is falling short of the requirements, performance management, including “development planning (back to the T&D System) as well as last resort efforts such as “progressive discipline” and possible “termination” may be required to resolve the issue and meet the process needs.

Performance-based Compensation & Benefits Systems

The **Compensation & Benefits Systems** provide the strategies, plans and mechanisms to ensure that the total pay and benefits attract and retain competent staff, appropriate for the various labor markets for the various locations of enterprise operations, and are consistent with laws/regulations/codes, any labor contracts (if applicable), and enterprise policies/procedures.

This system takes the process requirements to “perform tasks to produce outputs” as well as the “performance measurements results data” and adjusts compensation, in tune with local, or regional, market conditions and other compliance drivers.

Pay for performance, or knowledge, or skills, is fairly easy to structure, build and maintain when you understand clearly the process performance requirements and the human enablers. And it is ultimately more equitable.

Performance-based Rewards & Recognition Systems

The **Reward & Recognition Systems** provide the strategies, plans and mechanisms for providing non-monetary and small-monetary rewards and recognition to appeal to the ego needs of staff, and are consistent with laws/regulations/codes, any labor contracts (if applicable), and enterprise policies/procedures.

This system takes the process requirements to “perform tasks to produce outputs” as well as the “performance measurements results data” and provides non-monetary (or small monetary) rewards and recognition to motivate the performers.

Recognizing a job well done requires understanding what *a well done job* looks like.

Summary Human Assets Management Systems

The human assets in place within the enterprise that are expected to be capable of performing their task responsibilities within the processes of the enterprise. Failure of capability means failure of the process.

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EPPI Interventions

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The HAMS are the processes, bundled into systems, manned by HR types and the operations and staff management customers that their systems and processes serve. The HAMS ensure that the enterprise processes are populated with capable and motivated people.

But the capable people that the HAMS provisions can only perform as good as their environments both directs and enables them. Managing the Environmental Assets is a balancing act with the human assets.

Enterprise Process Performance Improvement Intervention Summary

HAMS - Human Asset Management Systems



EAMS - Environmental Asset Management Systems



The **Human Assets Management Systems** ensure that the humans performing within the enterprise processes have the assets that will enable competent, high value, mastery performance.

The Human Asset Management Systems work in conjunction with the **Environmental Assets Management Systems**, which provide the enabling environmental assets that support the human in accomplishing the objectives of the enterprise process.

In the next issue we will cover the **Environmental Assets Management Systems**.

“Having it your way,” for each ISD’er with their unique approach to ISD, keeps the barn door open and the horses running free.

The engineering community addressed this decades ago and “closed the barn door” with CAD/CAM systems. Having it your way,” for each

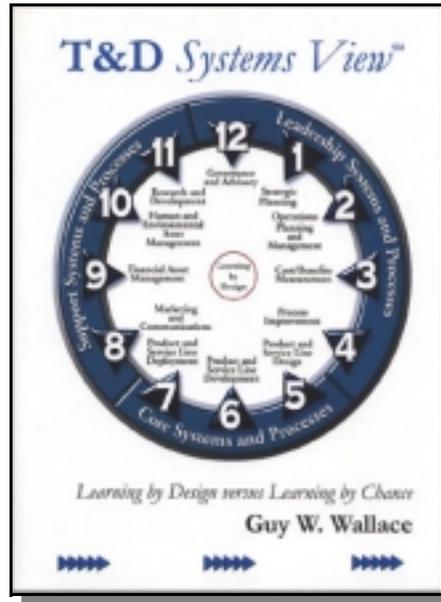
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Guy Wallace has done it again! After demystifying the ISD process in his “lean-ISD” book he tackles the corporate training and development system and puts it in a business-focused perspective. Whether you are in-house or serving as an external consultant you will find Guy’s model an invaluable tool for enterprise training and development.

This analytic and design process ensures that you dot all the i’s and cross all the t’s when moving your company or client to learning by design, not learning by chance.

The elegant clock-faced model helps you develop a clear picture of any organization and clearly helps you map out how best to effectively manage all the elements of the enterprise. Once the elements are mapped out, the model, through enclosed assessment and prioritizing tools helps determine where and when to put corporate assets to maximize corporate return on investment.

This is a must have book for any consultant or organization that is concerned about improving the performance of their organization through improving processes and competencies.



The elegant clock-faced model helps you develop a clear picture of any organization and clearly helps you map out how best to effectively manage all the elements

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EPPIC’s Guy W. Wallace is a CPT, a “certified performance technologist. What that really means is that he “has proven” that he: Focuses on Results, takes a Systems View, Adds Value, Partners, conducts Needs Assessment, Cause Analysis, Design, Development, Implementation and Evaluation, and agrees to subject himself to re-certification at regular, 3 year intervals.



The CPT designation is new. It hasn’t yet achieved it’s full potential in the “eyes” of the marketplace...yet. We believe that it soon will! Do you have yours?

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