“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

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CADDI's Key Methodologies Include

EPPI
For Targeting Enterprise Process Improvement for ROI

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

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

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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

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  We’ve included this as an insert in this issue, a component of Geary and Matt Rummler’s article from the spring 2001 newsletter, because we felt that same 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!
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 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, at 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.

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A Call for Feedback

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 or use the enclosed Fax Feedback Form insert.
PDAs 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.

PDAs can be classified into 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 CLIÉ 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 running on Palm OS, retails for about $300, and approximately 70 percent of the market for PDAs is Palm OS (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 CLIÉ and the Casio Cassiopeia E-125 retail for approximately $500, the Valet CLIÉ for about $500, and the MobilePro S90 for about $1,100. I would urge you to visit 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 programs 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 a graph-making program. This program typically sells for under $40 and can be purchased at www.palmgear.com. There are many other comparable programs available on this Web site, as well. A free trial version is also available of quickpalm.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.

CADDI Happenings

by Deb Smits

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

Quick Updates

- 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 new newsletter with a new moniker . . . Pursuing Performance. We hope you enjoy it!
- On a sunny April 27 afternoon, the CADD J1 crew packed up and headed to a golf course in nearby Gwynge, IL. Our annual Springfest was held for our staff as a team building 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! CADD J1 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 Expo, CADD J1 conducted a daily drawing for three prizes each day. Congratulations to all of the winners! Winners of the ISPI-SD book are Lisa Tokarski (Intel), Fred Macaskill (USA), and Amber Chapman (US Cellular). Winners of the Quizziz涨 up book are Holly Sansone (O mega Performance), Ann Linklater (Productivity Solutions), and David Erekson (United Behavioral Health). Winners of the CADD J1 gift pack are Donna Shriver (Intel), Julie Strey (Johnson Controls), and James W. Andrews (Hewlett-Packard Company).
- CADD J1 would like to welcome new staff member Aimee Fresquez, who officially joined our production teams on May 10.
- CADD J1 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 Alien Technologies.
- Pete Hybert presented “Build the Business Case Before Building the Project” on Monday, July 31 at IQPC’s Aligning Performance Management with Business Strategy & Goals conference July 31 – August 2 in San Francisco, CA.
- We are excited to be starting project work with a new client, DaimlerChrysler Services. Dottie Soothe and Pete are leading this project.
- Last issue, we asked you to tell us what project you would like to see featured in an upcoming newsletter. We received several responses. Pete would like to see a project that enables people to download a free product and can be downloaded in zip format from www.avantgo.com.
- We were excited to see Rainbow Lounge selected as the venue for the ISPI 2001 Expo. A free trial version is also available of quickpalm.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.
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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 that motivational stuff was a bit laky 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 Gallup 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 productivity. But isn’t the motivational stuff a bit of a gamble? Why don’t somebody tell them that there are ways for improving performance other than the so-called “experiential motivator.”

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 anyway we can. That said, I realize 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 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 a field teleconference program 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
- 400 percent ROI for retail site managers’ training

At CADDI we aren’t limited to T&D only. We offer T&D services in specific areas.

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

The ABC Company is a case in point. 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 company believes their employees will be motivated if ABC puts all the...
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.”

Features of the week – usually covers a new HR-related software tool
HR.com communities – “Communities” in 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 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
The eBulletin is organized into the following sections:

- Wise words from . . . (insert the designated HR opinion leader for the current week)
- R. R. hereupon

- Featured product of the week – usually covers a new HR-related software tool
- HR com communities - “Communities” in 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 4)

The ABC Company uses selection tools in 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 it.

Dr. Gary 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 performance expectations? Wouldn’t that be motivating?

If you are interested in additional information about how the PACT Process can affect how the T&D feed more than just Training, 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, “T&D—The ABCs of 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.

(Continued from page 4)
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 pin-point 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 we think the 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 operation 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 levels 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 short-sighted ends is a bad plan.

(Continued from page 38)

SuperAoP: Asset Planning and Management

Human Asset Requirements

Environmental Asset Requirements

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 will 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 is a go or sticks make that unnecessary.

Infrastructure Deployment
Once any pilot-test efforts and 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 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.
The enterprise’s process requirements are met by building capability into either the human element or the environmental elements.

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 processes.

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 tasks given the environment in place. If the environment contains EFSM, 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 too long 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?

**Managing Performance**

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.

What must we 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 results should we get? (Planning)

What must we do to ensure that we get the results? (Do)

What must we do to get the results we should? (Manage)

Some quantities are monetary: How much should we spend? What are our most profitable tools, processes, measures, etc.

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

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?

Looking at the process requirements...
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 it?)
   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. Re-echo the shortfall 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’s performance would be part of corrective actions required. However, experimental and research evidence both confirm that assigning praise or blame, by itself, does little to modify performance in a positive direction.)

(Continued from page 7)

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). If we call our view of KMS push-pull, which is a target with all intuitive approach. In this issue, we are covering Stage 2 of a two-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, midterm, 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 unprofitable.

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

**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,
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.

Outside its exercise in futility.

Odis W. Johnson is one of the most active professionals in our field. He teaches audit courses at the university level, sets quality standards, and consults with management on the design, development, delivery, and evaluation of PFT interventions. He has written five books for the field and more than 40 professional articles on topics such as assessment, professional conduct, and basic performance improvement strategies and tactics. Odis is an expert in user needs assessment, measurement, and evaluation. He has 30 years' experience serving diets such as A & B, A & C, Coca-Cola, Rust-Oleum, and W algren.

(Continued from page 35)

Performing how 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 performers. In other words, they are asked over and over again by every process and 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 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 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!

Gerry Rummler is a partner in the Performance Design Lab, located in Tucson, Arizona. A differential 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.

Please Be Careful This Summer!
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 over-time. 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, 1988; 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 set. (Continued on page 11)

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 exotic 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 insights into the flexibility and variability of this tool. Whether it’s a performance checklist or some other kind, an 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.

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, 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 Magner elements: condition, 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 13)

Figure 1: Basic Problem-solving Model

Figure 1: Checklist Example

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
<th>Check Mark</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Ducklike appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Sounds ducky</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Waddles as it walks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

Using 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 invaluable 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-catch- ing icons in my computer presentation. We had fun. A few days after, 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.

EMS Communications is a nationally admired corporate communications leader that specializes in presentation skills training. Founded in 1993 by Eliot M. Shapiro and 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, I L, 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.EMSCommunications.com, or call (847) 492-9222.

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.

(Continued from page 10 (Continued on page 12)

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 of practices that will prevent failures and the tactics for revising or rescuing 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 a completed 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.
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 re-engineering devote considerable time to the discussion of the time needed to re-engineer a business process. Carr et al. (1992) and Rummier 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 defendable 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 sponsor, such as by “quick wins” and periodic status discussions.

Another way of keeping the change effort manageable is simply to avoid a “Catch-22” 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. Once the 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 priorities 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 $100,000 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 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.

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, which 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.

(Continued from pg11)

Suggestion 5: Envision a New Process and Initiate the Change Idea

The preferred option is to launch an initiative to your strategy helps avoid this reaction. Alternatively, a large project can be divided into phases of the new process across the regions. It would take years to implement. Reliable time frames are hard to find. For example, textbooks on process re-engineering use include: knowledgeable, organized, focused, innovative, 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. Give 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 coyness. Dramatic pauses will add 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,” “uhhs,” and “okay” 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—especially 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” and “need to know” information.

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

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 overcoming the panic. 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.

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.

(Continued on pg34)
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 sets 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... (continued on page 12)

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 “guaranteed” 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 in our informal survey of past clients encountered two instances of failing to appoint a project manager. The need for a team leader is obvious. What organizations sometimes fail to do is make sure that the designated person to serve on the team actually show up and do their assigned tasks. Make sure that the team actually show up and do their assigned tasks. Make sure that the people designated to serve on the team actually show up and do their assigned tasks.

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

The need for a team leader is 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 the 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... (continued on page 14)
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.
- Mistingim 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, why, and 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 award 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.
- Encourage the teams to come to the PST meeting with 70 percent, 80 percent, or 90 percent of the milestones, not 100 percent.

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-for’s” 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 visible. The rewards can be impressive.

Another new CADDI book on its way

In the early stages...

Targeting EPP

Helpfully available by 2nd quarter 2002
If the project is pointed directly at a significant pain area perceived by the company, good. If not, encourage rescaling the project until it’s targeted appropriately and/or aligned with strategy.

Assess 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 gives 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 rescaling 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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Suggestion 8: Translate the Change into Job-level Details

Don’t 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 rework of jobs, especially in critiquing proposed designs and the redefinition of job performance standards. The basic points we want to make here are:

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.

Front-line supervisors should be consulted before the new job designs are installed, as suggested above.

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 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 dismantled over time. What does this integration look like? Figure 9 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.

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.
In the not too distant future, we will use "renewable energy" as a tool to renew the success of our businesses. We also advocate that clients take the time to review and learn from past failures.

### References


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**Management System Illustration No. 1: New Product/Development Process**

- Set goal for number of new products to be introduced for each of next three years.
- Set annual revenue goal for new products.

**Management System Illustration No. 2: Customer Focus Values**

- Define value change as strategic initiative.
- Assign specific executive to act as "champion."
- Appoint committee to support the strategic initiative.

**Management System Budget Development**

- Provide budgets that allow for projects to run longer than one year.

**Management System Measurement Plan**

- 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.
- Modify customer satisfaction measurement plan to gather customer perceptions of how they are treated.
- Summarize customer satisfaction data to the level of the individual department/individuals and their interactions with customers.

**Management System Compensation Plan**

- Bonus plan that rewards all managers in all departments for meeting or exceeding planning goals for new products.
- Pay individual and team bonuses based on customer comments and ratings.
- Include customer satisfaction ascertainment in management compensation plan.

**Management System Succession Planning**

- 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.

**Management System Orientation and Training**

- Provide training on brainstorming techniques, problem solving on process, and understanding.
- Provide training on customer needs analysis, listening skills, and negotiating skills.

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

Get yourself prepared for the meeting. Write/ review/review the Project Plan. Incorporate appropriate guidance direction from the PST. Clearly list and describe the project timeline, milestones, duration, and deadlines. 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 ideas," 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 eggs 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 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 change right along with the project unless the PST stops influences or guides you. Declare your intent to own/Own the process. Declare your intent to own/defend the process. Declare your intent to own/defend the process.

- Inform the PST that it is their 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—we're 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. Repeat 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—imagine 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 warning 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 not a 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 sample?)

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

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

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 shareholder 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 manipulated by the subtle forces of ego/shame or why not? 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; start with a base set of questions. Ask everyone the same thing, then vary after the base questions are covered. For example

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

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**lean ISD via the PACT Processes for T&D**

### 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 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 CADII’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 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.

**Figure 1:** An Overview of the SPIN Approach

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Situation</td>
<td>“Have ten instructors”&lt;br&gt;“Have a curriculum consisting exclusively of classroom training.”</td>
</tr>
<tr>
<td>P</td>
<td>Problem</td>
<td>“There are a lot of inconsistencies in delivery from one instructor to the next.”&lt;br&gt;“Every instructor has his/her own favorite way of teaching things—it is a nightmare to keep all the materials current with their changes.”</td>
</tr>
<tr>
<td>I</td>
<td>Implications</td>
<td>“I probably spend three hours a week addressing customer complaints due to inconsistent course delivery.”&lt;br&gt;“Our budget for maintaining and reproducing course materials has doubled over the last two years, even though we are only offering 10 percent more training.”</td>
</tr>
<tr>
<td>N</td>
<td>Needs Payoff</td>
<td>“Standardizing course materials could save us $X per year—far more than the cost of implementing the PAC TProcesses.”</td>
</tr>
</tbody>
</table>

(Continued on page 19)

### GETTING THE MOST OUT OF THE PROJECT KICK-OFF MEETING

Selecting and Managing a Project Steering Team

by Brian D. Blecker

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. If we will discuss how to position PST decisions during Phase 1: Project Planning & Kick-off of the PACT Process (for either Curriculum Architecture Design = (CAD) or Modular Curriculum Design = (MCD)) efforts. In particular, we will 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 Analyst Task Data.

In the fourth installment, I will review how to get the PST to guide, deem, 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 Installement

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.

<table>
<thead>
<tr>
<th>Stakeholder Group</th>
<th>Potential “Hot Points” — Things to Point Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your (PST) owners</td>
<td>You (PST) own the performance, you own the content, you own the consequences—shouldn’t you make the business decisions?</td>
</tr>
<tr>
<td>Key stakeholders</td>
<td>Don’t let the upstream people keep screwing up your project? This is an opportunity to affect things before they become a problem for you.</td>
</tr>
<tr>
<td>Logistics/HR</td>
<td>This is an opportunity to learn how the customer organization’s management thinks.</td>
</tr>
</tbody>
</table>

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

### The PST Dynamic

Recognize what is about to be set in motion. In the FACT 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.

In the PA CT 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.
still need to find a way to deliver.

In what situation does 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 appearing changes in by working nights and weekends.
Unclear individual roles/responsibility assignments and development/career paths lead to internal staff competition or demobilization.

R Doesn’t Have to be That Way

Learning 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 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 of 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 19)

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 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.

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(Continued on page 19)
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.

Claims for adapting instruction to learning styles, of course, assume that there are stable, replicable interactions between measures of learning styles and instructional methods. A number of reviews of ATI research (Tobias, 1989; Corno & Snow, 1986; Gaff and Unthhelm, 1996) have reached fairly similar conclusions about the types of interactions that have been verified by research. These reviews suggest that students with limited prior knowledge of a domain, or lower ability, require substantial instructional support in such forms as better organization of the content, increased feedback, provision of prompts, and similar instructional augmentations in order to learn optimally. Students with higher levels of prior knowledge, or higher ability, are optimally instructed with lower levels of instructional support.

To summarize, the issue of adapting instruction to student learning styles has never been resolved. What it is probably more accurate 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 extended 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).
The generic Super AoPs are intended to give the analyst a starting point for analyzing human performance within enterprise process performance.

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!

Announcing...
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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 human, whether for human “managers” 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 (EPEPI) and FACT Process models, AoPs are “areas of performance” or “chunks” of human performance.

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 supervision/management, as well as the individual contributor (nonmanager).

Let’s review each Super AoP.

**Leadership**

The five types of Super AoPs are:
- Strategic Planning & Management
- Operations Planning & Management
- Results Management
- Process Improvement Planning & Management
- Communications Planning & Management

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FINALLY

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.

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**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:

- Communications
- Presentations
- Negotiations/persuasion
- Project planning
- Time management

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?

Woul’dn’t project management for the $10 billion new facility in a foreign country differ mightily from project management of your next ISD project?

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