

SEPTEMBER 20, 2019

Performance Management
From Training to Holistic Performance

Performance Management vs. Performance Improvement

Human performance improvement is a performance-based approach to **finding performance gaps** and **designing solutions** to bridge those gaps, so organizations can meet their goals.

Regardless of your professional role, understanding the principles of HPI can help you:

- Identify where training may or may not be effective.
- Identify non-training options that will support training.
- Gain insight into problems you can and cannot address.
- Help the organization spend time and money on issues that are critical to its mission.
- Identify and design better solutions for better results.
- Avoid taking on problems you can't solve.

Objectives

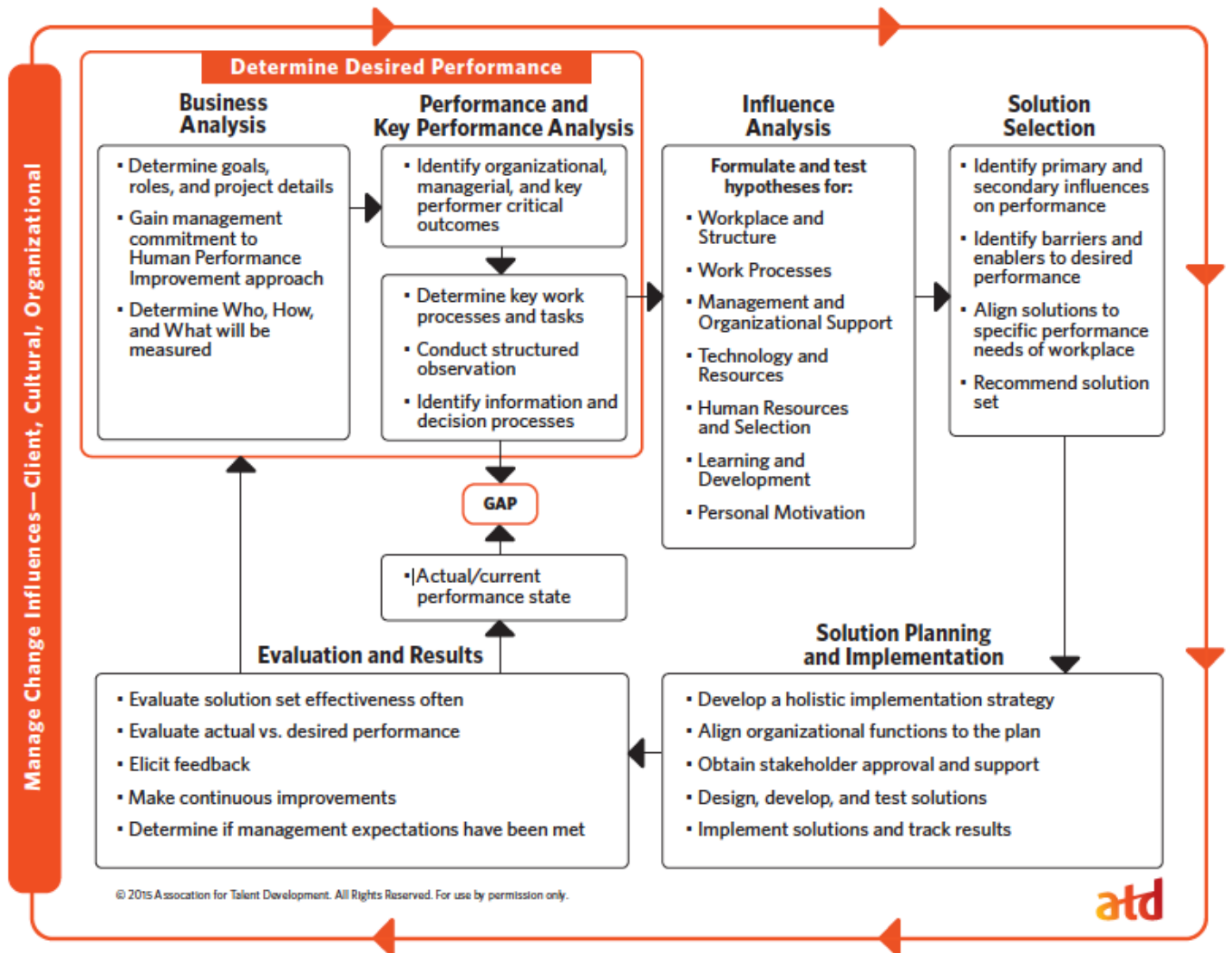
- Conduct effective performance analysis
- Align performance to organization goals
- Design holistic learning and performance solutions

Outcomes, Behaviors, Competencies

Knowing the difference between them helps you know which to focus on in a performance improvement situation.

Term	Definition	Examples
Outcome	<ul style="list-style-type: none"> ▪ Noun ▪ Measurable result ▪ Objective measurement 	<ul style="list-style-type: none"> ▪ Completed report ▪ 14 completed sales ▪ 4-minute call
Behavior	<ul style="list-style-type: none"> ▪ Verb ▪ Activity that leads to result ▪ Subjective measurement 	<ul style="list-style-type: none"> ▪ Calling customers ▪ Talking to customers ▪ Verifying data input
Competency	<ul style="list-style-type: none"> ▪ Abilities, attributes, and attitudes necessary for success 	<ul style="list-style-type: none"> ▪ Communication ▪ Analysis ▪ Self-management

The ATD HPI Model



Notes

Case Study

What task is not being performed?

What does required performance look like?

What does actual performance look like?

Who is responsible for performing?

Who else is involved or affected?

Where does the gap occur?

When did it first occur?

What do you suspect is causing the gap?

What is the measurable impact?

Needs Analysis (Front-End Analysis)

- Defines the objectives, audience, current state, and goals
- Identifies gaps between current and desired results
- Ranks gaps in order on the basis of the costs to meet the needs as compared to the costs to ignore the needs
- Sets priorities for action

Questions a needs analysis might answer:

- Why is the client interested in this problem?
- How do they perceive the problem? Have they already determined a cause?
- Do they already have a solution in mind? Training, or something else?
- Why do they support this solution?

Business Analysis

- Helps to understand the organization and the background of the organizational strategy and business environment
- Identifies necessary resources and stakeholders for the project
- Identifies and record any potential issues and constraints
- Determines goals that are important and relevant to the organization

Questions a business analysis might answer:

- Who is the project sponsor, and who are the primary stakeholders?
- What are the desired outcomes?
- What should the people in this job be able to do or produce that is valuable to the organization?
- What are the scope, budget, and schedule for the project?

Performance (Gap) Analysis

- Defines the context of the performance goals
- Identifies problems or performance gaps
- Identifies possible variations in performance
- Recognizes that individuals' skills and knowledge are not always the cause of performance issues. Sometimes, processes and organizational structures stand in the way of organizational performance.

Questions a performance analysis answers are:

- What is the gap between desired performance and current performance?
- Which key performers in the target job should we interview or observe?

Influence Analysis

- Identifies causes of performance gaps
- Finds information and determine a direction for the performance consultant and client
- Identifies a particular type of influence, such as information, resources, or process
- Identifies necessary changes for an organization, employees, or both

Questions an influence analysis might answer:

- Why does the performance gap exist?
- How well do performers see the results of their actions?
- How well are performers rewarded for performance?
- How well are employees given necessary data and feedback?
- Do employees have the ability and time to perform?

Learner Analysis

- Determines learner demographics (age, language, job title, etc.)
- Identifies prior knowledge, experience, and skill level
- Identifies learner motivation and goals
- Helps to identify best methods for instruction or solution implementation

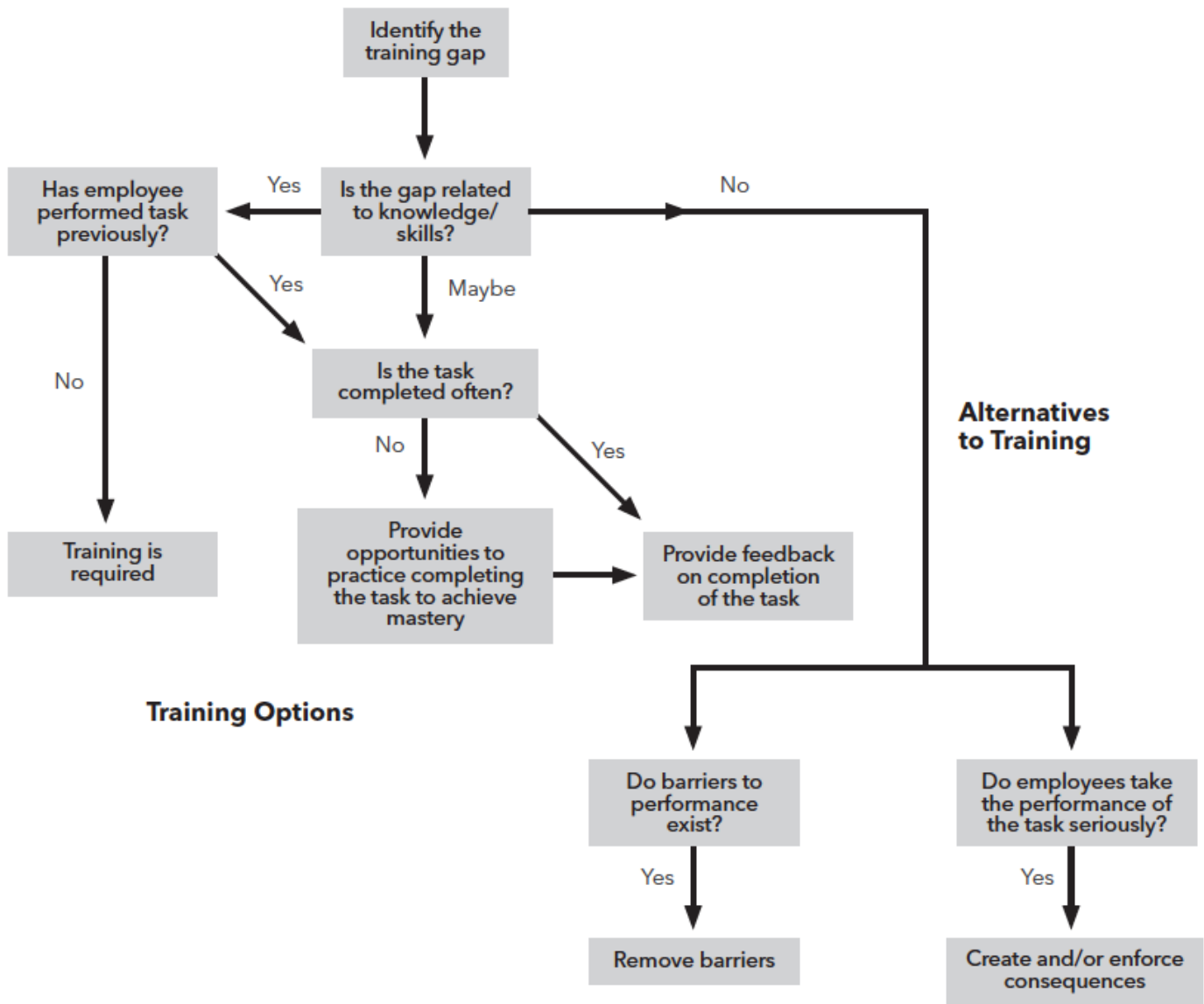
Task Analysis

- Analyzes how a task is accomplished, including task and element durations, task frequency, task sequence, task allocation, and task complexity
- Includes detailed description of manual and mental activities, environmental conditions, necessary clothing and equipment, and any other unique factors
- Identifies sub-tasks and related tasks

Job Analysis

- Identifies specific skills, knowledge, tools, conditions, and requirements of a job
- Identifies major duties and tasks done on a daily/weekly/monthly/yearly basis
- Examines connections between tasks and competencies
- Creates a thorough job description
- Can be used to inform training for a role or for succession planning

Performance Analysis Flow Diagram



Notes

Templates

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Additional Resources

ATD

- Master Performance Consultant Program [<https://www.td.org/education-courses/atd-master-performance-consultant>]
- Improving Human Performance Certificate [<https://www.td.org/education-courses/improving-human-performance-certificate>]
- Consulting Skills Certificate [<https://www.td.org/education-courses/consulting-skills-certificate>]
- Basics of Human Performance Improvement [<https://www.td.org/education-courses/basics-of-human-performance-improvement>]
- Job Analysis [<https://www.td.org/education-courses/job-analysis>]
- Needs Assessment Toolkit [<https://www.td.org/job-aids-tools/needs-assessment-toolkit>]
- Performance Basics [<https://www.td.org/books/performance-basics-2nd-edition>]
- 10 Steps to Successful Business Alignment [<https://www.td.org/books/10-steps-to-successful-business-alignment>]

Other Courses, Certifications, and Workshops

- Certified Performance Consultant - Langevin Learning Services [<https://langevin.com/workshops/certified-performance-consultant/>]
- Consulting Skills for Trainers - Langevin Learning Services [<https://langevin.com/workshops/consulting-skills-for-trainers/>]
- Certified Performance Technologist - International Society for Performance Improvement (ISPI) [https://www.ispi.org/ISPI/Get_Certified/ISPI/Credentials/Certification_and_Accreditation.aspx]
- Principles and Practices Workshop - ISPI [https://www.ispi.org/ISPI/Professional_Development/Institutes_and_Workshops/Principles_and_Practices/ISPI/Professional_Development/Principles_and_Practices.aspx]

Handle a Request Worksheet

Record background information.			
Name:		Unit/Department:	
Position/Title:		Contact Numbers:	
Is the person the decision-maker or is the person inquiring on behalf of someone else?			
<input type="checkbox"/> Decision-Maker	Notes:		
<input type="checkbox"/> Someone Else			
What is the time frame involved?	<input type="checkbox"/> Top Priority	<input type="checkbox"/> Important	Deadline: <input type="text"/>
What has lead up to this request?			
What has been done so far?			
Determine the scope of the request.			
What is the person asking for? (Be specific and use his/her words.)			
How many people seem to be involved?		Individual(s)	
		Work group(s) of	<input type="text"/> people
		Unit/department(s) of	<input type="text"/> people
What effect does the issue have on the team, unit, department, or organization?			
Ask initial questions about job performance.			
What task(s) does the individual, work group, or unit do day-to-day — what is their responsibility?			
What task(s) does the individual(s), group(s), or department(s) need to be able to do?			
What training have they already received for the job?			

Identify Needs Worksheet

Description of the Performance			
Task	What task is not being performed?		
Required Performance	What does required performance look like?		
Actual Performance	What does actual performance look like?		
Description of the Situation			
Who	Who is responsible for performing the task?	Who else is involved in the situation?	Who is affected by the situation?
Where	Where is the performance gap occurring?		
When	When did the performance gap first occur?		
Signs	What are the visible signs of the performance gap?		
Suspicions	What do you suspect may be causing the performance gap?		
Impact	What is the measurable impact of the performance gap?		

Performance Analysis Checklist

Task:			
Who is Responsible:			
Standards	Yes	No	?
Do employees know what to do (i.e. expected performance)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees know when to do it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do their supervisors agree on what and when?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the standard process/procedure (i.e. exact steps) clearly defined?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are expected results (i.e. quantity, quality, time, or cost) clearly defined?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the standard process/procedure produce the expected results?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conditions	Yes	No	?
Is the workplace physically organized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees have enough time to complete the task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are tools and equipment available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are tools and equipment operative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees have the necessary information to perform the task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the information accurate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are distractions and interruptions minimized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees have enough authority?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback	Yes	No	?
Are employees informed about how they are performing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is feedback given soon enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is feedback given often enough?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is feedback based on objective measurements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is feedback tied to performance (not personality)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is feedback specific?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is feedback accurate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is feedback given by someone who matters (e.g. a supervisor)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is feedback given in a way the employees can accept it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Analysis Checklist

Motivation/Incentives	Yes	No	?
Is the task perceived to be worthwhile?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you believe that employees can perform the task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there incentive for performing to standard(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do the incentives really matter to employees?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees know the link between performance and incentives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are all available incentives being used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do employees find the work interesting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there inner satisfactions for good performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is "punishment for good performance" prevented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is "reward for poor performance" prevented?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is task unpleasantness or stress within acceptable levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Measurement	Yes	No	?
Is performance measured to standard(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are measurements based on task performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are measurements based on results rather than activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the measurements objective?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge & Skill	Yes	No	?
Did employees ever perform the task to standard(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the task performed often enough to ensure retention?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is/has training been provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is/was the training effective?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is/was enough practice done during training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Could employees perform the task to standard(s) immediately after training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are job aids available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are job aids effective?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the steps for this task stable (i.e. they don't change frequently)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Could they perform the task if their lives depended on it (without more training)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity	Yes	No	?
Do the employees have the mental capacity to perform the task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do the employees have the physical capacity to perform the task?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do the employees have the prerequisites for training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gather More Information

If you suspect the cause is:	Look for evidence in:
Standards	<ul style="list-style-type: none"> <input type="checkbox"/> Policies and procedures manuals <input type="checkbox"/> Standard operating procedures <input type="checkbox"/> Standards documents <input type="checkbox"/> Contracts <input type="checkbox"/> Business plans <input type="checkbox"/> Budgets <input type="checkbox"/> Quality measures and reports <input type="checkbox"/> Forms <input type="checkbox"/> Customer complaint letters and logs <input type="checkbox"/> Job descriptions
Conditions	<ul style="list-style-type: none"> <input type="checkbox"/> Policies and procedures manuals <input type="checkbox"/> Health and safety records <input type="checkbox"/> Process maps and flowcharts <input type="checkbox"/> Stories and anecdotes <input type="checkbox"/> Organizational charts <input type="checkbox"/> Absenteeism records <input type="checkbox"/> Internet and email usage statistics <input type="checkbox"/> Equipment failure reports <input type="checkbox"/> Employee suggestion program details <input type="checkbox"/> Organizational survey results <input type="checkbox"/> Productivity measures <input type="checkbox"/> Information requests <input type="checkbox"/> Job descriptions/profiles <input type="checkbox"/> Employee complaint records <input type="checkbox"/> Union grievance records <input type="checkbox"/> Idle and downtime records <input type="checkbox"/> Visible space limitations (square footage per employee)
Feedback	<ul style="list-style-type: none"> <input type="checkbox"/> Performance appraisals and frequency <input type="checkbox"/> Employee perspectives <input type="checkbox"/> Supervisors/management perspectives <input type="checkbox"/> Policies and procedures manual <input type="checkbox"/> Exit interviews <input type="checkbox"/> Employee complaints <input type="checkbox"/> Customer satisfaction survey details <input type="checkbox"/> Customer complaints

Gather More Information (continued)

If you suspect the cause is:	Look for evidence in:
Motivation/Incentives	<input type="checkbox"/> Goal/mission statements <input type="checkbox"/> Performance appraisals <input type="checkbox"/> Organizational goals, objectives, and measures <input type="checkbox"/> Departmental goals, objectives, and measures <input type="checkbox"/> Individual goals, objectives, and measures <input type="checkbox"/> Job satisfaction ratings <input type="checkbox"/> Absenteeism records <input type="checkbox"/> Promotions records <input type="checkbox"/> Values statements <input type="checkbox"/> Communication patterns <input type="checkbox"/> Reward and recognition programs <input type="checkbox"/> Exit interviews <input type="checkbox"/> Incentive plans <input type="checkbox"/> Pay and benefits documents and records <input type="checkbox"/> Employee complaint records <input type="checkbox"/> Union grievance records <input type="checkbox"/> Benchmarking studies <input type="checkbox"/> Industry reports
Measurement	<input type="checkbox"/> Organizational goals, objectives, and measures <input type="checkbox"/> Departmental goals, objectives, and measures <input type="checkbox"/> Individual goals, objectives, and measures <input type="checkbox"/> Productivity measures <input type="checkbox"/> Performance appraisals
Knowledge & Skill	<input type="checkbox"/> Cost of training per individual <input type="checkbox"/> Evaluation data (reaction to ROI) <input type="checkbox"/> Employee training/development plans <input type="checkbox"/> Performance appraisals <input type="checkbox"/> Productivity measures (output, time, cost, quality) <input type="checkbox"/> Job aids
Capacity	<input type="checkbox"/> Absenteeism records <input type="checkbox"/> Turnover records <input type="checkbox"/> Exit interviews <input type="checkbox"/> Insurance records <input type="checkbox"/> Employee complaints <input type="checkbox"/> Cost of orientation <input type="checkbox"/> Succession plans <input type="checkbox"/> Workers' compensation claims

Sample Employee Interview Questionnaire

1. Provide a summary of your role. What do you do for the organization, and what are your primary responsibilities?

2. What does a day in your role look like? Complete the following table:

Task	Is the task essential to your role? How so?	How much time per day spent?

3. What qualifications do you have that apply to this role?

4. Do you have the support needed to succeed within your role? Explain.

5. How could the organization become more efficient? Discuss in relation to your role and the overall organization.

Criteria Selection Table

Possible Criteria	Description
<input type="checkbox"/> Cost	Ranging from relatively low to high, how much will the solution cost to implement?
<input type="checkbox"/> Time	How long will it take to implement the solution?
<input type="checkbox"/> Results	Will the solution produce short term or lasting results? How effective would the solution be in addressing the performance gap?
<input type="checkbox"/> Expected Benefits	Will the solution yield the expected benefit? Will the solution address the gap fully or partially?
<input type="checkbox"/> Low Resistance	From employees' perspective, management's perspective, or both, how much resistance would there be to implementing the solution?
<input type="checkbox"/> Ease of Implementation	How easy would it be to implement the solution? Is the solution focused on a few individuals, groups, or the entire organization (ease in terms of length of time, number of individuals affected, number of individuals involved, acceptance, etc.)?
<input type="checkbox"/> Probability of Success	How likely is it that the solution can be implemented successfully? Are there any barriers to implementing the solution?
<input type="checkbox"/> Complexity	How complex will this solution be to implement? Is the solution focused on a few individuals, groups, or the entire organization (complexity in terms of time, number of individuals affected, number of individuals involved, acceptance, etc.)?
<input type="checkbox"/> Appropriateness	Is the solution appropriate for the individuals, groups, or organization? Has a similar solution been tried in the past? How successful was it? Does the solution fit the organization's culture and/or strategic plans?
<input type="checkbox"/> Minimal Disruption	Will implementing this solution create minimal disruptions to individuals' tasks or work or minimal disruption to the organization's functioning?
<input type="checkbox"/> Availability of Resources	Are the resources (budget, materials/equipment, and people) available to implement the solution?
<input type="checkbox"/> Ease of Measurement	Can the results of the solution be easily measured? Do we have the measurements in place? Do we have the process or systems in place to collect and report the measurement information?

Criteria Rating Worksheet

Cause Addressed		
<input type="checkbox"/> Standards	<input type="checkbox"/> Conditions	<input type="checkbox"/> Feedback
<input type="checkbox"/> Motivation/Incentives	<input type="checkbox"/> Measurement	<input type="checkbox"/> Knowledge & Skill
<input type="checkbox"/> Capacity		
Description of Cause:		
Description of possible solutions:		
A.		
B.		
C.		
D.		

Rating Scale: 1 to 10		Possible Solutions							
Criteria	Weight	A		B		C		D	
		Score	Weighted Score	Score	Weighted Score	Score	Weighted Score	Score	Weighted Score
Total	100%								

Solutions Matrix

Cause	Possible Solutions	I	G	O
<input type="checkbox"/> Standards	<input type="checkbox"/> Clarify standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Communicate standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Adopt uniform standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Create quality teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Create vision and mission statements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Adopt ISO9000 standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Make the organization's standards readily available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Conditions	<input type="checkbox"/> Redesign a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Redesign the physical work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Make ergonomic improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Provide or improve tools and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Allow flexible work schedules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Change responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Install intranet and email systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Implement self-directed work teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Develop or improve safety programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Streamline or change work processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Reengineer major cross-functional processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Create cross-functional teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Centralize or decentralize functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Create, enhance, or modify computer applications/systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Feedback	<input type="checkbox"/> Provide feedback.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Improve the use of feedback.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Hold team meetings to set performance goals.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Schedule regular meetings to discuss group performance..		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Implement formal or informal peer reviews.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Implement a 360-degree feedback program.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Produce internal newsletter.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Hold annual company performance briefing.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Make business plans available to all employees.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Solicit customer feedback (e.g. surveys).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Solicit employee feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Implement a formal mentoring program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Solutions Matrix (continued)

Cause	Possible Solutions	I	G	O
<input type="checkbox"/> Motivation/ Incentives	<input type="checkbox"/> Provide/strengthen positive consequences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Remove/reduce negative consequences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Remove/reduce positive consequences for poor performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Introduce job rotation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Reorganize or restructure group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Have groups set milestones to celebrate achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Have groups determine their own rewards structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Replace traditional compensation systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Hold public ceremonies and annual recognition events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Measurement	<input type="checkbox"/> Develop measurements.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Revise existing measurements.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Develop group performance measurements.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Develop a balanced scorecard.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Give departments profit/loss accountability.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Knowledge & Skill	<input type="checkbox"/> Provide classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Improve current training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Provide refresher training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Provide practice/simulation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Provide job aids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Provide coaching on the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Install GroupWare systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Provide electronic performance support systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Provide teambuilding training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Provide diversity training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Provide cross-job training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Provide cross-functional training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Create a learning organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Create a knowledge sharing environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Capacity	<input type="checkbox"/> Move an individual to another job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Dismiss an individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Reconfigure (restructure, reorganize) the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Dissolve the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Sell off a product line, plant, or division.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Buy or merge with another division or company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/> Develop or improve recruiting and selection methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Offer employee support programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Impact Measures

Solution Chosen	Key Impact Measures
Absenteeism control/reduction	Absenteeism, customer satisfaction, delays, job satisfaction, productivity, stress
Association meetings	Costs, customer service, job satisfaction, productivity, quality, sales, time, turnover
Business coaching	Costs, customer satisfaction, efficiency, employee satisfaction, productivity/output, quality, time savings
Career development/career management	Job satisfaction, promotions, recruiting expenses, turnover
Communications programs	Conflicts, errors, job satisfaction, productivity, stress
Compensation plans	Costs, job satisfaction, productivity, quality
Compliance programs	Charges, losses, penalties/fines, settlements
Diversity	Absenteeism, charges, complaints, losses, settlements, turnover
Employee retention programs	Engagement, job satisfaction, promotions, turnover
Engineering/technical conferences	Costs, customer satisfaction, cycle times, downtime, job, satisfaction, process time, productivity/output, quality, waste
Ethics programs	Fines, fraud, incidents, penalties, theft
E-Learning	Cost savings, cycle times, error reductions, job satisfaction, productivity improvement, quality improvement
Executive education	Absenteeism, costs, customer service, job satisfaction, productivity, quality, sales, time, turnover
Franchise/dealer meetings	Cost of sales, customer loyalty, market share, quality, efficiency, sales
Golfing events	Customer loyalty, market share, new accounts, sales, upselling
Labor-management cooperation programs	Absenteeism, grievances, job satisfaction, work stoppages
Leadership	Cost/time savings, development, efficiency, employee satisfaction, engagement, productivity/output, quality
Management development	Absenteeism, costs, customer service, job satisfaction, productivity, quality, sales, time, turnover
Marketing programs	Brand awareness, churn rate, cross-selling, customer loyalty, customer satisfaction, market share, new accounts, sales, upselling
Medical meetings Orientation, onboarding	Compliance, efficiency, medical costs, patient satisfaction, quality
Personal productivity/ time management	Early turnover, performance, productivity, quality of work, training time
Project management	Job satisfaction, productivity, stress reduction, time savings
Quality programs	Budgets, quality improvement, time savings
Retention management	Costs, cycle times, defects, response times, rework
Safety programs	
Sales meetings	Engagement, job satisfaction, turnover
Self-directed teams	Accident frequency rates, accident severity rates, first aid treatments

Impact Measures (continued)

Solution Chosen	Key Impact Measures
Sexual harassment prevention	Customer loyalty, market share, new accounts, sales
Six Sigma/lean projects	Absenteeism, customer satisfaction, job satisfaction productivity/output, quality, turnover
Software projects	Absenteeism, complaints, employee satisfaction, turnover
Stress management leader programs	Costs, cycle times, defects, response times, rework, waste
Team-building	Absenteeism, costs, customer service, job satisfaction, productivity, quality, sales, time, turnover
Wellness/fitness programs	Absenteeism, job satisfaction, medical costs, turnover
Software projects	Absenteeism, complaints, costs, job satisfaction, productivity, quality, sales, time, turnover

Notes
