

## **Why People Don't Do What They Are Expected to Do**

- ☞ They don't know how to do it.
- ☞ They don't know what's expected of them.
- ☞ They don't have the authority to do it.
- ☞ They don't get timely information about how well they're doing. In other words, they don't get feedback.
- ☞ Their information sources (documentation) are poorly designed, inaccessible, or nonexistent.
- ☞ They don't have job aids to cue correct performance.
- ☞ Their work stations provide obstacles to desired performance.
- ☞ The organizational structure makes performing difficult.
- ☞ They're punished or ignored for doing things right.
- ☞ They're rewarded for doing things wrong.
- ☞ Nobody ever notices whether they perform correctly or not.

## The Primary Performance Tools (Influences on Performance)

- Information
- Documentation
- Feedback
- Job Aids (Performance Aids)
- Workplace Design
- Organizational Structure
- Permission (authority) to Perform
- Consequence Management (Rewards and Punishments)
- Training

## Performance Analysis Quick-Reference Checklist

### Describe the Problem

#### 1. What is the performance discrepancy?

- Whose performance is at issue?
- Why is there said to be a problem?
- What is the actual performance at issue?
- What is the desired performance?

#### 2. Is it worth pursuing?

- What would happen if I let it alone?
- Are our expectations reasonable?
- What are the consequences caused by the discrepancy?
- Is that cost enough to justify going on?

### Explore Fast Fixes

#### 3. Can we apply fast fixes?

- Do those concerned know what is expected of them?
- Can those concerned describe desired performance? Expected accomplishments?
- Are there obvious obstacles to performance?
- Do these people get feedback on how they are doing?

### Check Consequences

#### 4. Is desired performance punishing?

- What are the consequences of performing as desired?
- Is it actually punishing or perceived as punishing?

#### 5. Is undesired performance rewarding?

- What rewards, prestige, status, or comfort support the present way of doing things?
- Does misbehaving get more attention than doing it right?

#### 6. Are there any consequences at all?

- Does desired performance lead to consequences that the performer sees as favorable?

## Enhance Competence

### 7. Is it a skill deficiency?

- Could they do it if their lives depended on it, i.e., could they do it if they really had to?

### 8. Could they do it in the past?

- Could they once perform the task but have forgotten how?

### 9. Is the skill used often?

- How often is the performance displayed?
- How often is the skill applied?
- Is there feedback on how things are going? Is the feedback available regularly?

### 10. Can the task be simplified?

- Particularly for “hurry up” demands, can I reduce the standards by which performance is judged?
- Can I provide some sort of performance aid?
- Can I redesign the workplace or provide other physical help?
- Can I parcel off part of the job to someone else or arrange a job swap?

### 11. Any obstacles remaining?

- Does something get in the way of doing it right?
- Lack of knowledge about what’s expected?
- Conflicting demands?
- Restrictive policies?

### 12. Do they have what it takes?

- Is it likely that this person could learn to do the job?
- Does this person lack the physical or mental potential to perform as desired?
- Is this person over-qualified for this job?

## Develop Solutions

### 13. Which solution is best?

- Have all potential solutions been identified?
- Does each address one or more parts of the problem(s)?
- Have estimates of any intangible costs of the problem(s) been included?
- What is the cost of each potential solution?
- Which solution(s) are most practical, feasible, and economical?
- Which yields most value, solving the largest part of the problem(s) for the least effort?

## Performance Problem Solution Checklist

### Problem

### Solutions

#### **They *cannot* do it, and . . .**

The skill is used often:

- Provide feedback
- Simplify the task

The skill is used rarely:

- Provide job aids to prompt desired performance
- Simplify the job
- Provide periodic practice

(Training will be required if the above remedies are inadequate)

#### **They *can* do it, but . . .**

Doing it right leads to punishment:

Remove the sources of punishment

Doing it wrong is more satisfying:

Remove the rewards for incorrect performance

Nobody notices when they do it right:

Apply consequences to the *performer* for doing it right

There are obstacles to performing as desired:

Remove the obstacles (or help people work around them)