

Performance Analysis and Improvement

Inspired by Thomas F. Gilbert's
Performance Engineering Model

The Professional Development Group uses this model in consulting projects to have a better understanding of what is going on in an organization. The top row has to do with the Organization (Information, Tools, and Incentives) and the bottom row has to do with the Individual (Knowledge, Ability, and Motivation).

INFORMATION	TOOLS	INCENTIVES
KNOWLEDGE / SKILL	CAPACITY / ABILITY	MOTIVES / MOTIVATION

Some examples of typical means for delivering each type of performance intervention

INFORMATION <ul style="list-style-type: none"> • Job Documentation • Performance Objectives • Performance Feedback Systems • Role models 	TOOLS <ul style="list-style-type: none"> • Job performance-related tools, systems, procedures • People resources 	INCENTIVES <ul style="list-style-type: none"> • Performance Pay • Career Development • Other non-monetary incentives
KNOWLEDGE <ul style="list-style-type: none"> • Training/Education • College courses • Mentoring Programs • Knowledge Sharing Programs • Focused discussion groups 	CAPACITY <ul style="list-style-type: none"> • Improved personnel selection • Succession Planning 	MOTIVES <ul style="list-style-type: none"> • Recruitment for realities of the job

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| • Experience reviews | | |
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**Questions We Ask to Identify the Area of Greatest PIP*
(Potential to Improve Performance)**

Cell 1: Questions about the INFORMATION available to employees:

DIRECTIONAL INFORMATION

1. Do employees know what is expected of them? Are they clear on their goals?
2. Are there sufficient, readily accessible data (or signals) to direct an experienced person to perform well?
3. Are they accurate?
4. Are they free of confusion – “stimulus competition” – that slows performance and invites errors?
5. Are they free of “data glut” – stripped down to simple forms and not buried in extraneous data?
6. Are they up-to-date and available on a timely basis?
7. Are good models of behavior available?
8. Are clear and measurable performance standards communicated so that people know how well they are supposed to perform?
9. Do they accept the standards as reasonable?

CONFIRMATION INFORMATION

1. Is feedback provided that is “work related” – describing results consistent with the standards and not just behavior?
2. Is it immediate and frequent enough to help people remember what they did?
3. Is it selective and specific – limited to few matters of importance and free of “data glut” and vague generalities?
4. Is it educational – positive and constructive so that people learn something from it?

Cell 2: Questions about the TOOLS available to employees:

TOOLS & EQUIPMENT

1. Are the necessary implements usually on hand for doing the job?
2. Are they reliable and efficient?
3. Are they safe?

PROCEDURES

1. Are the procedures efficient and designed to avoid unnecessary steps and wasted emotion?
2. Are they based on sound methods rather than historical happenstance?
3. Are they appropriate to the job and the skill level?
4. Are they free of boring and tiresome repetition?

RESOURCES

1. Are adequate materials, supplies, assistance, etc usually available to do the job well?
2. Are they efficiently tailored to the job?
3. Do ambient conditions provide comfort and prevent unnecessary interference?

Cell 3: Questions about the INCENTIVES employees have for performance:

1. Is the pay for the job competitive?
2. Are there significant bonuses or raises based on good performance?
3. Does good performance have any relationship to career advancement?
4. Are there meaningful non-pay incentives (recognition, and so on) for good performance (based on results and not behavior)?
5. Are they scheduled well, or so frequently as to lose meaning and so infrequently as to be useless?
6. Is there an absence of punishment for performing well?
7. Is there an absence of hidden incentives to perform poorly?
8. Is the balance of positive and negative incentives in favor of good performance?

Cell 4: Questions about employee KNOWLEDGE / SKILL

1. Do employees understand the consequences of both good and poor performance?
2. Do they grasp the essentials of performance – do they get the “big picture”?
3. Do they have the technical concepts to perform well?
4. Do they have sufficient skills for the position and organization – reading and so on?
5. Do they have sufficient specialized skills?
6. Do they have the skills after initial training?
7. Are good job aids / tools available?

Cell 5: Questions about employee CAPACITY / ABILITY

1. Do the incumbents have the basic capacity to learn the necessary perceptual discriminations with accuracy and speed?
2. Are they free of emotional limitations that would interfere with performance?
3. Do they have sufficient strength and dexterity to learn to do the job well?

Cell 6: Questions about employee MOTIVES / MOTIVATION

1. Do employees have the desire to perform when they enter the job?
2. Do their motives endure – e.g., is the turnover high?

