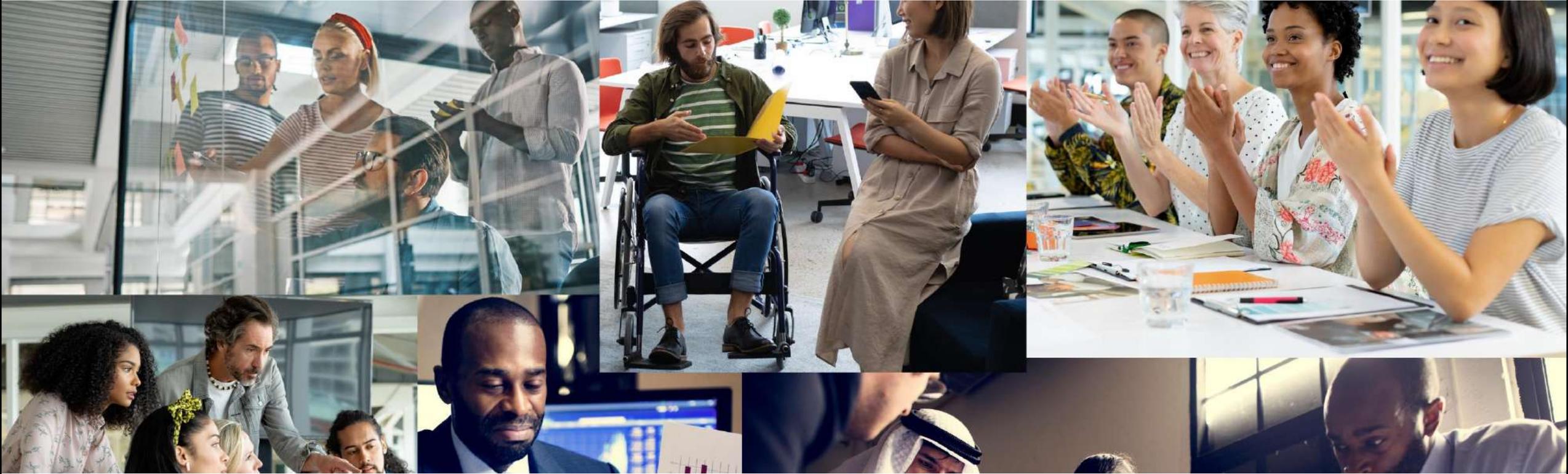# Engaging Clients to Set Meaningful Results

Discover & Analyze
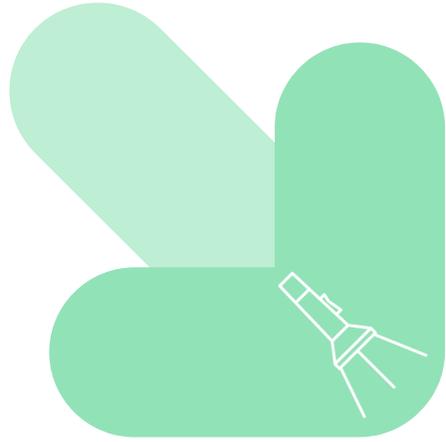
Gary A. DePaul, PhD

Introduction to Performance Consulting

Part 1

Performance Consulting

A strategic process

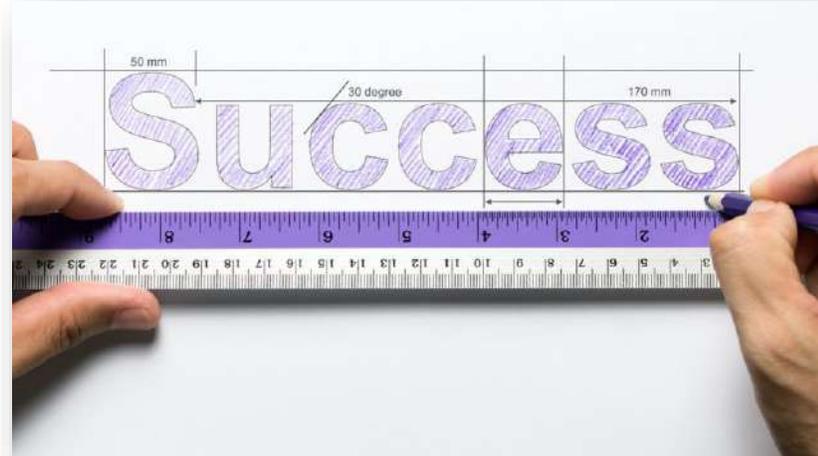*Produces business results*

Maximize people performance

Jumping to Solutions

The Client

Fix for
the Problem

Jumping to Solutions

The Client

Bias to act

Resist time to ensure having the right solution

If the problem remains, shifts to blaming

Performance Solution Process

1. Identify the gaps

2. Consider the factors

3. Work on the right problems

4. Implement solutions

5. Measure the right results

Your Relationship

Commodity	Partnership
Interchangeable	Focus on results
Price-driven	Systems view
Competitive	Adds value
Limited differentiation	Collaborative
Limited Relationship	Trust and commitment
	Mutual investment

How Do You Shift?

Commodity

Partnership

Powerful Questions

Part 2

Powerful Questions

Group 1	Group 2
What are your revenue goals for Q4?	Is your department on track with FY23 goals?
Of your contact center agents, who is the most successful? What does that person do differently?	How do you want your team to perform differently after attending the training?
How does your team continue to collaborate instead of compete?	When do you want your department's restructuring to be completed?

Powerful Questions

1. Open-ended

2. Focused on business or performance needs

3. Solution neutral

Powerful Questions: Shift to Strategic

Partnership

Strategic

Tactical

Transactional
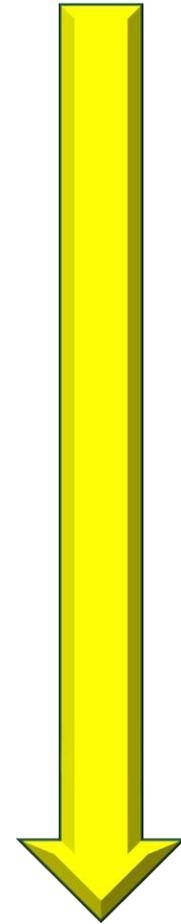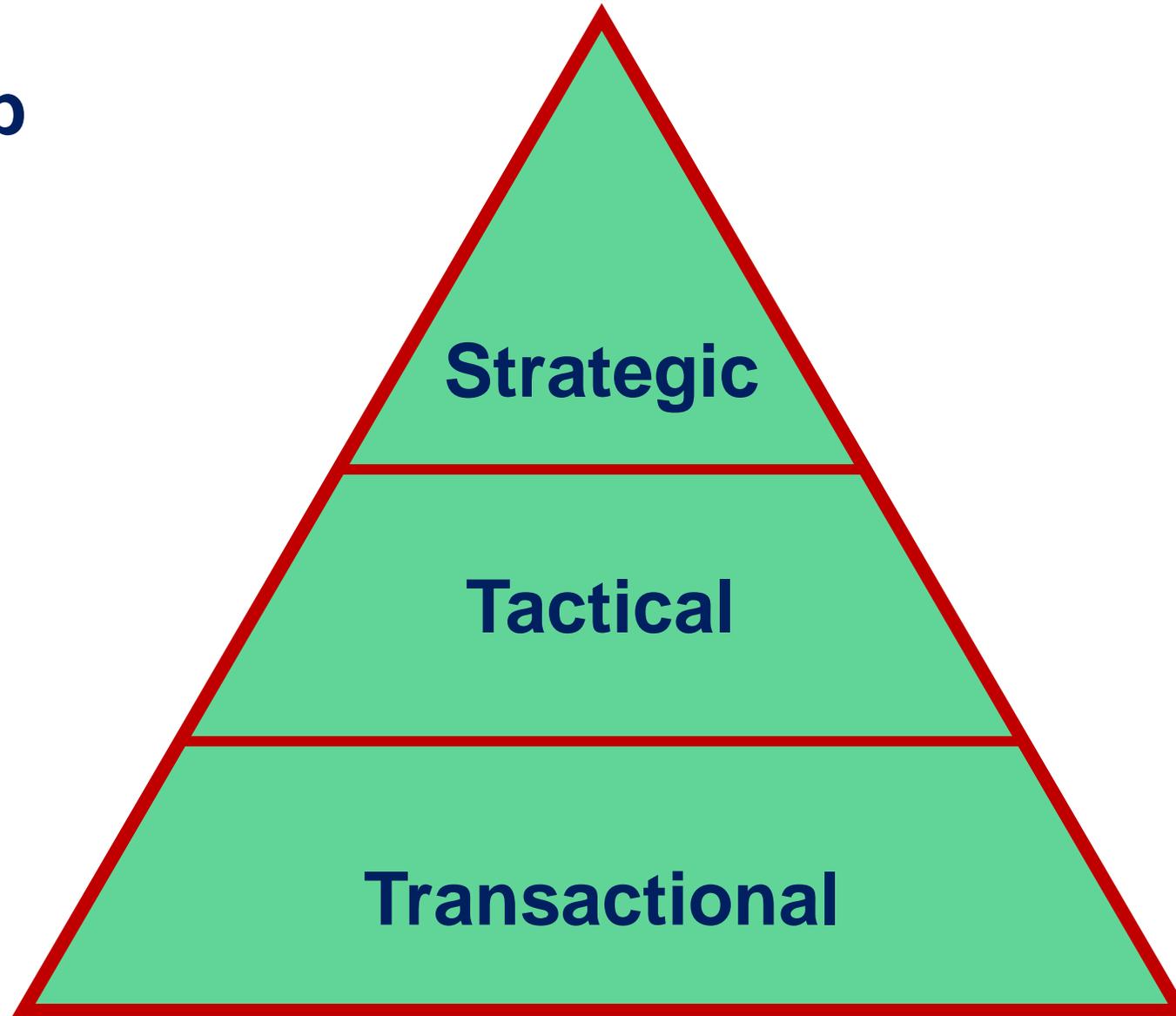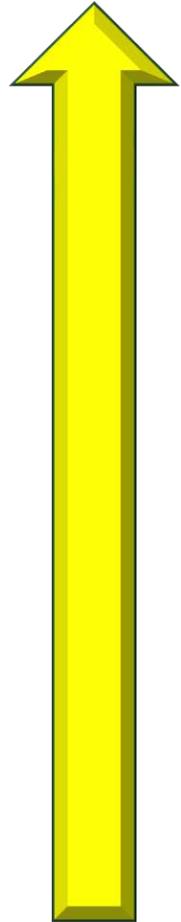
Comfort

Strategic or Tactical?

Strategic	Tactical	
☐	☑	Enhanced employee skills to optimize selling a new product
☐	☑	Redesigned a work structure to create a more flexible workforce
☐	☑	A new employee engagement tool has been implemented across the enterprise

Three Types of Work

Transactional	Tactical	Strategic
Provide a status update Complete a form Enter data Send an email Respond to a request	Design a learning solution Restructure a department Develop a product Evaluate a program	Increase market share by 20% in 2025 Reduce product waste by 10% before Q4 By 2025, reduce the contingent workforce in the talent development department

The Analytical Process

Part 3

Performance Solution Process

The Human Performance System

2. Input

- **Clear or sufficiently recognizable indications** of the need to perform
- **Minimal interference** from incompatible or extraneous demands
- Necessary **resources** (budget, personnel, equipment, time, information) available to enable performance

1. Performer

- Necessary **skills and knowledge**
- **Capacity**: Physical, mental, and emotional
- **Motivation**: Willingness to perform

3. Output

- Adequate & appropriate standards to **identify successful performance**

1

Input → **Performer** → Output → Consequences **4**

2   **3**

Feedback **5**

4. Consequences

- **Incentives**
  Sufficient positive consequences to perform
- **Disincentives**
  Few, if any, negative consequences to perform

5. Feedback

- **Frequent & relevant feedback**: How well (or how poorly) the work is being performed

Troubleshooting the Human Performance System

5. Performer: Skills and Knowledge
- Do performers have the necessary skill and knowledge to perform?
- Do performers know why the desired performance is important?

5. Performer: Capacity
- Are performers physically, mentally, and emotionally able to work?

1. Output
- Do performance standards exist?
- Do performers know the desired output and performance standards?
- Do performers consider the standards to be attainable?

Input → **2**

Output → **1** → **Consequences** **3**

5 Performer

2. Input: Task Support
- Can performers easily recognize the input requiring action?
- Can the task be done without interference from other tasks?
- Are adequate resources available for performance?

4 Feedback

3. Consequences
- Are consequences aligned to support desired work?
- Are consequences meaningful from performer's viewpoint?
- Are consequences timely?

4. Feedback
- Do performers receive information about their work?
- Is the feedback that they receive: Timely? Relevant? Accurate? Constructive? Easy to understand? Specific?

I would perform better if…

1. I knew the exact **job expectations**
   - Had more specific job feedback.
   - Had better access to information.

2. I had better **tools and resources** to work with.

3. I had better:
   - Financial and nonfinancial **incentives.**
   - **Real consequences** for doing my work.

4. I received **more and better training** to do my job.

5. My personal **characteristics and capacities better matched** the job.

6. **I cared more** and really wanted to do my job better.

Gilbert's Behavior Engineering Model

	Information	Instrumentation	Motivation
Environmental **75%**	**Data** Expectations Clear guides **35%**	**Resources** Tools Templates Job aids **26%**	**Incentive** Monetary Rewards Non-monetary Hire/Fire/Promote **14%**
Individual **25%**	**Knowledge & Skills** Training Seminars **6%**	**Capacity** Physical Mental Scheduling **11%**	**Motives** Challenge Inclusiveness Recognition **8%**

Thomas F. Gilbert

"Human Competence: Engineering Worthy Performance," 1978, 1996

Gilbert's Behavior Engineering Model

	Self Selection	Manager Selection
Environmental	**75%**	**58%**
Individual	**25%**	**42%**

Gilbert's Behavior Engineering Model

Lack of performance in the workplace…

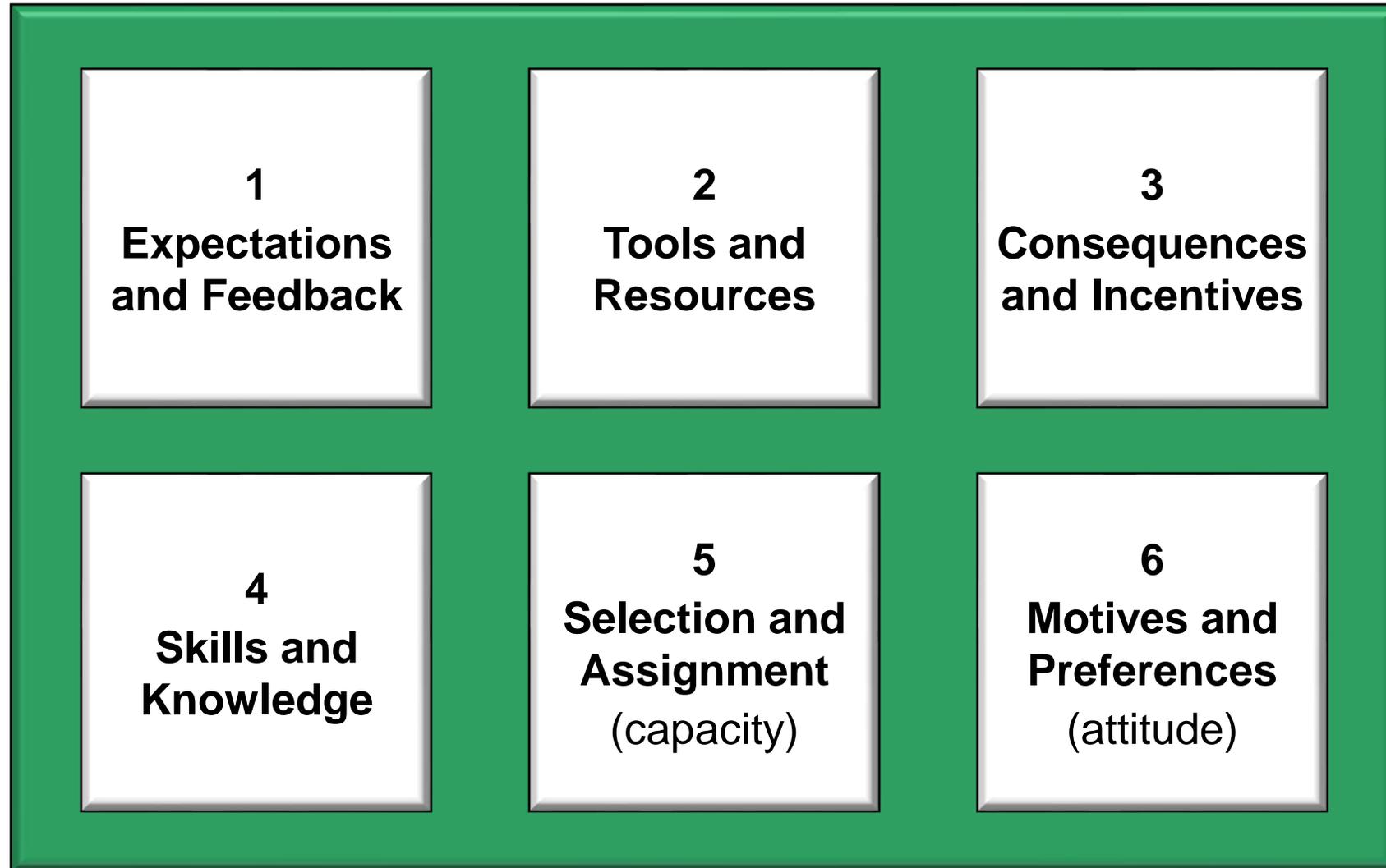- More frequently caused by **environmental** rather than **individual** factors

Tend to fix the individual rather than the environment

It is cheaper and easier to fix the environment

The Six Boxes® Model

Carl Binder and The Performance Thinking Network

1	2	3
Expectations and Feedback	**Tools and Resources**	**Consequences and Incentives**

4	5	6
Skills and Knowledge	**Selection and Assignment** (capacity)	**Motives and Preferences** (attitude)

Creating Incompetence

1 Feedback and Expectations	2 Tools and Resources	3 Consequences and Incentives
• Don't let people know how well they are performing. • Give people misleading information about how well they are performing. • Hide from people what is expected of them. • Give people little or no guidance about how to perform well.	• Design the tools of work without ever consulting the people who use them. • Do not document processes or document them but do not share with performers. • Avoid creating job aids to help navigate poorly designed application user interfaces.	• Ensure that poor performers are paid as well as good performers. • Ensure that good performance gets punished in some way. • Don't make use of nonmonetary incentives. • Provide incentives that encourage the wrong behavior and discourage vital behaviors.

Creating Incompetence

4 Skills and Knowledge	5 Selection and Assignment (capacity)	6 Motives and Preferences (attitude)
• Leave training to chance. • Put training in the hands of supervisors who are not trained instructors. • Make training unnecessarily difficult. • Make training irrelevant to the learner's purpose.	• Schedule performance for times when people are not at their sharpest. • Select people for tasks that have difficulties in performing them.	• Design the job so that it has no career future. • Avoid arranging working conditions that employees would find more favorable. • Give pep talks rather than incentives to promote performance in punishing situations.

What to Look for in Each Box

Box 1: Expectations and Feedback

Performers know the standards and expectations including:

- How work contributes to achieving a business goal

- What the work output standards are

- How to prioritize work

- What metrics are used to measure work output quality, timeliness, and cost

Performers receive feedback that is:

- Immediate and frequent

- Positive and constructive

Box 2: Tools and Resources

Performers have access to tools, templates, and job aids (such as metrics, standard operating procedures, and reference materials) that are:

- Designed to support performance

- Current, accurate, and complete

- Useful for monitoring quality

Performers use a work facility designed to:

- Support work

- Remove distractors that can interfere with work

- Enable access to tools, templates, and job aids

- Remove work barriers (such as providing a ladder to access higher-level shelves)

Box 3: Consequences and Incentives

The organization provides incentives that encourage desired work quality and discourages undesired work quality including:

- Financial (such as salary, bonuses, and benefits)

- Non-financial (such as rewards, recognition, and flexible work arrangements)

The organization provides clear consequences for achieving or not achieving desired work outputs including:

- Informal and formal feedback (such as from managers, quality-assurance teams, and peers)

- Social support from peers and the team (such as recognition for achieving desired work output or coaching and encouragement for not achieving desired work output)

Box 4: Skills and Knowledge

Performers attend training or receive coaching designed to:

- Improve the quality and speed of current work responsibilities

- Prepare performers for future work changes (such as a new customer-relationship management database)

- Prepare performers for a new career or formal role

Performers practice existing and new skills designed to:

- Improve skill proficiency towards fluency

Box 5: Selection and Assignment

Ensure performers can effectively work by:

- Accommodating performers as needed (such as providing a larger monitor and voice-recognition software for someone with a visual disability)

- Scheduling work and breaks that minimize fatigue

- Using universal-design equipment (such as using ramps instead of steps that are accessible by people with or without a wheelchair or in bathrooms, adding wall guards for hand dryers so that people who have visual challenges will not bump into hand dryers)

Box 6: Motives and Preferences

Ensure performers recognize how the team and organization value their work by:

- Explaining how work output aligns with process and organizational goals

- Verifying with performers that work standards are fair

- Obtaining performer input for strategy design and feasibility (at all levels)

- Identifying ways to improve working conditions that can contribute to productivity

Questions to Ask by Each Box

Box 1: Expectations and Feedback

Expectations

- Do performance standards exist?

- Do performers:
  - Know the desired work output quality, quantity, duration, and cost?
  - Consider the standards to be attainable?
  - Know how work output contributes to business results?

- Can performers easily recognize the input requiring action?

- Can performers complete work without interference from other work?

Feedback

- Who provides feedback to performers? How is feedback given? How frequent?

- Are there standards for providing feedback to performers?

Box 2: Tools and Resources

- Are resources such as tools, templates, and job aids (such as metrics, standard operating procedures, and reference materials):
  - Available to performers?

  - Accurate, current, and complete?

  - Useful for performers?

- How do you know that resources are effective for helping performers with their work?

- How does the work environment:
  - Help performers accomplish work?

  - Prevent distractors from interfering with work?

  - Provide access to tools, templates, and job aids?

  - Remove work barriers?

Box 3: Consequences and Incentives

Consequences

- Do consequences support desired work?

- Are consequences meaningful from the performers' viewpoint?

- Are consequences timely?

Incentives

- What are the financial incentives for performers?

- How are financial incentives used to support performers' work?

- What are the non-financial incentives for performers?

- How are non-financial incentives used to support performers' work?

Box 4: Skills and Knowledge

- Do performers have the necessary skills and knowledge to perform?

- What training do performers receive?

- How is training determined for performers?

- How do you know that training is effective for improving skills and knowledge?

Box 5: Selection and Assignment

- Are performers physically, mentally, and emotionally able to work?

- How are performers assigned to work?

- How do you know if performers have too much or too little work?

- If workers lack the capability, how do you accommodate them?

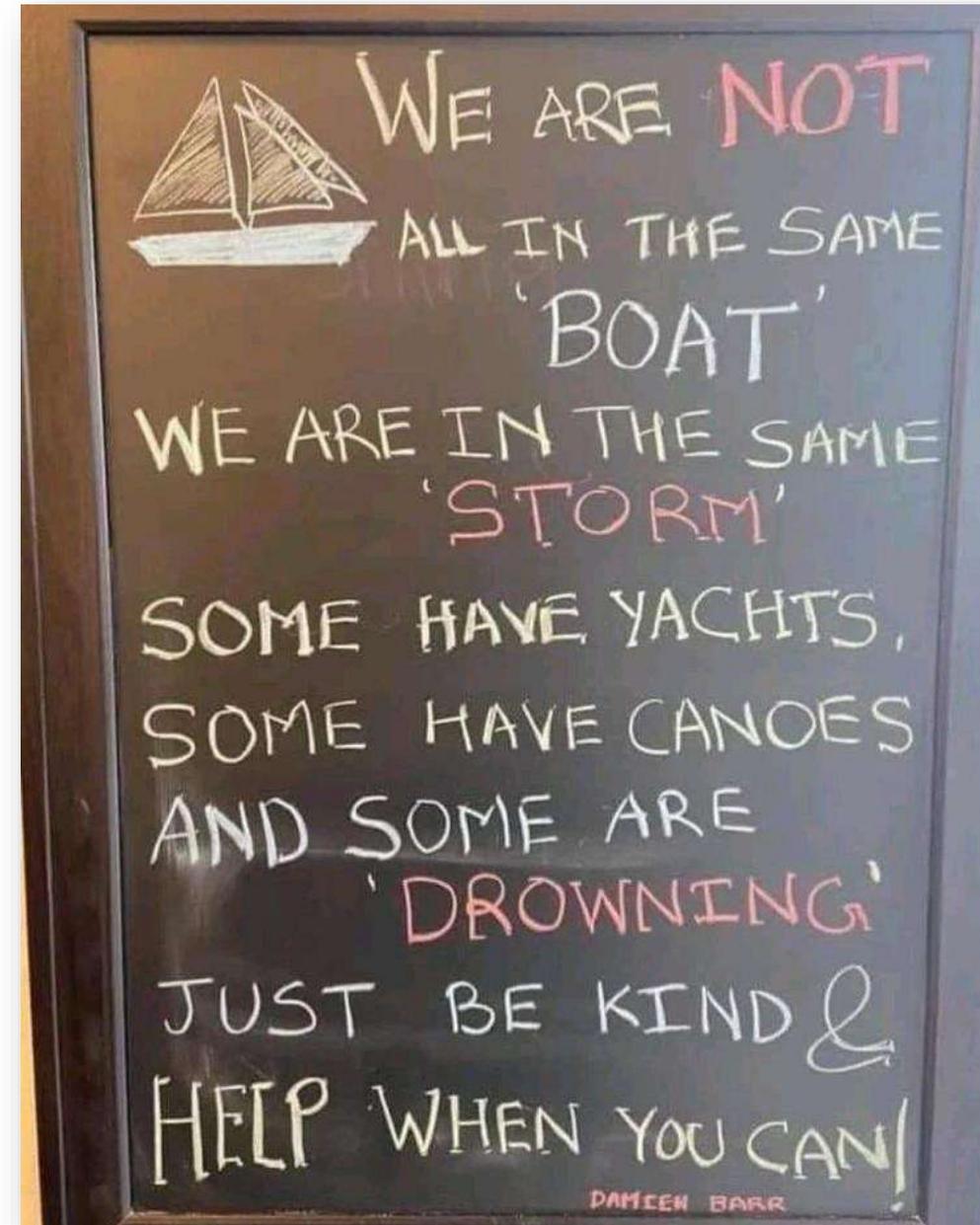- What is your process for selecting candidates for jobs? How do you know if candidates can perform?

Box 6: Motives and Preferences

- How do you know if performers are committed to performing work?

- What do you do to ensure performers are committed to performing work?

- What are the tenure and turnover for jobs? How do your tenure and turnover compare with industry standards?

- How do you identify performer preferences? How do you accommodate preferences?

Part 1: Introduced you to performance consulting

Part 2: Discussed the need for powerful questions

Part 3: Examined the analytical process