



QBI International
custom learning solutions

QBI's Performance Needs Analysis Model

One example of a QBI International core content building block is the Performance Needs Analysis model. This model, founded in 40 years of human performance technology research, provides a set of principles and processes for clearly defining the performance needs of an individual, a team, or an organization. It also provides simple process for developing creative solutions, strategies, and interventions to fulfill these needs.

QBI International programs use this model in a variety of applications, including:

- Performance Leadership Needs Analysis Model
- Coaching Connection Meeting Model
- Effective Interviewing & Hiring Model
- Leadership Context Setting & Motivation Model
- Organizational Culture Development Model
- Performance Consulting Intervention & Task Analysis Model
- Performance Management Needs Analysis Process
- Sales Call Client Needs Analysis Model
- Visionary Business Planning Model

QBI also uses this model internally as a cost-effective, rapid needs analysis methodology that can produce valuable instructional design results at a fraction of the time and cost of other models. By utilizing human performance research on core –

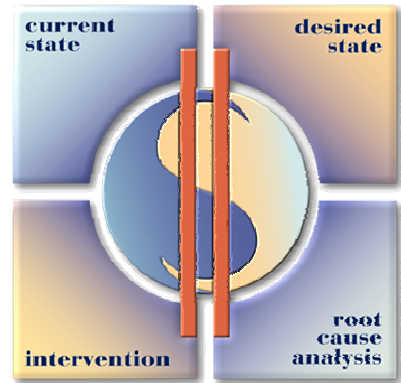
- Knowledge
- Skills
- Attitudes & Beliefs
- Performance Environment

-- required for individuals, teams, business units, and organizations to succeed combined with an innovative rapid data collection and analysis methodology, QBI can help your organization maximize the probability that performance solutions will be fast, focused, and cost-effective.

PNA Model

The Performance Needs Analysis (PNA) model is a useful, cost-effective process that starts by defining:

- What performance looks like at the next level on the performance path
- What knowledge, skills, attitudes & beliefs the performer needs to change to step up to the next level
- What actions you or the performer can take to develop the knowledge, skills, or attitudes



The PNA process is divided into four phases:

1. Current State Analysis
2. Desired State Analysis
3. Root Cause Analysis
4. Intervention Analysis

In the following section, we will explore how to apply the four sections of the PNA model to improve performance.

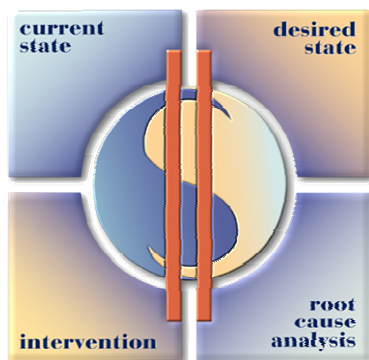
Current State Analysis

If you are building a house, it makes sense to begin with an understanding of your financial resources, lot levels, and subsoil condition. Information on each of these items will have an impact on how you design the structure.

Similarly, in building a high-performance team, any successful performance leadership process must explore the current situation in order to determine the best team performance strategies, tactics, and actions.

Current state analysis explores four team conditions:

Strengths	What is working in the team that we want to make sure we preserve?
Weaknesses	What problems is the team experiencing? Why are these problems?
Opportunities	What opportunities do we see in front of the team that we need to figure out how to tap?
Threats	What threats do we see in front of us that could limit our team's success?



Desired State Analysis

No team can succeed if they are only looking backwards at their current condition. They must also look forward to the outcome they are looking to create.

Back to the house-building analogy: it is not enough to focus on the current state of the property. We need to hire an architect to help us translate our needs into a vision (a rendering of the finished house) and a set of project objectives (the building specs).

Similarly, team performance research suggests that the most effective teams have clear visions of the future and clear metrics for measuring their success.

Successful Performance Leaders help their teams to define their vision and objectives in terms of a ***future-oriented, positive outcome to be achieved.***

Problem Statement

- Past
- Negative

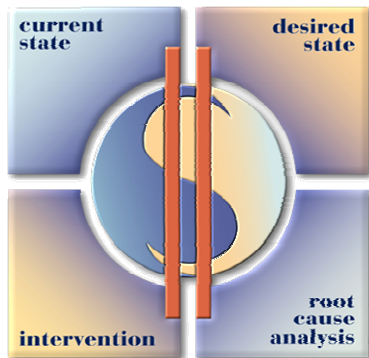
☛ We do not have enough time to be out with the customers.

Objective Statement

- Future
- Positive

☛ We need to find a way to spend more time with the customers.

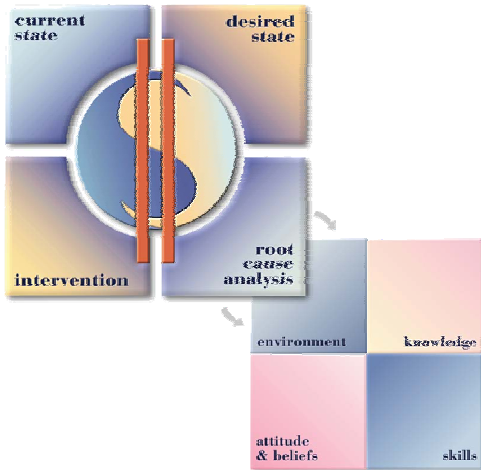
Too often, when we hear a team problem expressed as a negative comment about a past or present condition, our all-too human brain shifts into reaction mode. Reaction mode shows up as naming, blaming, explaining why the problem exists.



The more negative the framing the problem, the more reactive our brains tend to get. The more likely the performers will default to fight or flight patterns of behavior

When we hear a problem expressed as a future outcome to be attained, our problem-solving brain turns on. We begin to generate ideas and solutions.

Root Cause Analysis



Determining the best individual, team or business unit performance solution requires uncovering the root cause of a performance challenge. Performance analysis can be as frustrating as looking for a needle in a field of haystacks. Traditional performance analysis methods are costly and can take months to gather useful data.

Successful root cause analysis can be broken into two steps:

- Identifying “challenges” (How to’s)
- Organizing challenges into Performance Elements

As with the Desired State, one of the most useful ways of articulating the root cause of a performance gap is as *a future-oriented, positive challenge to be resolved.*

Example:

Root Cause	▪ Not enough resources.
Challenge	▪ How to accomplish the goals with the existing resources.

Once the challenges have been identified, it is useful to organize them into four performance system categories:

Knowledge	▪ What do performers need to know
Skills	▪ What activities do they need to do consistently; what habitual practices and behaviors do they need to develop
Attitudes & Beliefs	▪ What attitudes and beliefs are needed to motivate the team to develop the skills
Environment	▪ What mechanism supports or constrains the performance of your team: your company’s compensation plans, work environment, systems, strategies, and structures

Knowledge

Performance related knowledge is what a performer knows and can apply successfully.

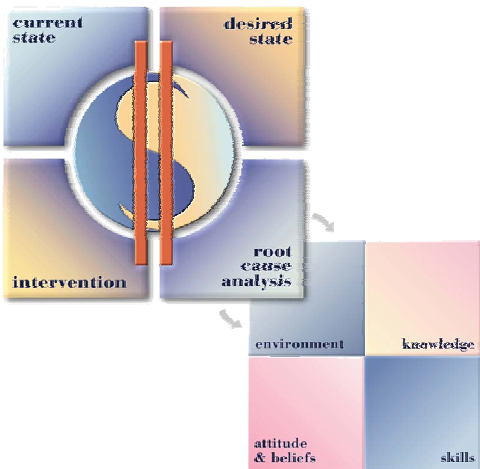
It is not enough to identify what knowledge a performer needs to be successful. It is also important to understand what knowledge the performer must:

- Retain in memory
- Be capable of finding when needed
- Be capable of applying in different performance situations

The greater challenge is *transferring* the knowledge effectively. Knowledge deficits are the simplest of the four performance deficits to fix:

Step 1	▪ Write it down
Step 2	▪ Give it to the performer
Step 3	▪ Give the performer as many opportunities as possible to use or interact with the knowledge in as many ways as possible, including realistic performance applications
Step 4	▪ Test their knowledge retention

Knowledge is also the easiest of the four performance elements to transfer using computer based or web-based learning media.



Below are some examples of knowledge areas that appear to correlate with effective management:

Core Management Knowledge

Organizational Knowledge

- What is our organization's mission? Vision? Values? Philosophies?
- How do our products and services bring value to our clients?
- What are the organization's explicit and implicit operating principles?
- What are the organization's primary strategic initiatives?
- What are the organization's objectives?
- What are the roles and responsibilities in implementing these initiatives?
- What technological and information resources are available to support the sales and delivery process?
- How do the people and processes in the organization work together to create customer value?
- What is the budget and how is it best allocated?
- What are the competencies of my team? Their development needs.

Technical Knowledge

- What technologies are critical to our success?
- What emerging technologies will affect our markets?
- How will we respond to changing technology?

Knowledge of Customers

- Who are our customers?
- What are their relationship needs?
- What are their business needs?
- What are their personal needs?

Knowledge of Market Trends

Core Management Knowledge

- What is changing in the economy?
- What are the demographic trends?
- What are the most important technology trends?
- How do these trends affect our clients, our competition, and our organization?

Knowledge of Competition

- Who are our competitors?
- How do they differentiate themselves?
- How does our organization differentiate itself?

Skills

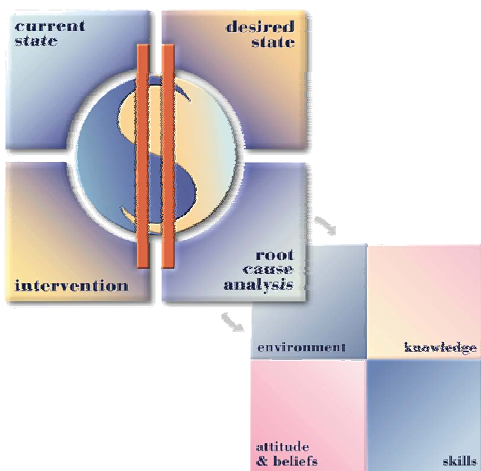
If Knowledge is in a performer's head, Skills are the behaviors, actions, and processes a performer habitually exhibits. Core skills are those habitual behaviors and actions that form the building blocks of most performance competencies or fluencies. As an example, following are a list of core communication skills for world-class leaders.

- Empathetic Listening (a tool for gathering facts, ideas, needs, feelings, and other critical information)
- Framing (a tool for communicating facts, ideas, needs, feelings, questions)
- Creative Problem-Solving (a tool that combines systemic, conceptual, and creative thinking applied to defining and resolving problems)

How are core skills useful in developing effective training?
Let us look at an example:

If we define a “Meeting” as any interaction in which two or more people are communicating together, then consider how much of a manager's day or individual contributor's day is spent in some form of meeting or interpersonal interaction. In each of these interactions, these core skills translate into a wide variety of situational competencies, including:

- Coaching or communicating about performance
- Gathering team performance data
- Interviewing potential new hires
- Mentoring younger account performers
- Negotiating
- Participating as an expert resource in a client meeting
- Reinforcing team performance skills
- Resolving conflict
- Running a client engagement pre-brief or debrief
- Running a project needs assessment meeting
- Running a sales meeting
- Running a staff meeting



- Time management & organization

For a performer to develop a skill to a higher level requires four components:

- A useful skill model
- Practice of the skill model
- Feedback from an observer on what the performer is doing well
- Ideas from an observer on what the performer could do to move even closer to the model

Once a performer has internalized a core skill in one application (e.g. empathetic listening in a coaching application) the time it takes them to learn a related application (e.g. conflict resolution or negotiation) is reduced to a matter of hours instead of days. This means more learning in less time with less cost.

Attitudes & Belief

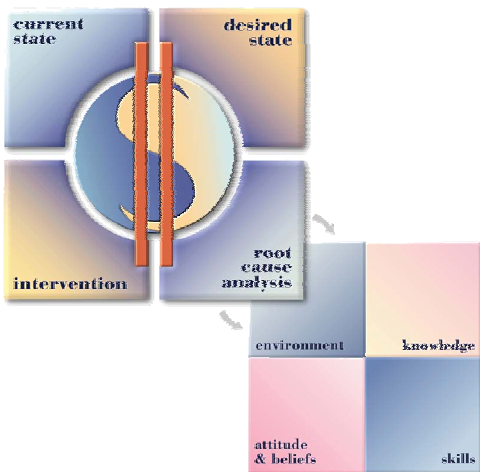
Before any learning process can be successful, it must not only transfer new information or new skills — it must affect one's attitudes & beliefs. A performer's attitudes & beliefs are what motivate them to behave the way they do. They are the passions and fears that drive their daily choices, practices, behaviors, and actions. Attitudes & beliefs are the assumptions performers have regarding what behaviors will be rewarded in some way and what will be punished. In organizations, attitudes & beliefs combine to create what is typically called the organizational culture.

Before any skills training can be effective, the participants must have the belief that the skill they are learning is personally valuable to them. The stronger this belief is, the more likely the performer will internalize the skill, and the more likely they are to use the new skill in daily practice. This is what leads to performance results.

Research performed by a variety of organizations during the last twenty years confirms that the most successful contributors in any organization tend to exhibit many of the following Attitudes & Beliefs:

Attitudes & Beliefs of Successful Leaders

- Accountability
- Achievement Orientation
- Appreciation of Diversity
- Attention to Detail
- Awareness of Self
- Desire to Help Others
- Group Process Consciousness
- Openness to New Ideas
- Optimism
- Passion for Learning
- Passion for Quality
- Passion for Helping the Client
- Sensitivity Toward Others
- Sociability

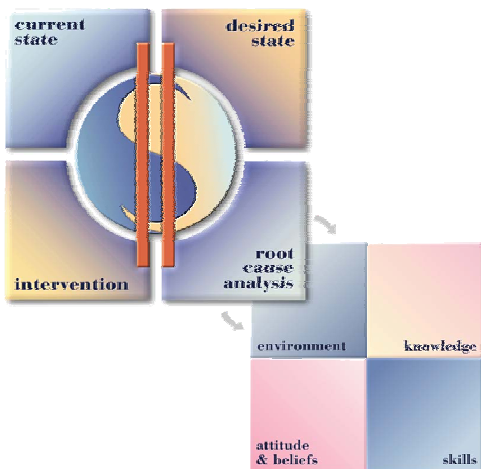


Performance Environment

Although corporate environment and performance architecture is often perceived to be outside of the individual performer's locus of control, environment is a prime responsibility of senior leadership.

Environment is a driver of culture, culture is a prime driver of performance and all too often environment, and cultural aspirations are at odds. For example, the creation of high performance teams may be a cultural performance imperative, but at the end of the year, individual performers receive the significant bonuses. Aside from patents, a high performance culture is one of the few sustainable competitive advantages not easily duplicated.

It is also true that within any corporate performance environment there are successful employees and less successful employees. In the same environment what could make such a difference? Clearly, it is the constellation of knowledge, skills, and attitudes and beliefs that differentiates performers in the same environment.

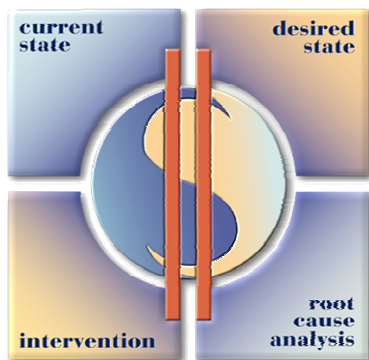


Interventions

A team performance analysis is only as useful as the solution it creates. Despite the promise of many training organizations, *training is not an effective solution for every performance problem*. Throwing a training solution at a non-training problem can be costly, frustrating and can result in even lower performance. Even at their most effective, training programs alone are likely to generate short-term performance spikes followed by that rapid “half-life” decay in the practice of learned skills.

Effective intervention strategy follows three rules:

1. To be effective, performance interventions should enhance each of the four Root Cause elements:
 - Knowledge
 - Skills
 - Attitudes & Beliefs
 - Performance Environment
2. The most effective performance interventions should be aligned with the organizational strategic:
 - Vision
 - Objectives
 - Values & Operating Principles
3. To create maximum sustainability, maximum return on investment, performance interventions should be aligned with each other.
 - All skills interventions should be built around a set of core skills and Attitudes & Beliefs
 - Knowledge interventions should incorporate and reinforce the core skills
 - Non-training interventions should reinforce and build on the core concepts of training programs



In addition, to maximize the probability that training interventions will deliver the highest quality, most enduring learning across a broad spectrum of cultures in a way that is cost-effective, QBI recommends that clients incorporate the following design principles into all programs and interventions:

- Trust the learner and give them a choice of content and learning process
- Use robust, research-based models. Avoid conventional wisdom.
- Distinguish between dogma, interpretation, and data
- Identify core knowledge, skills, and attitudes & beliefs
- Embrace contradictions and gray areas
- Ensure that all content and instructional design passes a rigorous set of multicultural usability tests
- Build modules around engaging, high-fidelity simulations that will integrate all learning elements and maximize skills practice time
- Enhance all types of training with a variety of research tested games, simulations, and other activities



QBIInternational

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