

HOW TO GET PEOPLE TO DO THE THINGS THEY NEED TO DO

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Why do things go wrong? Why do people screw things up?

In most cases, it's NOT because somebody intentionally did the wrong thing, but because they didn't know the correct way. Most folks make mistakes in the course of performing within their perceived performance expectations. They did what they thought their boss wanted them to do!

Certainly, there is a minority of workers who will intentionally do wrong. But that's not what this presentation is all about. For those folks, we have higher levels of constructive discipline.

So..., how do we get folks to do what they're supposed to do; accurately, consistently, reliably, and willingly?

The answer is evasively simply, within the reach of all our abilities, and universal. The answer will apply with your children, church groups, recreation clubs, civic organizations, work group or any other small group of folks.

We can assume that most groups like this are comprised of individuals who share a common purpose. They know what they'd like to achieve, and have the desire, but need to know what to do and how to do it.

Human Performance Model

Introduce the "Human Performance Model." The HPM, tells us that if we want folks to perform well, we need to:

1. Define the performance conditions in observable measurable terms
2. Provide subject folks with the knowledge and skills necessary to perform adequately within the scope of those conditions
3. Observe those folks as they perform
4. Provide feedback of how well they're doing and where they can improve in their performance.

This is the secret. Exercising the Human Performance Model, is how we can help others do the things that must be done, to achieve the goals of the group. Each of these four points are discussed below.

Observable/Measurable

- Think about what you want/need people to do. Define the performance expectations in detailed terms
- Make a list of expectations. Write them down.

- Can you see the expectations as they're performed, hear clues of proficiency, and experience the results of good or deficient performance?
- Is each expectation measurable, e.g.; yes or no, timely or not, quality graded from 1 to 10, contain costs, provide the quantity?
- Compose a trainer's guide to use in the next step.

Example Trainer's Guide

Job/Task: _____
 Name: _____ Date: _____

Step-by-Step Job Duties (What You Do)	Prescribed Work Practices (How You Do It)	PPE (What You Wear)

Communicate Expectations

- Tell subject people what you want them to do. Show them how to do it.
- Use the trainer's guide to make sure you cover all the bases, and cover them accurately.
- Consider that you're dealing with adults, NOT children. Adults learn very differently than children (see last section).
- Take your time. Allow for observed practice. We learn from our mistakes. Allow opportunities for adults to make those mistakes.

Observe/Measure Performance

- Watch people work. Listen to people's comments. Study your records.
- Pay attention to the details.
- Note the GOOD, and describe the DEFICIENCIES.
- Write it all down to use later.

Provide Performance Feedback

- You MUST intervene, with EVERY observation, to avoid "limbo".
- 90% of interventions should be positive; either reinforcement or coaching/training.
- Follow up and reinforcement ensures retention of knowledge and skills, and helps you to improve your personal relationships with those in the group.
- Every good player, has a good coach and a cheering section.

My Old Man says, "A Really Good Coach, IS a Cheering Section"!

Adult Learning

Adults learn at a slower pace

- Set a pace that allows for mastery

- Provide opportunities for self-directed learning individually or in small groups

Adults have a different style of learning

- Summarize frequently to facilitate retention and recall

- Present one idea at a time

- Show how the material relates to what the learner is doing

Adults have pride and a lot to lose

- Create a safe environment for learners to ask questions and admit confusion

Adults have years of experience, they have seen and heard amazing things

- Tap learners' experience as a resource for learning

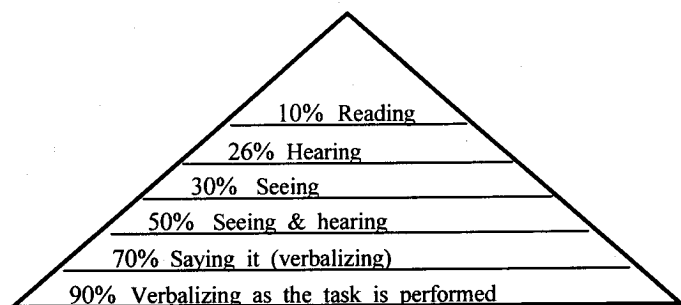
- Help make associations with previously learned information or experiences

Adults learn best when a variety of teaching methods are used

- Utilize visual, kinesthetic and auditory instructional strategies

- Provide models and analogies

Learning Styles



Levels of Retention Stice, 1987