HC3 Panel on Blended Learning

Needs Analysis

Sharon Marie May, June 17, 2014

Points of Discussion

- My lens - HPT
- Needs within complex systems
- Literature Review Recommendations
- The four questions
- Resources

My lens

Human Performance Technology

The science and art of improving people, process, performance, organizations, and ultimately, society.

Performance Improvement/HPT Model

Change Management

Performance Analysis of Need or Opportunity

Organizational Analysis
- Vision, Mission, Values
- Goals and Strategies
- Critical Issues

Desired Performance

Gap Analysis

Actual Performance

Environmental Analysis
- World (Culture, Society, Social Responsibility)
- Workplace (Organization, Resources, Tools, Stakeholders, Competition)
- Work (Work Flow, Procedure, Responsibilities, Ergonomics)
- Worker (Knowledge, Skill, Capacity, Motivation, Expectations)

Cause Analysis
- **Environmental Factors**
  - Data Information
  - Feedback
  - Environment Supports, Resources, and Tools
  - Consequences, Incentives, or Rewards
- **Individual Factors**
  - Skills and Knowledge
  - Individual Capacity
  - Motivation and Expectations

Intervention Selection, Design, and Development

Interventions
- Learning
- Performance Support
- Job analysis/Work Design
- Personal Development,
- Human Resource Development
- Organizational Communication,
- Organizational Design and Development,
- Financial Systems
- Other…

Business Case
- Leadership Commitment
- Feasibility
- Sustainability

Intervention Implementation and Maintenance

Techniques
- Partnering, Networking, and Alliance Building
- Process Consulting
- Employee Development
- Communication
- Project Management
- Other…

Evaluation

Formative (Level 0) evaluation of inputs-process-outputs of
- Performance Analysis
- Selection Design Development
- Implementation, Maintenance

Summative (Levels 1-2) evaluation of immediate
- Reaction;
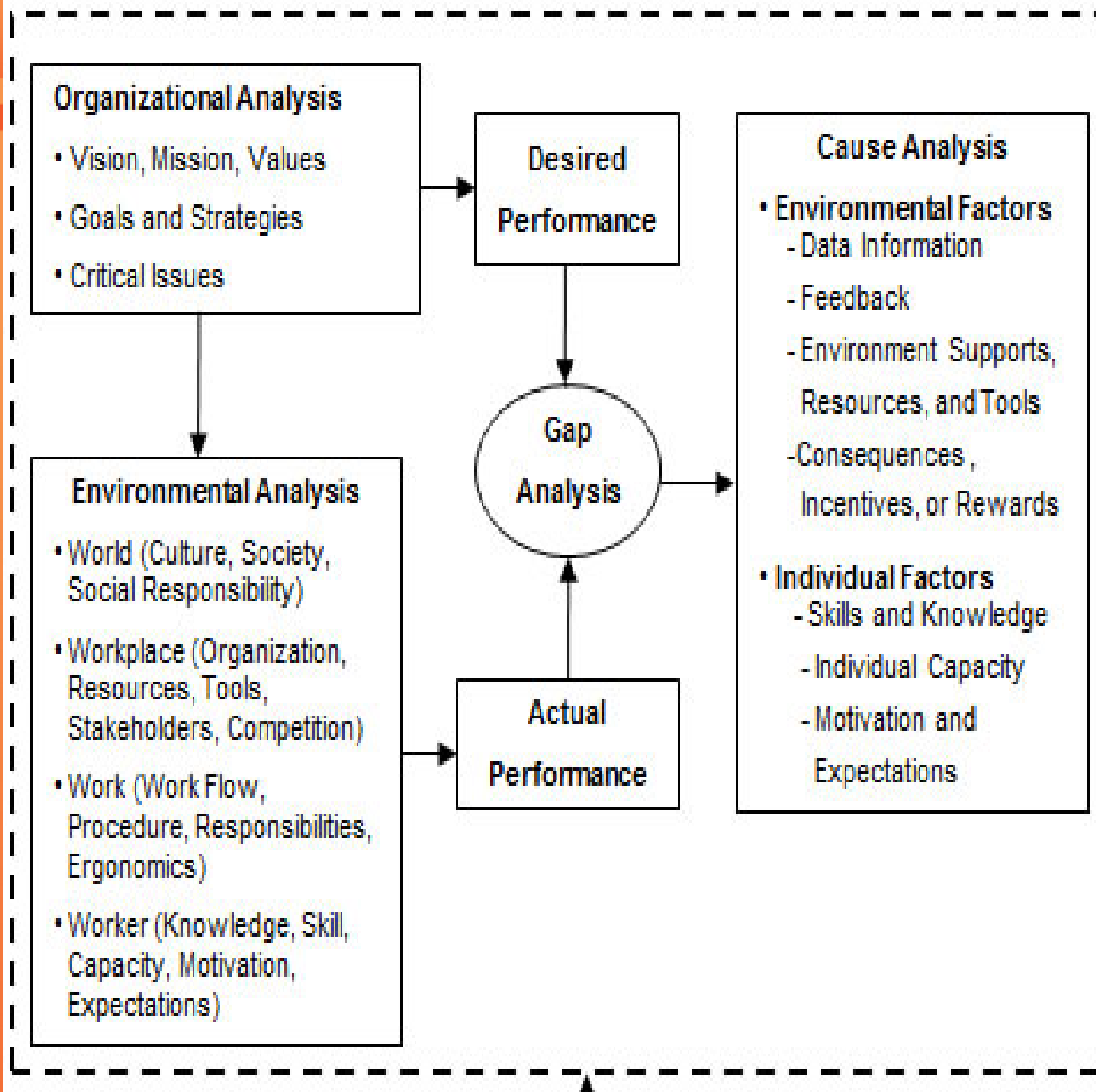- Knowledge/skills/attitude change
- Application

Confirmative (Levels 3-5) evaluation of sustainable
- Effectiveness
- Efficiency
- Impact
- Value

Meta Evaluation/Validation of
- Formative, Summative, Confirmative inputs-processes-outputs
- Success stories
- Lessons learned

Change Management

Van Tiem, Moseley, and Dessinger

2011

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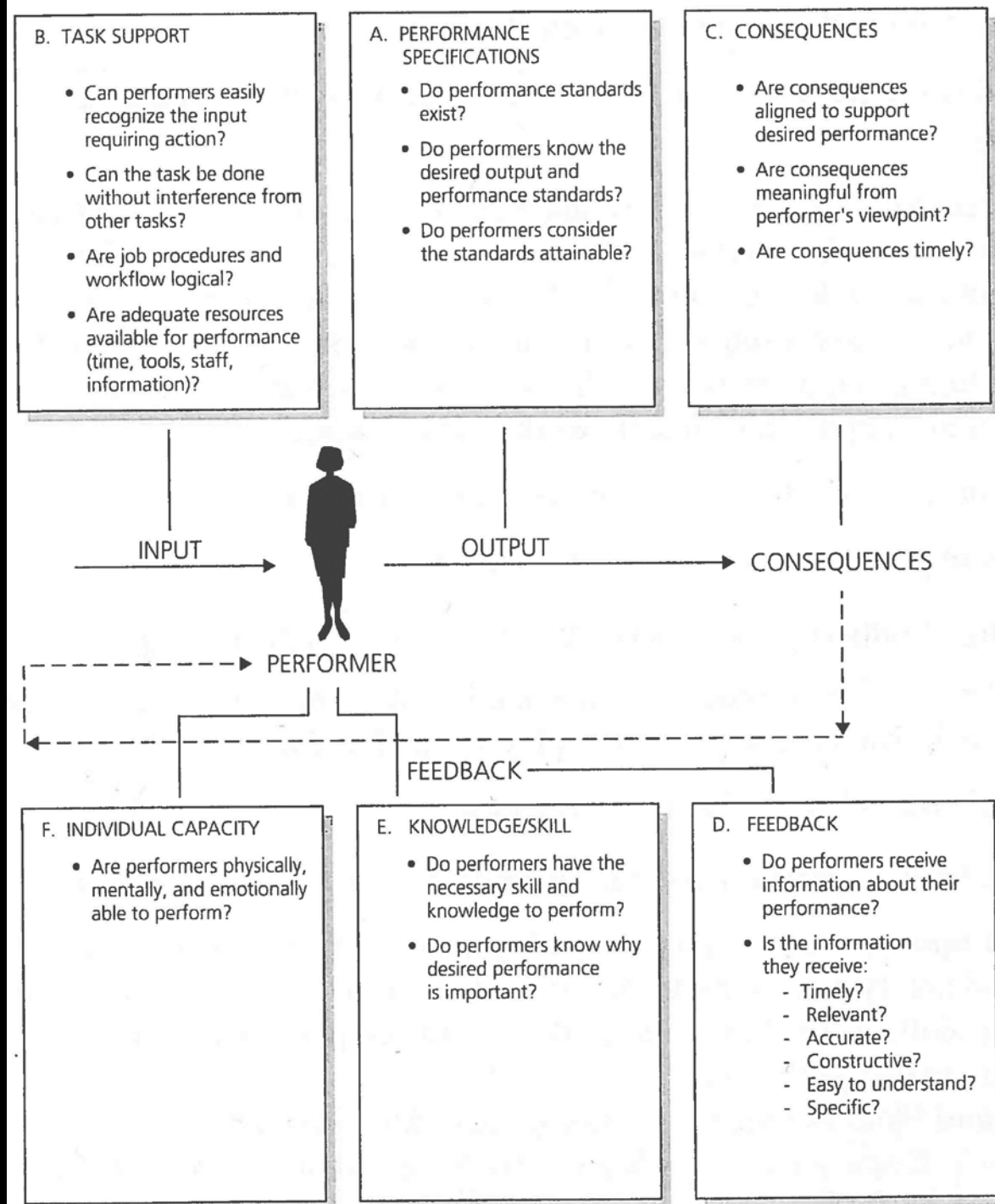- Feasibility
- Sustainability

Where is the *real* need?

Drivers of Performance Gaps:

- Don't know how

- Can't

- Don't want to

Geary A.
Rummler
2004,
Troubleshooting
the Human
Performance
System
Job Aid

B. TASK SUPPORT

- Can performers easily recognize the input requiring action?
- Can the task be done without interference from other tasks?
- Are job procedures and workflow logical?
- Are adequate resources available for performance (time, tools, staff, information)?

A. PERFORMANCE SPECIFICATIONS

- Do performance standards exist?
- Do performers know the desired output and performance standards?
- Do performers consider the standards attainable?

C. CONSEQUENCES

- Are consequences aligned to support desired performance?
- Are consequences meaningful from performer's viewpoint?
- Are consequences timely?

INPUT → PERFORMER → OUTPUT → CONSEQUENCES

FEEDBACK

F. INDIVIDUAL CAPACITY

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

E. KNOWLEDGE/SKILL

- Do performers have the necessary skill and knowledge to perform?
- Do performers know why desired performance is important?

D. FEEDBACK

- Do performers receive information about their performance?
- Is the information they receive:
  - Timely?
  - Relevant?
  - Accurate?
  - Constructive?
  - Easy to understand?
  - Specific?

Learning versus Performance Support Tools

Performance Support Tools are ideal for:

- Complex, but infrequently performed tasks
- Just enough detail to perform the task

Learning approaches are best applied when:

- Understanding of abstract concepts is essential
- Affective domain is involved

Is Blended Learning the Answer?

- What are all of the factors influencing performance?
- Are lack of skills or knowledge a cause of, or a contributing factor to the performance problem?
- Is it possible to guide performance with a performance support tool instead of learning?
- Do materials exist that can be leveraged, and if so are they appropriate in current form/state or is modification needed?

Q1: Literature Review Conclusions

Overall sound and useful

Blended Learning is a delivery vehicle, not an approach to content development

Q2: Constraints & Enablers

Factor	CHW	University	SBCC in NGOs	Min of Health
Immediate application	+			
Audience isolation	-			
Systemic perspective			+	+
Team support		+	+	+
Consistent tech access		+	+	+
Distanced from implementation		-	-	-

Q3: Additional Questions

- What factors are affecting performance beyond *performer* capability? How can these be addressed?

- What aspects of performance can be supported with non-learning interventions?

Q4: Sustaining Motivation

- Acknowledge the professional – help them solve their own performance problems
- Reasonable, demonstrated performance measures and health outcomes measures
- Movement toward addressing higher ordered issues
- Peer engagement and recognition
- Mid- to longer-term professional pathways

Suggested Resources

- Hale, J. (2007). *The performance consultant's fieldbook: Tools and techniques for improving organizations and people.* (2nd ed.). San Francisco: John Wiley & Sons, Inc.

- Rosset, A. (2009). *First things fast: A handbook for performance analysis* (2nd ed.). San Francisco: Pfeiffer.

- Rummler, G. A. (2004). *Serious performance consulting: According to Rummler.* Silver Spring, MD: ISPI.

- Van Tiem, D. M., Moseley, J. L., & Dessinger, J. C. (2012). *Fundamentals of performance improvement* (3rd ed.). San Francisco: John Wiley & Sons, Inc.