HEALTH COMMUNICATION CAPACITY COLLABORATIVE

# Quick and Accurate Assessments for Low Resource Settings

**Sharon Marie May**

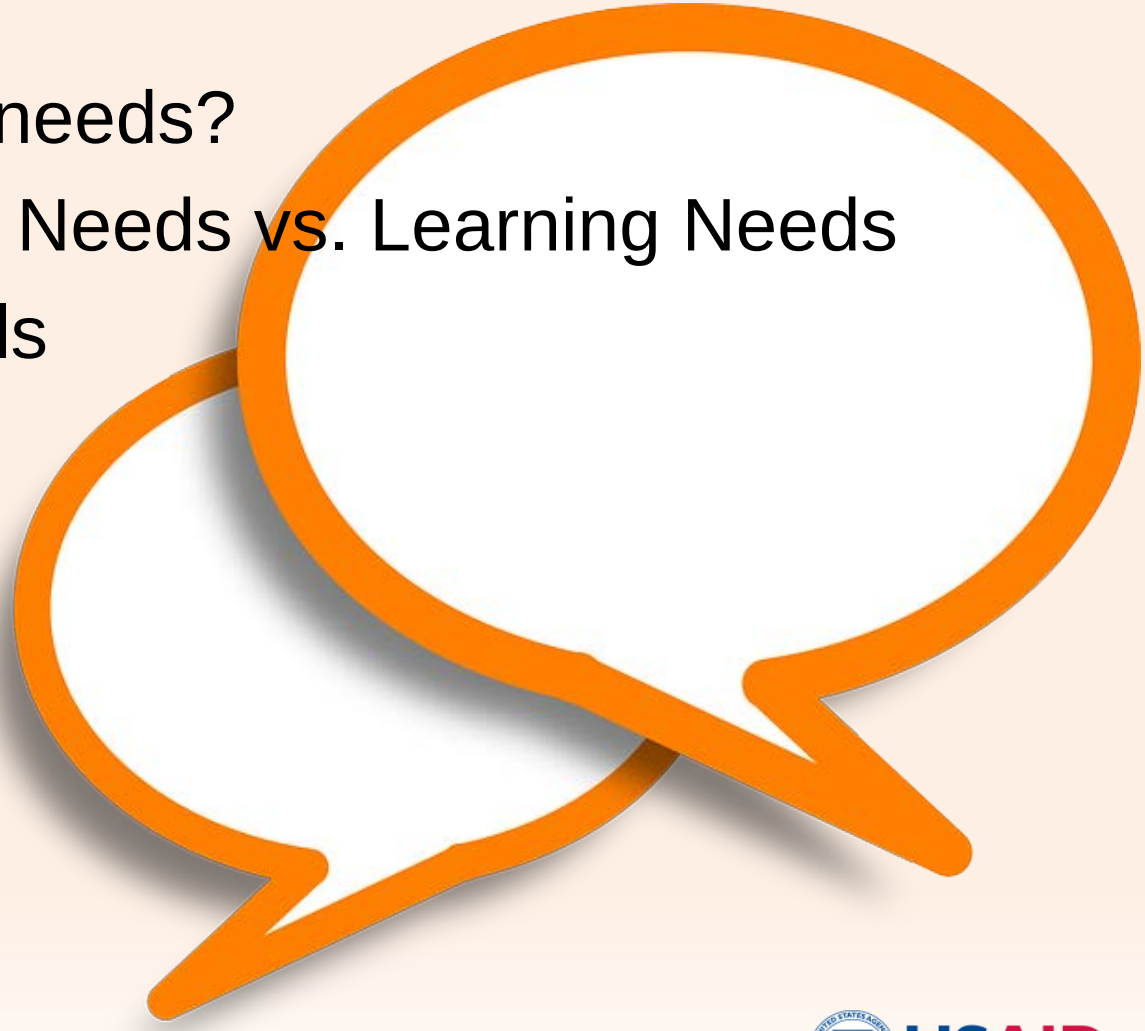
***September 23, 2014***

USAID
FROM THE AMERICAN PEOPLE

HEALTH COMMUNICATION CAPACITY COLLABORATIVE

# Points of Discussion

- Why assess needs?
- Performance Needs vs. Learning Needs
- Practical Tools
- Discussion
- Resources



USAID FROM THE AMERICAN PEOPLE

HEALTH COMMUNICATION CAPACITY COLLABORATIVE

# Solve the Right Problem

*If I were given one hour to save the planet, I would spend 59 minutes* **defining the problem** *and one minute* **resolving it**.

*– Albert Einstein*

USAID FROM THE AMERICAN PEOPLE

HEALTH COMMUNICATION CAPACITY COLLABORATIVE

# Needs: Performance vs. Learning

**Performance**

Don't know how
Don't want to
Can't

**VS.**

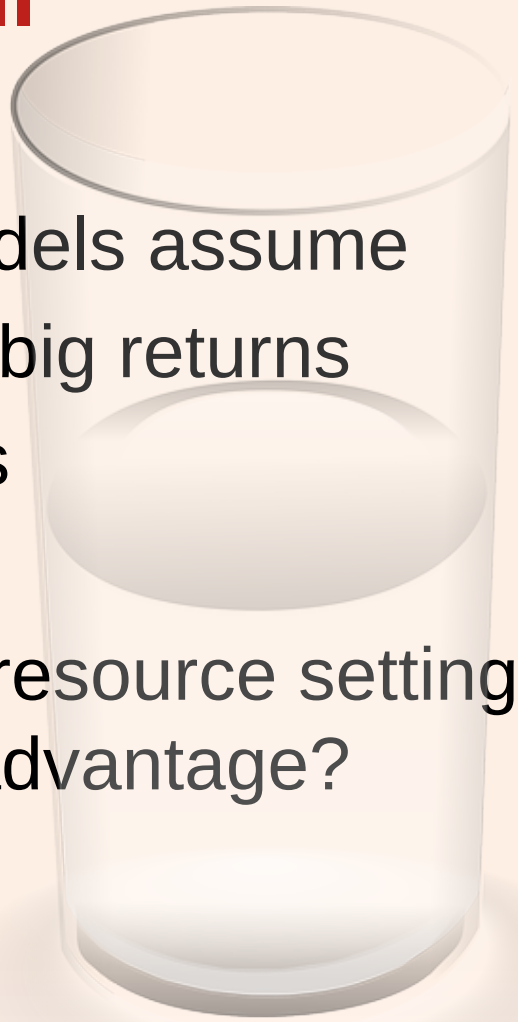
**Learning**

Don't know how

USAID FROM THE AMERICAN PEOPLE

HEALTH COMMUNICATION CAPACITY COLLABORATIVE

# Glass Half Full



- Smaller scale than many models assume
- Small investments can have big returns
- Greater clarity to logic chains

What other advantages to low resource settings can we leverage to our advantage?

USAID FROM THE AMERICAN PEOPLE

HEALTH COMMUNICATION CAPACITY COLLABORATIVE

# Example – Nora in Ghana

- **Community**
  - Bias against family planning for unmarried couples
  - Misconceptions around IUDs
  - Nora holds same biases and misconceptions
- **Nurse**
  - Relatively new to nursing, 3 yrs at health center serving 20,000 people
  - Classroom training but no refresher
  - NGO training in family planning counseling
  - Enjoys elevated status in community, evident in interactions
- **Responsibilities**
  - Family planning counseling, services, treatment of minor side effects
  - Coordination of family planning outreach of community health workers

USAID FROM THE AMERICAN PEOPLE

HEALTH COMMUNICATION CAPACITY COLLABORATIVE

# Some Practical Tools

| | |
|---|---|
| **Rothwell -** | Six Cell Gap Analysis |
| **Brinkerhoff -** | Success Case Method Analysis |
| **Dean & Ripley -** | Repertory of Behavior Drivers or Causes |
| **Gilbert -** | Behavior Engineering Model |

USAID FROM THE AMERICAN PEOPLE

HEALTH COMMUNICATION CAPACITY COLLABORATIVE

# Rothwell 6-Cell Gap Analysis

- Useful because it places performance in changing environment
- Allows for consideration of performance that *exceeds* the need
- Helps you plot current and future states and plan for adaptation

USAID FROM THE AMERICAN PEOPLE

HEALTH COMMUNICATION CAPACITY COLLABORATIVE

# Rothwell's 6-Cell Gap Analysis

| | Positive Gaps ↓ | Neutral Gaps ↓ | Negative Gaps ↓ |
|---|---|---|---|
| **Present Gaps (current state)** | actual performance state ***exceeds*** desired performance state | actual performance state *is* ***the same as*** desired performance state | actual performance state ***is less than*** the desired performance state |
| **Future Gaps (what to expect if trends continue)** | actual performance state ***will exceed*** desired performance state | actual performance state ***will be the same*** *as* desired performance state | actual performance state ***will be less*** *than* the desired performance state |
| | ↑ | ↑ | ↑ |
| | **Performance Enhancement Possibilities** | | |

USAID FROM THE AMERICAN PEOPLE

HEALTH COMMUNICATION CAPACITY COLLABORATIVE

# Brinkerhoff's Success Case

- Designed as a tool to evaluate the **impact of a training** or **performance intervention**
- Can be used front end too (says me)

USAID FROM THE AMERICAN PEOPLE

HEALTH COMMUNICATION CAPACITY COLLABORATIVE

# Success Case Steps (adapted)

1. **Define purpose**, **identify stakeholders**, **design study plan**
2. **Define success** - focus on desired performance (logic model)
3. **Create brief survey** to capturing performers' perspectives on issue at hand or use of interventions
4. **Analyze results**, randomly sample success and non-success cases
5. **Conduct one-to-one interviews** with **success cases** to determine specifics of intervention use and results, perceived value of the results, and environmental supports that enable success.
6. **Conduct one-to-one interviews** with **non-success cases** to determine why they weren't able to apply or benefit from the intervention and identify barriers to success.
7. **Analyze data** and **select the most compelling successes**; identify barriers that need addressed
8. **Present conclusions and recommendations** to client in the form of detailed stories

USAID FROM THE AMERICAN PEOPLE

HEALTH COMMUNICATION CAPACITY COLLABORATIVE

# Dean & Ripley

## 2 easy to use tools

*(adapted from Gilbert)*

Identify drivers or causes of performance gaps

| 1 | 2 |
|---|---|
| **Quick** | **Quicker** |
| **Performance Support Tool 8.1** | **Performance Support Tool 8.2** |
| *Probing for Environmental Support Drivers or Causes* | *Probing for People's Repertory of Behavior Drivers or Causes* |

USAID FROM THE AMERICAN PEOPLE

**PERFORMANCE SUPPORT TOOL 8.1. PROBING FOR ENVIRONMENTAL SUPPORT DRIVERS OR CAUSES**

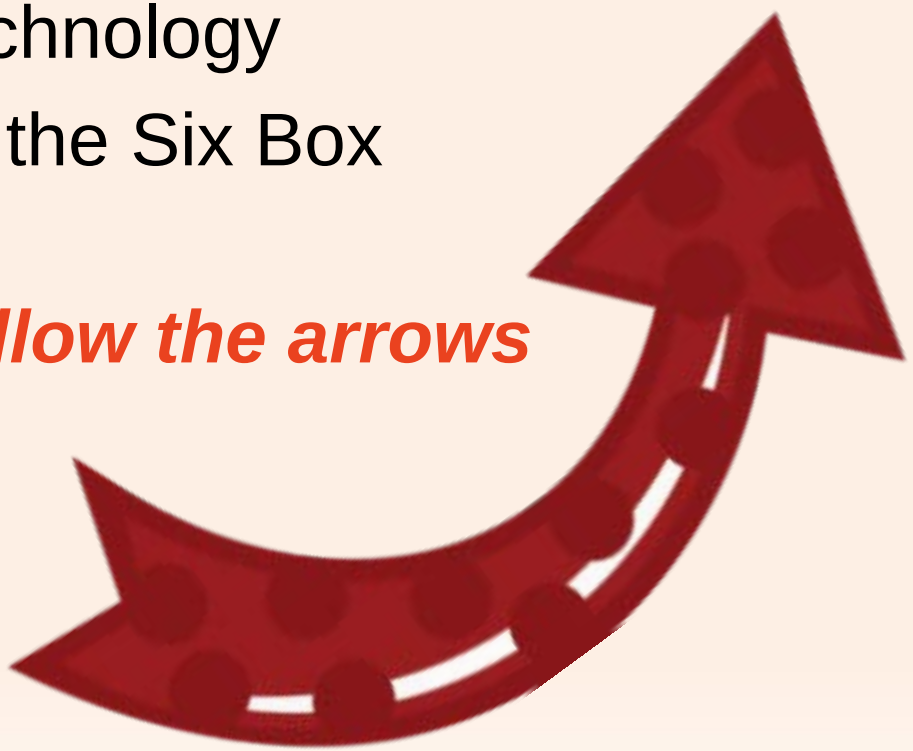
*Directions:* This tool is an adaption of Gilbert's PROBE Model. Answers to the following questions help to establish the drivers or causes of performance gaps. Some of the answers may be found in documentation for the performance gap analysis. Other answers may require additional input from the actual performer(s).

| Category | Questions | Yes | No |
|---|---|---|---|
| **Data** | | | |
| 1. | Are there sufficient, accessible data (or signals) to direct and experienced person to perform well? | | |
| 2. | Are the accurate? | | |
| 3. | Are they free of confusion and stimulus competition that slow performance and invite errors? | | |
| 4. | Are directions free of data glut, stripped down to the simplest form, and not buried in extraneous data? | | |
| 5. | Are they timely? | | |
| 6. | Are good models of behavior available? | | |
| 7. | Are clear and measurable performance standards communicated so that people know how well they are supposed to perform? | | |
| 8. | Do they accept the standards as reasonable? | | |
| **Feedback** | | | |
| 1. | Is work-related feedback provided describing results consistent with the standards and not just behavior? | | |
| 2. | Is it immediate and frequent enough to help employees remember what they did? | | |
| 3. | Is it selective and specific, limited to a 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? | | |
| **Tools** | | | |
| 1. | Are the necessary implements usually on hand for doing the job? | | |
| 2. | Are they reliable and efficient? | | |
| 3. | Are they safe? | | |
| **Information** | | | |
| 1. | Are procedures efficient and designed to avoid unnecessary steps and wasted motion? | | |
| 2. | Are they based on sound methods rather than historical happenstance? | | |
| 3. | Are the appropriate to the job and skill level? | | |
| 4. | Are they free of boring and tiresome repetition? | | |

*(continued)*

# Gilbert: Behavior Engineering Model

- Classic – defined the field of human performance technology
- Sometimes call the Six Box approach
- Be careful to ***follow the arrows***



# Thomas Gilbert's Behavior Engineering Model

| | | | |
|---|---|---|---|
| Environment | **1 Information**<br>1. Roles and performance expectations are clearly defined; employees are given relevant and frequent feedback about the adequacy of performance.<br>2. Clear and relevant guides are used to describe the work process.<br>3. The performance management system guides employee performance and development. | **2 Resources**<br>1. Materials, tools and time needed to do the job are present.<br>2. Processes and procedures are clearly defined and enhance individual performance if followed.<br>3. Overall physical and psychological work environment contributes to improved performance; work conditions are safe, clean, organized, and conducive to performance. | **3 Incentives**<br>1. Financial and non-financial incentives are present; measurement and reward systems reinforce positive performance.<br>2. Jobs are enriched to allow for fulfillment of employee needs.<br>3. Overall work environment is positive, where employees believe they have an opportunity to succeed; career development opportunities are present. |
| Individual | **6 Knowledge / Skills**<br>1. Employees have the necessary knowledge, experience and skills to do the desired behaviors<br>2. Employees with the necessary knowledge, experience and skills are properly placed to use and share what they know.<br>3. Employees are cross-trained to understand each other's roles. | **5 Capacity**<br>1. Employees have the capacity to learn and do what is needed to perform successfully.<br>2. Employees are recruited and selected to match the realities of the work situation.<br>3. Employees are free of emotional limitations that would interfere with their performance. | **4 Motives**<br>1. Motives of employees are aligned with the work and the work environment.<br>2. Employees desire to perform the required jobs.<br>3. Employees are recruited and selected to match the realities of the work situation. |

HEALTH COMMUNICATION CAPACITY COLLABORATIVE

# Is Blended Learning the Answer?

- Once performance gaps and interventions are identified – are their skills or knowledge components of the intervention that could be appropriate for a blended learning approach?
- Are there support tools or information solutions available for individual study or asynchronous presentation?
- How can performers best be connected with one another for peer engagement and support?

USAID FROM THE AMERICAN PEOPLE

HEALTH COMMUNICATION CAPACITY COLLABORATIVE

# In Depth Discussion

Which of these tools do you think would be most useful in YOUR situation?

Join the conversation on Springboard

USAID FROM THE AMERICAN PEOPLE

# Suggested Resources


Rothwell, W.J. (2005). *Beyond training and development* (2nd ed.). New York: AMACOM.

Brinkerhoff – for many of Rob's publications see the Brinkerhoff Evaluation Institute page at http://www.brinkerhoffevaluationinstitute.com

Dean & Ripley – see p. 171-172, Van Tiem, D.M., Moseley, J.L., & Dessinger, J.C. (2012). *Fundamentals of Performance Improvement* (3rd ed.). San Francisco: John Wiley & Sons

Gilbert, T.E (1996). *Human competence: Engineering worthy performance (Tribute Ed.)* Amherst, MA: HRD Press/ISPI.