**Thomas Gilbert (1926-1994)**

Studied under Skinner

P=B x E Performance is a result of the interaction between environment and the learner’s behavior (Lewin and Rotter). There is an interrelationship between the individual employee and organization.

Gap between wanted or ideal, performance and actual performance

Behavior Engineering Model

Evaluates worthy performance through worth=accomplishment/behavior

6 variables are necessary to improve human performance: information, resources, incentives, knowledge, capacity, and motives.

5 components of a performance system 1) job situation; 2) performer; 3) response; 4) consequences; 5) feedback

“Performance Improvement”

**Roger Kaufman-father of needs assessment**

•Systems thinking

•Mega Planning model-measuring societal value

•Three levels of need-mega, macro, micro

OEM-Organizational Elements Model

Differentiates between means (inputs/processes) and ends (outputs/products/outcomes)

Need-gap between results and consequences

Enhanced Kirkpatrick’s model to include intervention strategies

**Joe Harless-front end analysis (FEA)**

Examine situation without any preconceived ideas of solutions

Use of hpt tools to reduce training expenses (particularly job aids)

Diagnose problem early since that diagnosis should drive the solution

**Training is not always the answer**

There are six FEA goals:  
1. Isolate performance problems that have potentially high “worth.”  
2. Isolate the precise performance deficiencies within the problem area that account for the greatest loss.  
3. Increase the probability that the solution to a given problem is effective by matching the cause of the problem to the appropriate type of remedy.  
4. Increase the probability that the subclass of solution selected is the most cost effective.  
5. Isolate the root cause of the performance problem rather than symptoms of effects of the problem.  
6. Increase the probability that there is a match between the precise performance deficiency and the individuals who have the deficiency. (Harless, 1973, p. 332)  
  
To make a long story short, Harless created a list of 13 Smart Questions that should be asked before making a decision on an intervention for an organizational problem. Here are his questions and elaborations from (Harless (1973), p. 340 – 344)

**Geary Rummler**

Three levels of performance improvement

Organization -

Process – procedures, resources, constraints

Job – individual can change

1. Performance specifications are the outputs and standards that comprise the job goals
2. Task support easily recognizes high quality inputs, minimal interference, and logical procedures
3. Consequences are reactions to performance that support efficient goal achievement
4. Feedback is methods of telling a performer to change performance or keep on performing the same way
5. Skills and knowledge are basics required the job and
6. Individual capacity are performers’ internal capabilities – their capacity to do the job.

**Robert Mager**

write the learning objective in outcome-based language:

* Performance. An objective always says what a learner is expected to be able to do; the objective sometimes describes the product or the result of the doing.   
    
  2) Conditions. An objective always describes the important conditions (if any) under which the performance is to occur.   
    
  3) Criterion. Wherever possible, an objective describes the criterion of acceptable performance by describing how well the learner must perform in order to be considered acceptable.   
    
  When designing trainings using CRI, the components include:   
    
  1. Instructional objectives and goals; identify competencies to be learned.   
  2.Performance objectives - identify outcomes of instruction and how they will be measured (criterion).   
    
  3.Evaluation based on the criteria established in no. 2   
  4. Development of learning modules tied to certain needs or objectives
* ABCD objectives writing – Audience, Behavior, Conditions, Degree

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