

Rosset (1987)

Performance Problems (Ch. 4)

Two types of solutions: (1) Training, (2) Non-Training (Remedy; Reporting and Restructuring)

Problems	<i>Knowledge and Skills</i>	<i>Environmental Support</i>	<i>Incentives</i>	<i>Motivation</i>
Solutions	1) training 2) job aides	1) work redesign 2) new and better tools (guides) 3) better “person—work” match	1) new policies, contracts 2) training for supervisors 3) Figure out strong, suitable, appropriate, known, public, consistent incentives. Tailor them to your company	1) training to see benefits 2) better processes, tools 3) training for confidence
Some comments or examples	DON'T KNOW * test “put a gun to the head” * no prerequisite skills/ knowledge * job aides: flowchart, diagram, wall chart, checklist, etc.	WORK SPACE, TOOLS Three types of problems: * personnel (manager, supervisor, colleagues) * policies and procedures (formal protocols? E.g., different work schedule) * tools (gloves are too thick, goggles get foggy quickly)	* New POLICIES: work assignments, job redesign, organization development, climate intervention, new personnel appraisal forms, rewards for the desired performance, managerial action for non-performance * INCENTIVES: money, promotions, career development, tickets to games, remove criticism for prolific performance	John Keller’s formula, 1979: <i>Value x Expectancy = Motivation</i> If M. is low, some firms increase incentives. Instill value, importance, and worth into people through training.
Internal / External to the employee	Internal – happens inside the employee	External – happens to the employee	External – what management does to the employee	Internal – happens inside the employee

Romi (1981).

Is Instruction the Solution? (Ch. 6)

2 types of problems: (1) within the performer (INTERNAL), (2) within the environment (EXTERNAL)

Yuri's take-on:

Problems	<i>Knowledge and Skills</i>	<i>Motivation</i>	<i>Policy and Management (Jerry: organizational policies)</i>	<i>Conditions (Jerry: tools)</i>
Solutions	<p>DON'T KNOW</p> <ol style="list-style-type: none"> 1) Redesign/ restructure the job 2) Transfer to a simpler job (re-assign) 3) Teach pre-requisites 4) On-the-job training with an experienced supervisor 5) Formal training (course) 6) Allow to practice the skill at work regularly <p>USED TO KNOW</p> <ol style="list-style-type: none"> 7) Retrain frequently (forgot) 8) Give job aides, manuals 	<p>USED TO DO</p> <ol style="list-style-type: none"> 1) Job enlargement (several tasks into one) to break monotony 2) Job enrichment (give more responsibility to increase personal achievement) 3) Job rotation (switching between jobs) 4) Group working (to reexamine job satisfaction) 5) Arrange feedback of results 	<p>CONSEQUENCES</p> <ol style="list-style-type: none"> 1) Arrange feedback (somebody cares, self-evaluate, self-improve) 2) Increase rewards for good performance (if no consequences; not only money—approval, recognition, encouragement for the desired performance) 3) Make organizational change (remove rewards for poor performance, eliminate punishment for good performance, increase punishment for non-performance) <p>ORGANIZATION</p> <ol style="list-style-type: none"> 4) Set clear targets and measures of job performance against targets 5) Define clear responsibilities and divide tasks 6) Remove conflict of responsibilities (“2-master responsibility”) 7) Restructure organization with poor supervision 8) Establish better management 	<ol style="list-style-type: none"> 1) Re-plan workplace (more comfortable, better layout, heating, etc.) 2) Provide equipment (tools, lighting, etc.)