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FUNDAMENTALS
of
Performance
Improvement

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Gonzalo Rodriguez Villanueva, Rector, Sonora
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**International Society for
Performance Improvement**

WHERE KNOWLEDGE
BECOMES KNOW-HOW

With deep appreciation, we dedicate this book to those who have already contributed to our field and the emerging professionals who are innovating and providing new insights.

Our field is unique because it is possible to pinpoint the date and time of its origin. We fundamentally began in New Orleans in the early 1960s. Our origin was composed of those committed to applied behavioral science and programmed instruction. Our field advanced to performance improvement when programmed instruction and behavioral approaches alone did not resolve educational and workplace issues. Many scholar/practitioners have contributed their powers of observation, reflection, research, and practice to advance the field.

We also dedicate this book to experts beyond the performance improvement field because resolving workplace problems includes theory and practice from related fields such as instructional design, psychology, communications, industrial engineering, ergonomics, quality, communications, and finance to name a few.

To the International Society of Performance Improvement and to my students and graduates at the University of Michigan–Dearborn and Capella University. Our world is better because of them.

—*Darlene M. Van Tiem*

To my graduate students in performance improvement and evaluation for professional success and career happiness.

James L. Moseley

To our readers—you are the ones who will make performance improvement happen.

Joan Conway Dessinger

FUNDAMENTALS OF PERFORMANCE IMPROVEMENT

*Optimizing Results Through People,
Process, and Organizations*

THIRD EDITION

*Interventions, Performance Support Tools,
Case Studies*

Darlene M. Van Tiem

James L. Moseley

Joan C. Dessinger

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A Wiley Imprint
www.pfeiffer.com

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Published by Pfeiffer
A Wiley Imprint
One Montgomery Street, Suite 1200, San Francisco, CA 94104-4594
www.pfeiffer.com

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Library of Congress and CIP data

Van Tiem, Darlene M.

Fundamentals of performance improvement : optimizing results through people, process, and organizations / Darlene Van Tiem, James L. Moseley, Joan C. Dessinger.—Third edition.

pages cm

“The third edition of Fundamentals of Performance Improvement began as a project to revise Fundamentals of Performance Technology and Performance Improvement Interventions and combine them into one book. However, performance improvement is advancing rapidly and our task . . . became updating the contents of both books”—Acknowledgments.

Includes bibliographical references and indexes.

ISBN 978-1-118-02524-6 (pbk.); ISBN 978-1-118-22204-1 (ebk.); ISBN 978-1-118-23574-4 (ebk.);

ISBN 978-1-118-26071-5 (ebk.)

1. Performance technology. 2. Performance. 3. Personnel management. I. Moseley, James L. (James Lee), 1942– II. Dessinger, Joan Conway. III. Van Tiem, Darlene M. Fundamentals of performance technology. IV. Van Tiem, Darlene M. Performance improvement interventions. V. Title.

HF5549.5.P37V35 2012

658.3'128—dc23

2012000871

Acquiring Editor:	Matthew Davis
Editorial Assistant:	Michael Zelenko
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Production Editor:	Michael Kay
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Manufacturing Supervisor:	Becky Morgan
Cover Design:	Charlotte Martin and Jeff Puda

Printed in the United States of America

THIRD EDITION

Printing 10 9 8 7 6 5 4 3 2 1

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Acknowledgments

“Writing a book is an adventure; to begin with, it is a toy and an amusement, then it becomes a master, and then it becomes a tyrant; and the last phase is just as you are about to be reconciled to your servitude—you kill the monster and fling it—to the public.”

Sir Winston Churchill

The third edition of *Fundamentals of Performance Improvement* began as a project to revise *Fundamentals of Performance Technology* and *Performance Improvement Interventions* and combine them into one book. However, performance improvement is advancing rapidly and our task—a daunting one—became rewriting the contents of both books.

Our field has shifted from focusing on people and processes within the workplace and military to including organizations and society. In this new book, we have moved well beyond the traditional settings to educational institutions, governmental agencies, healthcare, under-developed countries, non-profits, small businesses, and many more. Another change is the use of new and more business- and organization-oriented terminology in this edition. Since our practice is increasingly global, this edition also includes case studies, practitioner comments, and extensive examples from the Slovak Republic, Saudi Arabia, England, Ghana, Canada, Turkey, and the United States of America.

We were only able to accomplish this with a lot of help from our friends and colleagues. The lists of Case Studies and Exhibits acknowledge many individual contributors from the field. However, several colleagues made multiple content contributions, and we want to give them a special acknowledgement.

The colleagues who field tested the updated model included three ISPI international board members—Judith Hale, *ibstpi* Fellow and 2011–2012 ISPI president; Steven J. Kelly, partner, KNO Worldwide, Bratislava and Prague, Europe, and ISPI board of directors; and Lisa Toenniges, chief executive officer, Innovative Learning Group, Michigan, ISPI treasurer, and recently elected ISPI president-elect—plus Mary Jo Bastuba, senior national field manager, Nintendo/NMi, California; and Eileen Banchoff, president, Banchoff Associates, Michigan. Steven Kelly and Lisa Toenniges also provided examples and a case study.

Judith also field tested the model, wrote a foreword, and was the subject-matter expert on certified performance technology, certified school improvement specialist, and code of ethics. Roger Addison, performance architect, Addison Consulting, California, furnished considerable detail

about the origins of performance improvement. Roger Kaufman, professor emeritus, Florida State University, and distinguished research professor, Sonora (Mexico) Institute of Technology, provided us with his latest organizational elements model (OEM) and an international case study. Robert Mager supplied us with an interview and updated performance analysis flowchart model. Bonnie Beresford, vice president of client services at Capital Analytics, Michigan, contributed a case study and helped us navigate the use of predictive analytics for evaluating impact. Ann Chow, instructional technology administrator, Alexandria Community Schools Corporation, Indiana; Karen E. Hicks, doctoral applicant, Wayne State University; and the graduate students from Wayne State University's Instructional Technology 7320 class, Spring 2011, provided content expertise.

Humor often conveys insight that is not possible from words alone. Cartoons contributed by Jed Vier and his partner Buck Jones were originally published as a daily feature on the American Greetings website (www.americangreetings.com).

A book is content presented to align with reader interests. In addition, a book is produced by the hard work of editors, computer experts, and publishing professionals. Not only was Joan Dessinger a co-author, she also was our internal editor. Joy Wilkins created most of the tables, figures, and graphics with patience and persistence; she was creative and has an eye for the value of the visual. In addition, Anne M. Blake, director of strategic planning, The Blake Company, Michigan, and Branden Mack, master's applicant, Wayne State University, assisted in manuscript preparation and computer expertise. William Scott Pitts, director, State and Federal Grants, Chippewa Valley Schools, Michigan, furnished editorial expertise.

In addition, books are dependent upon publishers. We are particularly grateful for the confidence expressed by April Syring Davis, executive director of the International Society of Performance Improvement and by Matthew C. Davis, acquisitions editor of Pfeiffer. As the field advanced, they recognized the value of connecting fresh thinking with new professional applications. We also appreciate the support of John Chen, ISPI's past publications/project manager. Michael Kay, senior production editor, Rebecca Taff, editor, and Michael Zelenko, Pfeiffer editorial assistant, added their magic touches, making everything pleasant to read and artful, even though this book may be classified as "technical scientific professional literature."

A sincere thanks to all the others who offered suggestions or advice, wrote comments, and in any other way contributed to this book and the well-being of the authors as they wrote the book. And last, but not least, we acknowledge the comments and recommendations of readers of previous editions regarding new ideas to include and new processes or procedures to describe. We hope when you read this book you recognize that we were listening!

Darlene Van Tiem, Jim Moseley,
and Joan Dessinger

Foreword—The Practice of Performance Improvement

Fundamentals of Performance Improvement captures the full scope of the profession of performance improvement. The book has been a long time in coming and will be a valuable resource to both academic programs and practitioners.

The practice of performance improvement has finally reached a level of maturity where it can be described in a way that others can understand it as a profession, not just an assembly of interventions and models. It has also matured to the point at which practitioners are less predisposed to advocating single or simplistic solutions, such as training, performance support, process reengineering, or hardware and software systems to solve complex social economic organizational problems. Previous attempts at describing the essence of performance improvement have struggled with the tension between the technical demands required to adequately analyze the workplace to identify specific interventions, the conceptual demands required to fully comprehend the complex combination of variables that contribute to organizations' under-performance or poor performance, and the bias that comes with a predisposition of focus on people or jobs instead of the workplace as a whole. Previous books have also struggled with how to describe performance improvement as a practice that embraces organizations as dynamic systems that are constantly in response to external economic and internal political, social, and technological pressures. Van Tiem, Moseley, and Dessinger have successfully overcome these challenges.

What is especially laudable about *Fundamentals of Performance Improvement* is that it captures the systemic and systematic aspects of the practice. The authors do not attack the subject through the lens of interventions, models, or inputs-outputs, but have put forth a framework of performance improvement that is a representation of a process that is both elegant and dynamic. They have captured the elements that make up the body of knowledge on which the profession is based and they have explained the research and rationale behind each element.

Fundamentals of Performance Improvement will contribute to the advancement of the profession and the professionalism of its practitioners. It will serve as an excellent textbook for academic programs and a practical reference to those wanting to help organizations be more competitive and socially responsible.

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