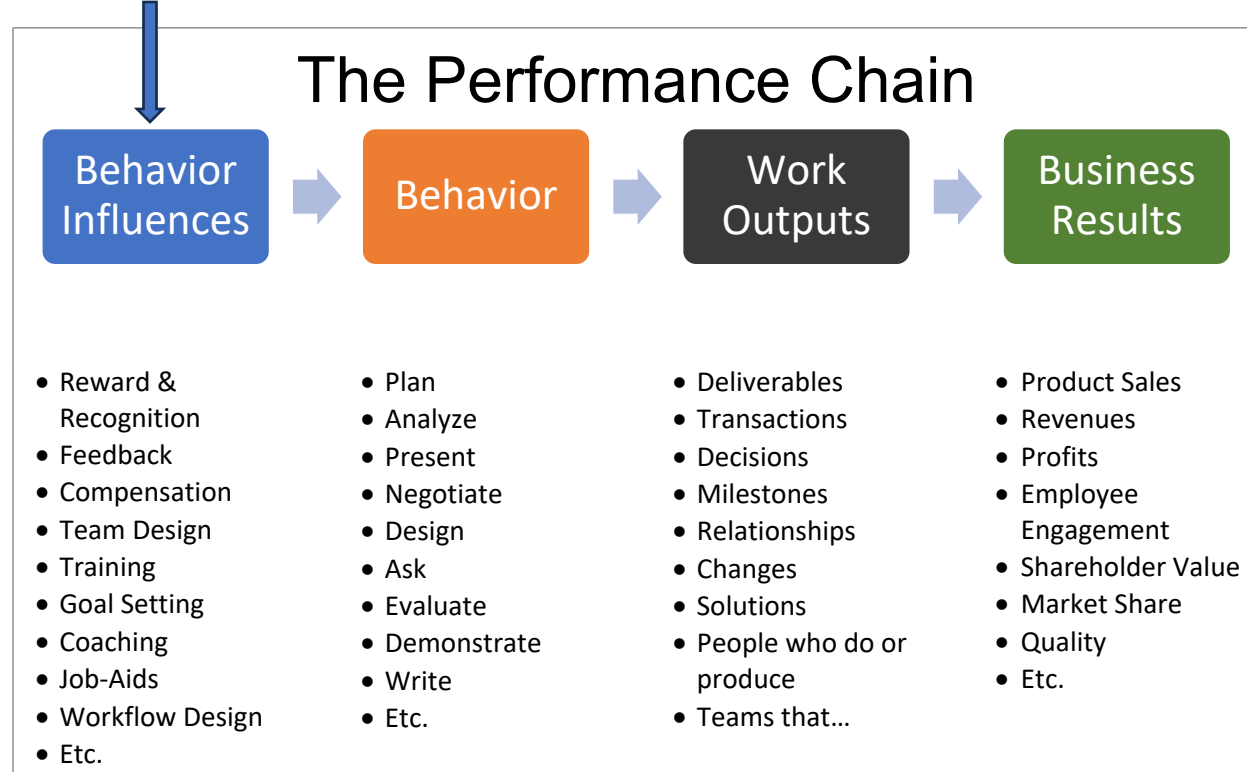


The Performance Chain and Six Boxes

Using the ***Performance Chain***, link what people do to what the organization wants to achieve

Behavior Influences can be organized in Six Boxes (see page 2)



The Performance Chain and Six Boxes

Behavior Influences can be organized in Six Boxes

- Boxes are numbered in influential priority. For example, box 1 – *Expectations and Feedback* has the most influence on behavior than the other five boxes and so on.
- For each box to have the intended influence on behavior, each of the influences in the preceding boxes must be in practice. For example, for the behavior influences in box 4 – *Skills and Knowledge*, the behavior influences in boxes 1, 2, 3 must be in practice.



The Performance Chain and Six Boxes

Analyze and Brainstorm

Environment	1 – Expectations and Feedback	2 - Tools, Resources, Process	3 - Consequences and Incentives
	Expectations - Sources? From whom or what? - Criteria, measures, standards? - Clarity? Consistency? All levels? - Aligned with consequences? Feedback - Sources? From whom or what? - Clarity? Consistency? Confusion? - Immediacy? Frequency? - Pos/Neg? Constructive? Specific?	- Tools, job aids, reference materials? - Ease of use? Ergonomics? Job design? Team design? Workflow? Processes? - Work space? Sufficient time? - Enough good supplies/materials? - People? Sufficient staff available? - Managers as coaches? Experts?	- Consequences for good performance? - Consequences for poor performance? - Work Output = Consequence? - Natural or intrinsic consequences? Tangible incentives and rewards? - Social consequences? Advancement? - Motivating feedback? - Processes or tools punishing to use? - Unintended negative consequences?
People	4 – Skills and Knowledge	5 – Selection and Assignment	6 – Motives and Preferences
	- Necessary skills or knowledge? - Job aids that teach skills/knowledge? - Needs practice to achieve fluency? - Not fluent using tools & materials? - Ways to develop? Learning path? "Best practices" from others? - Mentor? Coach? Model? - From reference materials?	- Right people in the job? - Characteristics needed for job? - Task assignments fit individuals? - Alignment with personal goals? Clear selection criteria? - Systematic selection methods?	- Good fit with individual motives? - Individuals in this job can find rewards that they care about? - Fit with organizational values? Communication preferences? - Level of employee engagement? - Positive connections to co-workers and managers/leaders?

The Performance Chain and Six Boxes

Criteria and Guidelines

Behavior Influences	Behavior	Work Outputs	Business Results
□ specific enough to be actionable to develop and implement behavior. influences that optimize the right behavior □ sorted into Six Boxes or labeled with box # □ as complete as possible across the boxes □ Include questions when you don't know what to put in the list □ Look for cost-effective options & combinations.	□ actions needed to produce the work output □ an active verb, NOT a noun □ concrete and specific, sufficient to be able to visualize the behavior □ useful or actionable level of detail; sufficient to distinguish "best practices" behavior and to identify behavior influences	□ a product of behavior, NOT behavior itself □ a thing, not the measure of a thing □ a noun or noun phrase □ countable one at a time □ can use "a" or "an" or "the" before it □ meaningful as a plural noun □ a valuable contribution to the organization	□ an organization-wide success outcome □ on the dashboard of an executive, owner, or investor □ NOT an intermediate process result □ NOT a measure of business results, but a business result that can be measured
	Countable Work Outputs that deliver "information" □ a report □ an advisory □ an update □ a notification □ a statement □ a recommendation □ a suggestion □ an idea an insight	Criteria for a "good" one □ characteristics of the work output itself □ easily agreed upon □ specific and concrete □ aligned with Business Results, Customer Requirements, and/or Organizational Values □ NOT too long of a list (5 or fewer, if possible) □ NOT behavior (list it elsewhere) □ NOT sub-outputs (list them elsewhere)	Measures □ Count work outputs. □ Count or checklist specific behavior. □ Use relevant measures of business results. Recommendation: Graph over calendar time to see trends, levels, and "bounce" - per day, per week, per month, per quarter

The Performance Chain and Six Boxes

Positive Behavior Influences		
1 - Expectations and Feedback	2 - Tools and Resources	3 - Consequences and Incentives
- Expectations aligned with consequences - Descriptions and measures of expected work outputs - Clear and relevant information and expectations for how to do the job - Models or examples of expected work outputs and behavior - Ongoing measurement used as feedback - Relevant, timely, frequent, positive specific feedback about how one is performing against expectations - Constructive suggestions for improvement and corrective feedback	- Tools, resources, time, materials, and physical environment designed to support optimal work outputs, efficiency and comfort while working - Access to managers, leaders, coaches, and needed experts - Sufficient personnel to support efficient workgroup performance - Optimal work flow and job designs for individuals, teams, and organizations - Reference tools and information resources that support ease-of-use and contain the right information	- Consequences aligned with expectations and feedback - Sufficient financial incentives contingent upon performance: a compensation plan that works - Non-monetary rewards and recognition for success - Informal positive social consequences for doing the right thing, from managers & peers - Career development opportunities - Clear consequences for poor performance
4 - Skills and Knowledge	5 - Selection and Assignment (Capacity)	6 - Motives and Preferences (Attitude)
- Current levels of skill and knowledge sufficient to do the job. - Opportunity to learn in the most efficient and effective means in classrooms, self-study, with peers, managers and coaches - Training designed to support practices of exemplary performers (standard practices) - Ways to achieve fluent use of job tools - Ways to achieve fluency in critical knowledge and skill elements - Effective skills training and skill support/modeling from managers	- A good match between the individual characteristics of people and jobs - Effective selection processes and tools - Scheduling and deployment of people to support their optimal performance - Social and problem-solving abilities appropriate for the job - Other personal characteristics needed to perform well - Good match of specific task assignments with individual capacity and preference	- Incentives and compensation that people are motivated to work for they want what is available - Assignments and job functions that sufficiently fit individuals' preferences - Positive, enthusiastic attitude about job and Company — "engagement" - Good relations with co-workers and environment that supports positive social feelings - Overall balance and effectiveness of boxes 1-5 engender positive attitude

The Performance Chain and Six Boxes

Negative Behavior Influences		
1 - Expectations and Feedback	2 - Tools and Resources	3 - Consequences and Incentives
▸ Expectations and feedback not aligned with consequences ▸ Poor, contradictory, or absent descriptions and measures of expected work outputs ▸ Fuzzy, absent, or conflicting information and expectations for how to do the job ▸ No models or poor models of expected work outputs and behavior ▸ Vague, infrequent, negative, unhelpful, delayed feedback about how one is performing against expectations ▸ Too many different expectations, conflicting expectations, lack of clear priorities or goals.	▸ Insufficient people, money, time, supplies, tools, or other resources ▸ Managers are bean-counters, not coaches or resources, not accessible ▸ Inefficient poorly designed jobs and work flow ▸ Lack of needed support personnel ▸ Bad ergonomics or other physical environmental factors ▸ Reference tools and resources that are hard to use, irrelevant, information overloaded, absent, not helpful, etc.	▸ Consequences not aligned with expectations and feedback ▸ Too little financial incentive for job ▸ No recognition or other non-monetary rewards for good performance ▸ Bad tools or processes make doing what is expected tedious & difficult ▸ Informal punishment from others for doing the right thing ▸ Informal positive social consequences for doing the wrong thing ▸ No career path development opportunities or planning process ▸ Poor performance rewarded same as good performance
4 - Skills and Knowledge	5 - Selection and Assignment (Capacity)	6 - Motives and Preferences (Attitude)
▸ No fluency in key skills and knowledge ▸ No fluency in using job tools/processes ▸ Training on the wrong objectives/topics ▸ Training and other learning methods that don't improve ▸ important work outputs ▸ Training as the assumed performance solution — without performance analysis ▸ Training not based on elements of exemplary performance ▸ Lack of effective skill training, support, coaching or modeling from managers	▸ People with abilities or characteristics that do not match job requirements ▸ Performance scheduling that prevents people from being at their peak ▸ Inappropriate social behavior for job ▸ Lack of relevant job background ▸ People promoted beyond their capacity ▸ Square pegs in round holes (often due to re-assignment after mergers, acquisition, downsizing, etc.) ▸ Promotion of the wrong people	▸ Incentives and compensation that just isn't worth the work, if there were any other job available ▸ Assignments and job functions that conflict with individuals' preferences ▸ Negative, cynical or defeated attitude about job and Company ▸ Chronically problematic relations with co-workers ▸ Unpleasant or poorly designed working conditions and environment

The Performance Chain and Six Boxes

Example – Standards for Managers and Leaders

- Boxes are numbered in influential priority. For example, box 1 – *Expectations and Feedback* has the most influence on behavior than the other five boxes and so on.
- For each box to have the intended influence on behavior, each of the influences in the preceding boxes must be in practice. For example, for the behavior influences in box 4 – *Skills and Knowledge*, the behavior influences in boxes 1, 2, 3 must be in practice.

1 - Expectations and Feedback	2 - Tools and Resources	3 - Consequences and Incentives
• Articulate a vision • Link vision to strategy, daily activity to work outputs and business results • Set clear goals, define expectations • Align expectations up/down • Lead by example and model values • Share meaningful metrics for feedback • Give & teach timely frequent feedback • Provide suggestions for improvement • Provide at least 5:1 positive-to-negative feedback	• Improve processes and work-flow • Demand easy-to-use tools/resources • Actively support knowledge sharing, job aids, usable SOPs, reference tools • Be accessible as a resource • Coach and support others to be mentors and leaders • Learn from exemplary performers. Ensure realistic time allocation • Remove obstacles to performance	• Reward what you say that you expect • Recognize desired behavior often • Use and encourage recognition and praise for excellent behavior and outputs • Provide at least 5:1 positive-to-negative feedback and consequences • Provide development opportunities to reward excellence and advancement • Ensure that there are consequences for unacceptable behavior
4 - Skills and Knowledge	5 - Selection and Assignment	6 - Motives and Preferences
• Don't assume that training is the solution - look to the other boxes • Provide clear expectations and frequent feedback to build skills and knowledge • Find non-training ways to increase employees' skills and knowledge • Provide practice to achieve fluency • Leverage job aids and reference tools for development • Develop and "export" talent	• Clearly define performance requirements and values in job descriptions or the equivalent • Use behavioral interviewing along with crisp job descriptions for hiring • Don't allow promotions or re organizations to place people in the wrong jobs • Assign people in the same job titles to tasks or projects for which they are best suited	• Find out and use what people prefer, what motivates and engages them • Watch for employee energy and engagement as an indicator of how well you're leading and managing • Adapt management style to the person or situation • Make fulfillment of individual potential a company value • Filter what you do in boxes 1-5 through motives and preferences

It's an interconnected **SYSTEM!**

