A White Paper

Beyond The Change Hype
Embracing **LIFE LONG**, Sustainable
Performance Improvement Change

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October, 2004

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Change is everywhere. Change is big business. And change, is very expensive especially within the $700 billion education and training fields of performance improvement. **Sustainable Performance Improvement (PI) Change** that being going forward from one level of performance to the next without backtracking to a previous level is even more expensive.

> **The Meaning Making**
> **Change** is the movement from one level, direction, or course of action to another. This movement may be forward, backward, positive or negative.
> **Sustainable Change** is positive, forward movement.

Many of these spent dollars are not for the acquisition of new knowledge and skills, but rather the re-dos such as re-learning, re-training, re-working, etc. These re-do's suggest that the desired end result, Sustainable PI Change, is not being consistently achieved.

The question then arises how can dollars spent in change specific to learning, training and development be more efficiently and effectively utilized to create Sustainable PI Change? To answer this question, I believe a multi-dimensional model, such as a cube, is required because Sustainable PI Change is the result of numerous models supporting each other. No one single dimensional model works by itself.

? How many times have you been in a learning experience where a substantial amount of time was spent on reworking or relearning? (NOTE: These are 3 of the 8 wastes: redo's, motion and waiting.)

To further the understanding and reduce possible confusion from everyone's own "meaning making" regarding the words learning, training and development, these terms have been defined as follows:

- Learning is the acquisition of knowledge. Example: Verbalizing using specific grouped sounds that are understood by others is learning how to speak.

- Training is a sequential process where a variety of knowledge is brought together for a specific pre-determined purpose. Example: Answering the telephone in a specific manner (sequential process) requires the ability to speak, to understand the mechanics of the telephone, to know the company, etc.

- Development is improving our existing learning or training. Example: A person can answer the telephone, but by improving their paraverbal traits such as syntax, diction, loudness or softness, the caller receives a more positive impression.

The Foundation – Purpose, Vision, Values and Mission Statements

Sustainable PI Change begins with a firm foundation that requires an understanding of the purpose of our existence as both an organization and individuals. From this purpose, our vision will evolve. Before, we can identify our current mission for the organization, a clear articulated statement is necessary to identify the behaviors that will guide everyone with the organization. These core values ensure consistent behavior by all involved. Finally, the mission statement is the current goals necessary to achieve the vision of the company. Mission statements change from year to year to reflect the changing economy and needs of the organization.

Many organizations find creating a mission and vision relatively easy while these same organizations finding difficulty in identifying their purpose and their values. Also, creating the vision and purpose is a slow process. Values and mission statements however are created with greater speed since they evolve from the vision and purpose statements.

|	EASY	
Mission		**Vision**
FAST		**SLOW**
Values		**Purpose**
	HARD	
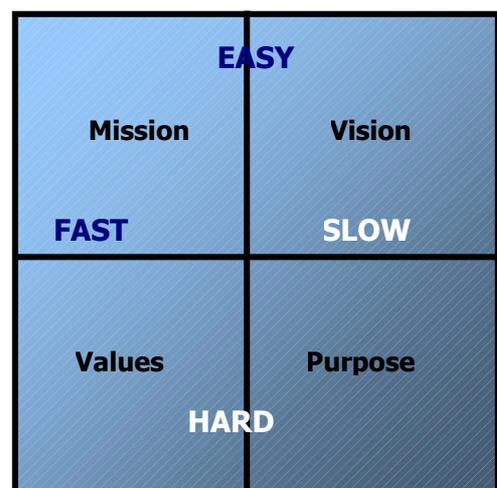
Building Your Foundation Activity
1. Within each box, write down the appropriate statement. If you don't have one, now is a good time to create one.
2. Look over all 4 statements and determine if the statements are consistent and in alignment with each other.
3. Make the necessary changes to ensure consistency and alignment.

Wall One – The K.A.S.H. Box

K.A.S.H. BOX

Learning/Knowing	Performing/Doing
K Knowledge	**A** Attitudes
S Skills	**H** Habits
Sustainable PI	**Change Drawer**

Knowing/Doing Gap

The first wall, the K.A.S.H. Box Model, uses Ockerman's Razor to demonstrate the relationships between knowledge and skills, attitudes and habits and Sustainable PI Change. When there is a continued focus on the acquisition of new knowledge and skills (learning) and no demonstrated focus on the development or redevelopment of new attitudes and habits (performance), sustainable change is unlikely. To embrace change in one's Sustainable PI Change drawer requires both the left side (Knowing) and the right side (Doing).

The K.A.S.H. Box also demonstrates how the Knowing-Doing Gap happens. Our earlier educational experiences have created a subtle and sometimes invisible paradigm that suggests because we learned something; therefore we can perform what we just learned. The critical element within this paradigm is that we perform at an acceptable level of proficiency. After all, we learned it didn't we? Unfortunately, when this paradigm is verbalized and examples are presented, we know the paradigm to be false. Yet, the paradigm still persists.
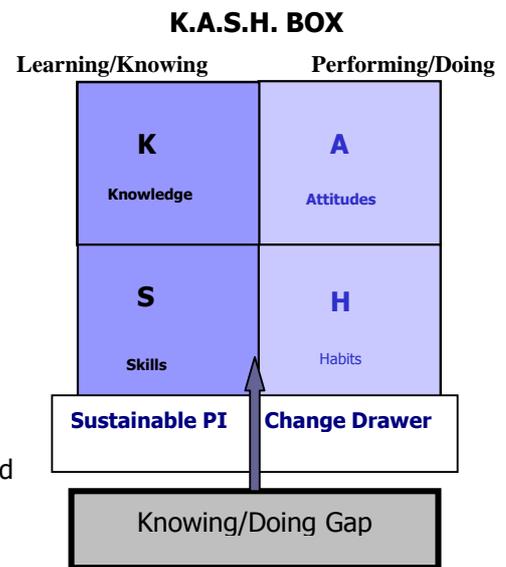
Another understanding that the K.A.S.H. Box provides is the difference between transitioning and transforming. When people and organization are continually in a state of transitioning, their focus is usually on the acquisition of skills and knowledge. However, transformation takes place during the application of knowledge or when performance is actually happening.

> **The Meaning Making**
> **Transition** is movement from one state to another.
> **Transformation** is a major change in the structure, character or behavior.

This model also parallels how the left side of the brain (logic) needs to be balanced with the right side of the brain (emotion). William James, considered by many to be the father of American psychology understood that our performance is far more dependent upon our emotional state than our knowledge state when he penned these words:

"One thing is clear: when we talk about human beings, we can see that they are not driven by logic or reason. Ultimately, human beings are driven by their emotions."

Yet, the educational experiences from K-16 to corporate America still emphasize logic as the driver of change and fail to include emotions as a co-driver of change.

The K.A.S.H. Box Activity
1. List some recent training activities (excluding technology training) where you were either a participant, developer of the training or observer
2. For each activity listed, identify any of the 4 elements covered within the training. Use **K**-Knowledge, **S**-Skills, **A**-Attitudes, **H**-Habits
3. To your understanding, has past performance failures been a result of a lack of any of these 4 elements? Place a circle around letters from step 2. If letter was not listed, write the letter and underline it. Look to what has a circle or underline. Are there more K's and S's circled or underlined than or A's and H's?
4. To your understanding, what resources were depleted
5. If the K.A.S.H. Box model was considered before taking action, would the likelihood of performance failures decline?


Wall Two – The Law of Process

Acquiring new knowledge, attitudes, skills and habits are not an easy. Since our existing thoughts and existing knowledge are a direct result of previous experiences, we start the learning process in Level I. Level I is also known as "I don't know what I don't know or denial. From this state of unconscious incompetence, we transition to Level II or I now know what I don't know by crossing the Bridge of Discovery. This Level is sometimes identified by those "Aha!" moments. To reach the third level, Conscious Competence, we cross the Bridge of Learning. Finally, to reach Level IV Unconscious Competence, we cross the Bridge of Repetition. However, sometimes individuals return to Level I by crossing the one way Bridge of Complacency.

The Law of Process

A Bridge Crossing Activity
1. Identify a recent change learning event either for yourself or one that you observed.
2. Using the above model, write down the specific behaviors within each level.
3. Describe how you crossed each bridge.
4. Did you ever return to a previous level after crossing a bridge?
5. What did you do next?
6. From your understanding, at what level does most training stop?
7. Describe when you have become complacent and what happened to your performance?

| UNCONSCIOUS INCOMPETENCE I	UNCONSCIOUS COMPETENCE IV
CONSCIOUS INCOMPETENCE II	CONSCIOUS COMPETENCE III
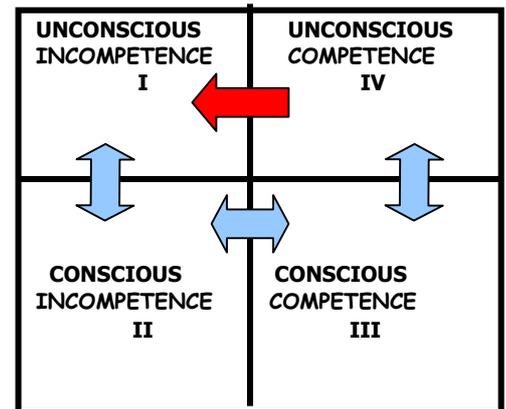
Wall Three – Tuckman's Model of Change

As we are simultaneously acquiring new knowledge, attitudes, skills and habits, we are attempting to integrate these changes into our daily performance. These efforts usually begin very positively (Forming) and then we are faced with the challenge of total integration. At this juncture (Storming), our performance drops and sometimes substantially because after all change is difficult. Finally through our own continued determination and possibly the help of others (Norming), we begin to show improvement and finally, true improved and consistent performance (Performing).

Stages of Change Activity
1. Identify 2 or 3 recent new change initiatives or programs.
2. Are the initiatives still in effect?
3. If not, when were the programs cancelled?
4. Can you identify the stage of change as to when the initiatives were cancelled?

Tuckman's Stages of Change

S1-Forming
S2-Storming
S3-Norming
S4-Performing
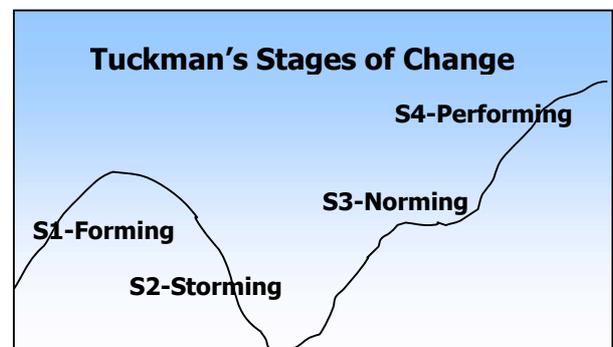
Wall Four – Kirkpatrick's 4 Levels of Evaluation

The 4 levels of evaluation identified by Don Kirkpatrick in the early 1960's are also necessary to validate that PI change

The Meaning Making
Efficient – Do things right
Effective – Do the right thing

has been both efficient and effective. Levels 1 and 2 (reaction and learning) are in alignment with the left side of the K.A.S.H. Box, Law of Process and Tuckman's model of change. Levels 3 and 4 (behavior and results) again align with the right side of the previously mentioned models. For most training/development departments and learning organizations, the challenge is level 3 and 4. Even Don Kirkpatrick understood the impact of attitudes and desired results when he wrote:

"must begin with desired results…must determine the attitudes, knowledge and skills necessary to bring about the desired behavior."

Yet, most learning engagements do not include attitudes and habit development. Therefore, if attitudes' and habits' development are not included, then Sustainable PI Change is less than likely to happen.

Kirkpatrick's 4 Levels of Evaluation

### And You Achieved What Level Activity

1. Select one of the learning events identified in the earlier activities:
    _____

2. Using the following table, briefly describe how each level was achieved.

Kirkpatrick's 4 Levels	Describe how learning event impacted each level
L-1 Reaction	
L-2 Learning	
L-3 Behavior	
L-4 Results	

L-1 Reaction	L-4 Results
L-2 Learning	L-3 Behavior
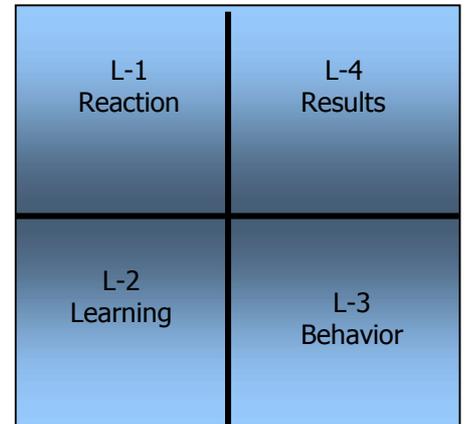
Natural Alignment

The previous 4 models, K.A.S.H. Box, The Law of Process, Tuckman's Stages of Change and Kirkpatrick's 4 Levels of Evaluation when stacked in their quadrant forms create a natural alignment.
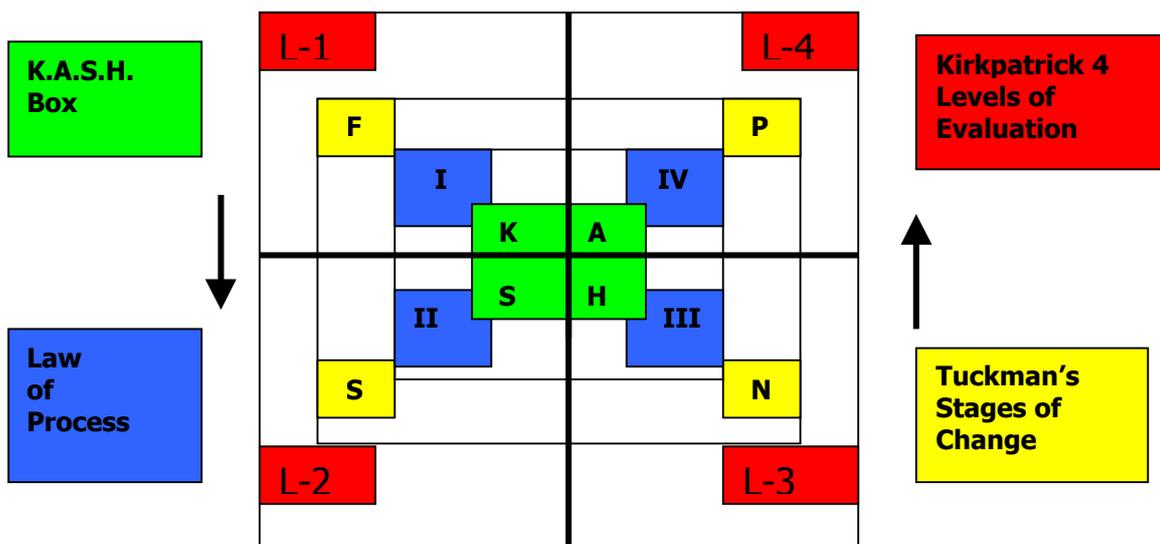
Knowledge, Stage I, Forming and L1-Reaction
When new knowledge is presented, we really don't know what we don't know. Initially, we perform favorably and experience our first reaction as to where we found the knowledge to be helpful.

Skills, Stage II, Storming and L2-Learning
As new skills are acquired or redeveloped, we begin to accept what we don't know. During this learning time, we find this acceptance at odds with our existing knowledge and experience.

Habits, Stage III, Norming and L3-Behavior
By crossing the Knowing-Doing Gap, we begin to develop and internalize new habits. Our performance improves through conscious competence. We are changing our behavior.

Attitudes, Stage IV, Performing and L4-Results
Within this quadrant is where sustainable change lives. Our attitudes have been changed and are now unconscious competence. We are performing at an acceptable level and the results of our performance can be evaluated and measured throughout the organization.

The Top – The Scorecard

The walls are secured to the foundation and all that remains to ensure Sustainable PI Change and complete the cube is

> **The Meaning Making**
> **Leadership** is the ability to get results through articulated core values.

the top. Since Sustainable PI Change is desired because of some "desired result," the results can be grouped into 4 areas: Financials; Relationships; Future Growth & Innovation and Leadership/Management. As change is initiated, the impact of this change should be linked to one or more of these four areas. When possible, this linkage should be in alignment with the other 3 areas and there should be balance between all 4 areas. For example, if the results are 100% focused on the financials, actions could be taken that could negatively impact the shareholders and impede future growth. By focusing on an alignment of these four areas to the desired result creates a better plan and potentially reduces current energies such as time, resources and dollars.

Keeping Score Activity
1. Identify a recent change training activity
2. Using the four areas of the scorecard, identify where and how the activity impacted the organization or you.
3. By better pre-planning, could the change activity impacted more than just one area? If yes, describe the benefits from such action.

The Complete Cube

The foundation holds the 4 other walls or sides and along with the top keeps the models "square." Sustainable PI Change is contained within the cube. This cube model helps to demonstrate how creating Sustainable PI Change requires a multi-dimensional approach.

Financials	Future Growth & Innovation
Relationships	Leadership/ Management

The Change Challenge

Not everyone is ready to embrace change and some prefer not to change. As the old adage goes, "if the wheel ain't broke why fix it." This adage might have worked 50, 20 and even 10 years ago. However, in today's world, change is happening at a faster rate of speed than ever experienced.

Your challenge as an executive, business owner or educator is to recognize that Sustainable PI Change is a complex process that brings numerous models into action. The one size fits all will not work nor will the quick fix work. By understanding the 6 Sided Performance Improvement Model for Sustainable Change, is the first step to overcoming this challenge and securing Sustainable PI Change for your organization and yourself.

Bibliography
Kirkpatrick, D.L., *Evaluating Training Programs: the Four Levels*, pg. 26, San Francisco, Berrett-Koehler Publishers.

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