Performance Analysis

Methods for Time Management- BP Global

Gap Analysis

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|  | **Target Population** | **Performance** | **Standard** |
| **Desired Performance** | We want our eastern hemisphere office personnel | to evaluate tasks for importance and urgency, and acknowledge and give an estimated time of resolution | within a 24-hour turnaround. |
| **Actual Performance** | What our eastern hemisphere office personnel | are doing now is not meeting deadlines and activities, and responding to client emails | more than 24 hours later or never at all. |

Organizational Analysis

What we would like the eastern hemisphere office personnel to do is to evaluate and perform tasks for importance and urgency according to business expectations.

Why #1: Why is that important to the organization?

Client Response: It’s important because that is how the center of expertise in Houston operates

Why #2: Why is it important to the organization that the eastern hemisphere offices operate like Houston?

Client Response: We want consistency with one set of standards and tools.

Why #3: Why is consistency important to the organization?

Client Responses: Because we want to have a unified message and a committed level of service. We want learners to have the same experience, no matter what country they are in.

Why #4: Why is this standardization important to the company?

Client Response: Money and retention. Without standardization, some vendors would get paid in 30 days and others in 90 days. We had some vendors quit over it.

Why #5: Why are finances and retention important to the organization?

Client Response: It’s important for BP’s reputation. It’s critical for BP to retain vendors and have a good relationship with them. This helps us save money and it ultimately makes a difference to the end-user, the learner.

Strategic Business Objective (SBO):

Upstream Talent and Learning:

Remit: Upstream Learning delivers a competitive advantage by building deep technical expertise in the segment to support BPs strategic priorities.

Value Proposition: Upstream learning develops and delivers quality learning solutions that solve real business problems, reduce variation across the system, and drive efficiency in the learning space.

Connection:

In order to fulfill the organizational goal of reducing variation across the system, all employees should perform at a standard level. This is important for the company’s reputation, finances, and employee development.

Cause Analysis

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| **Data Sources** | **Data Collection Method(s)** | **Data** |
| Regional Learning Coordinator | Phone Conference Interview (PCI) | The Regional Learning Coordinator visited the employees in Angola to gauge their level of performance. His finding was that their performance is subpar and not aligned according to business expectations. He conducted an initial training and left behind job aids. However, the performance remained the same. He is unsure if they need specific software training or a basic understanding of prioritization and time management. |
| Regional Learning Coordinator and Eastern Hemisphere Learning Manager | Email Questionnaire (EQ) | Clients said that the manager in Angola tells them she is providing the proper feedback, but they have not verified this. The employees do not have adequate access to supplies and their systems/processes are overly complex. They also lack confidence or knowledge to make appropriate decisions. |
| 1 Angola Team Manager | Manager Online Survey (MS) | The local team Manager in Angola questioned if her team is currently receiving adequate training to effectively perform their jobs. |
| 4 out of 6 Angola Employees | Employee Online Survey (ES) | Employees are comfortable using Microsoft Outlook 2010. 50% of the employees stated that they have no method to prioritize tasks for importance and urgency. |
| ID Team | Direct Observation | The ID Team has concluded that there are many other environmental and individual causes to the gap. However, due to time and resource limitations, these additional causes will not be addressed in this training course. Upon client request, further information can be provided by Jamie Hetu. |

The cause analysis identifies the likely cause(s) of the gap, thereby indicating appropriate solutions to solve it.

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|  | **Information** | **Instruments** | **Motivation** |
| **Environmental Factors** | Data | Resources | Incentives |
| **Do the employees have a clear understanding of company standards, and what is expected of them?**  Possibly. The client, during PCI, stated that they are aware that the standard is to respond/reply to incoming emails within a 24- hour turnaround, acknowledging reception, giving an estimated time of resolution.  **Do the employees have the necessary guidance to understand how to perform the required job?**  Possibly. The client has stated that the employees received a job aid to assist with relevant work-related tasks. Yet, the client has also stated that the job aid is never used. 50% of the surveyed employees stated that they do not have a job aid or method to help prioritize tasks (via email) for importance and urgency.  **Do the employees receive relevant and frequent feedback regarding how they are performing against company standards?**  No, employees do not receive feedback on a regular basis. Typically feedback is given twice a year, when BP personnel visit the local office, or when an issue becomes present.  BP usually does not know if processes are being done properly/according to standard, until something “bad” has happened.  The client has stated that at times feedback may be given by local manager. However, client has expressed concerns that the local manager may not be giving relevant feedback. | **Do the employees have the adequate tools for performance?**  No. Client identified in PCI#1 and in the EQ that they lack necessary supplies and equipment. This is partly due to local environmental problems, such as frequent power outages, and no backup generation system.  **Are materials and process designed for current performance needs?**  Possibly. The client stated in PCI #1 that they were created 6 years ago. It is likely that they need to be reviewed and updated. In the EQ it is also noted that the local processes are overly complex and there are many unnecessary steps. | **Are adequate financial incentives that are contingent upon performance available?**  During PCI and EQ, the client stated that incentives should be the same as in the HQ location, and felt that the incentives were quite adequate. However, there is not data or information collected directly from the employees in regards to this. |
| **Individual factors** | Skills and Knowledge | Capacity | Motives |
| **Do the employees have the skills and knowledge needed to perform as expected?**  Possibly not. The Regional Learning Coordinator visited the employees in Angola to gauge their level of performance. His finding was that their performance is subpar and not aligned according to business expectations.  **Is well-developed training aligned to performance requirements available?**  Possibly. The Regional Learning Coordinator conducted an initial training and left behind job aids. However, the performance has remained the same. In the Employee Survey, 50% of the employees specified that they struggle in prioritizing tasks for importance and urgency; specified the need to better identify/learn prioritization methods.  The ID Team will provide a simple and defined way to prioritize tasks for importance and urgency.  The employees have shown that they do not have the adequate skills to perform at the desired level. However, the team will only concentrate on this task. If the other environmental and individual causes are not addressed, then the gap will remain. | **Do employees have the aptitude and physical ability to perform the work-related tasks?**  Employees appear to have the capacity to perform the job requirements, but need to learn to be more assertive and to prioritize; they are very reactive to what is happening right then. The bulk of their issues stem from their inability to plan out their daily tasks. | **Are employees motivated to fulfill their job requirements?**  No motivational issues have been found. Employees appear to want to do a good job, but demonstrate an inability to plan out their daily tasks. |

Data collected and examined using the BEM matrix suggests performance gaps in time management and missed deadlines, as the result of several environmental and individual causes.

In order to close the performance gap, essential tasks are required, such as involved cognitive tasks. These include the identification of circumstances, decision-making, and problem solving.

The tasks involved entail diverse factors that are not easily observed. Additionally, to fulfill these tasks, distinct actions, practices, or resolutions are required, which cannot be recognized through a job aid alone. To be able to form the skills required to achieve these tasks, the employees must be able to practice them within a non-threatening environment, receive instruction and guidance as they practice, as well as productive feedback after training. The information, tools, and practice the learners would obtain through training, would enable their learning of the new required knowledge.

Potential gaps may also be incentive related. There appears to be a lack of performance-based consequences for the employees. Some employees that may not prioritize and speed up tasks are rewarded by having less work. On the other hand, employees that do fulfill task prioritization have more work, which may feel like a punishment. There are no apparent consequences for deadlines that are not met. However, these causes will not be addressed in this training, but should be attended by the corporation, or the intended training might not have the desired results.

Job Aid / EPSS Analysis

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| **Question** | **Yes** | **No** | **How do you know? What evidence of information can you provide to support your answer?** |
| 1. Is it important for people to practice the task to mastery? | x |  | The task involves complex cognitive skills. The task requires the worker to make judgment calls on urgency and priority on the types of emails that the worker receives. The types of emails and situations that the worker will encounter will vary among the worker in which they may feel is urgent, or is priority. The worker will have to practice this skill and receive feedback on what choices the worker made, so that the worker can make these decisions on their own efficiently in a timely manner. A job aid is not going to fully capture the nuances of what is important for each worker and offer the feedback that is needed. |
| 2. Is it important for people to obtain feedback as they practice the task? | x |  | The employees could benefit from receiving feedback during training and delayed feedback after the worker completes a task. They would also benefit from coaching in which the coach can detect various errors and give the right corrections. This would help them achieve confidence in managing their time and prioritizing tasks. According to Keller (1988), “providing feedback and supporting internal attributions for success” is one way to help with the learners’ confidence and would help them in being able to prioritize tasks. It was noted during the PCI’s that upon visiting the workers and observing them, they seem to react to situations and not plan for them. They also are nervous about making decisions in the workplace because of a fear of making a bad decision and possibly losing their jobs, and it was also noted that this might be due to their culture. If the workers were given feedback on what was right or wrong in their choices they may feel more comfortable in making these decisions. |
| 3. Is it important to provide learners with a safe, controlled environment in which to learn? | x |  | It was stated in the PCI that, “culturally the personnel there are very different……..they try to do such a good job and pay attention to unimportant details that they over stress themselves.” Being in a safe controlled environment would allow the workers to make mistakes, receive feedback and guidance, without having the pressure and stress of, “trying to do a good job.” This would allow for mastery of the task and will inevitably build confidence. Secondly, if the worker is given a safe and controlled environment in which they can learn this task, then any consequences of a wrong decision is not going to affect the possibility of giving customers a sub-par level of service, or even worse losing a customer, which is extremely important to BP for reasons of maintaining BP’s reputation and profits. |
| 4. Is there an expectation of interactive learning? | x |  | To ensure that the workers gain transfer to the workplace and their various situations that they encounter daily, it would be beneficial to engage the workers in interactive learning. Merrill’s Principle number 1 in the First Principles of Instruction (2002) is that “learning is problem centered” and one of the problem corollaries, is that there is “problem progression: learning is promoted when learners solve a progression of problems that are explicitly compared to one another.”  Interactive training would help with their motivation by “providing active hands on learning that allows them to get them involved with the material or subject matter” (Keller 2002). Interactive problem based learning provides relevance by providing the worker with knowledge to use on the job and confidence by allowing a number of small successes that get more challenging with every step. |
| 5. Are people required to perform the task quickly and smoothly? | x |  | The workers are not required to do the task at a neck-breaking pace, but the problem of prioritizing and ranking various tasks on an ongoing basis involves a lot of situation recognition, decision making, problem solving and communication. With each worker having upwards of 30 e-mails a day, the process could become quite time consuming if there is a lot of indecision. A job aid would not capture all the nuances of each workers environmental circumstances and allow for the efficiency and speed this task requires. If a worker had a job aid that captured a variety of different situations it would probably take that worker much longer to look for their particular situation, and if that job aid did not capture that workers particular problem they had to resolve it would cause indecision. The worker needs to become comfortable in making decisions quickly and efficiently within certain times to ensure customer satisfaction and efficiency on the job. Being able to do the task quickly and smoothly would be a byproduct of gaining fluency of task prioritization. |
| 6. Are people required to perform the task in situations that are unpredictable? | x |  | The employees will have to solve prioritization problems that fit their own unique needs; each employee may have different priorities. What constitutes as urgent for one person will not necessarily be urgent for another. In the 2nd PCI it was stated that these workers may receive approximately 30 emails in a day, each day the emails can vary in types of tasks. It would be difficult to provide a job aid that captures or anticipates every scenario for every worker in the office that occurs on a daily basis. |
| 1. Does one or more of the following reasons for NOT relying on a job aid alone exist in the on-the-job environment:  * A physical barrier that makes it difficult to use a job aid on the job * A social barrier that makes it difficult to use a job aid on the job | x |  | It was noted in the PCI and EQ that job aids were given, but they were not being used. In the ES it was also shown that half of the respondents did have a job aid they used to prioritize tasks. Yet, the employees are still unable to perform to standard. It may be that task prioritization and time management is a very fluid activity which would make it difficult to use a job aid. A job aid just does not catch all the various circumstances that involve each worker. Therefore, it could be considered physical barrier, in that the workers environment, activities and circumstances can sometimes be unpredictable and capturing various circumstances in a job aid may be difficult. |

Summary

Currently there is a gap between the current performance and the desired performance. Causes of the gap in performance were analyzed through several sources. The workers are located in Angola; therefore, direct observation and local data collection could not be used. However, two senior personnel within the corporation with direct responsibility to the Angola workers’ performance were asked a variety of questions related to that performance. Because direct observation and local data collection were not possible, we based our need of training from the feedback we received from the senior level managers and the employees themselves. Based on the responses received, there is an indication of potential environmental and individual causes of the gap in time management and missed deadlines.

The gap is aligned with strategic business objectives, such as the reduction of variation across the system, which is important for the company’s reputation with vendors and customers, finances and employee development. Therefore, as the gap is aligned with business goals and organizational operations, we consider it is worth closing the gap. We consider that the desired performance, which consists of being able to evaluate tasks for importance and urgency, and acknowledge and give an estimated time of resolution within a 24-hour turnaround, cannot be adequately fulfilled with just the use of a job aid. In order to close the performance gap, vital tasks are necessary, such as involved cognitive tasks. These include the identification of circumstances, decision-making, and problem solving.

The tasks involved consist of diverse factors that are not easily perceived. Furthermore, the fulfillment of these tasks requires distinct actions, practices, or resolutions, which cannot be represented through a job aid alone. In order to form the skills needed to accomplish these tasks, the employees will need to practice them within a non-threatening environment, receive instruction and guidance as they practice, as well as constructive feedback after training. The information, tools and practice the learners would receive through training, would facilitate their learning of the new required knowledge.