STANDARD OPERATING PROCEDURES (SOP)
FOR
THE COAST GUARD'S TRAINING SYSTEM

Volume 8

Non-Instructional Interventions

TABLE OF CONTENTS

SECTION I: INTRODUCTION

HPT Interventions	The goal of Human Performance Technology (HPT) is to identify and develop a set of interventions (or solutions) which solve or mitigate influences to performance. These solutions address lack of skill or knowledge, a flawed environment, ineffective reward or incentive systems, poor motivational structures, wrong people assigned to jobs, and new or unique equipment or systems.
	When instruction is required, it may be only one among a number of interventions employed to address a problem or realize an opportunity. Instruction or training cannot solve problems when feedback or incentive systems are lacking, or when resources and organizational infrastructures are inadequate to support the desired level of performance.[1]
From Analysis to Implementation	This SOP is important if you have a performance problem and have conducted an analysis in accordance with *Volume 2: Analysis* of this Training System SOP. You have a complete and accurate analysis of your performance problem and have been given a **Plan of Actions and Milestones (POAM)** *(see Appendix G: Volume 2 Analysis of this Training System SOP).* The POAM will give you information on what solutions to implement and when and how to implement those solutions.
	Basically, there are two types of solutions to performance problems — instructional and non-instructional. Non-instructional interventions are as important as training when it comes to solving performance problems.
What is an Instructional Intervention?	**Instructional interventions** address a lack of knowledge or skills and are normally best addressed by some form of training, job aid, electronic performance support system (EPSS), website/microsite, Interactive Electronic Manual, etc. (see Volumes 3-7 of this Training System SOP). If your POAM lists instructional interventions as a solution, then the formal training system will take the lead in closing the knowledge and skills gap. See Appendix B: Instructional Interventions for a list of potential instructional interventions.

Continued on next page.

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[1] Stolovitch, H.D. & Keeps, E. Handbook of Human Performance Technology: Improving Individual and Organizational Performance Worldwide, Second Edition. San Francisco: Jossey-Bass/Pfeiffer, 1999. p319.

SECTION I: INTRODUCTION (continued)

What is a Non-Instructional Intervention?

Non-instructional interventions are solutions to identified performance problems that do not include training. Like instruction, non-instructional interventions are identified during an analysis (Volume 2) and are listed in the final report as recommendations for the program area to implement in order to achieve a system of positive influences on performance. Non-instructional interventions may be combined or blended with an instructional intervention to provide a complete performance solution.

There is also a different process to developing and implementing non-instructional rather than instructional interventions. This process will be discussed later in this SOP.

See Section IV for a listing of non-instructional interventions.

SECTION II: PURPOSE

Introduction   This SOP provides guidelines, procedures, and policies for the development and implementation of non-instructional interventions.

Target Audience   This SOP is intended for any Coast Guard program that needs to implement a non-instructional intervention. Performance Consultants and analysts are also the audience because they may be called upon to facilitate implementation of the intervention.

Background   Unlike training, non-instructional interventions have the most impact on the workplace, and certain aspects of the worker domain. According to research, 85% of performance problems have their roots in organizational defects rather than the skills and knowledge of their workforce.[2] This fact is supported by the diagram below which depicts the most often encountered influences on performance.

Performance Factors
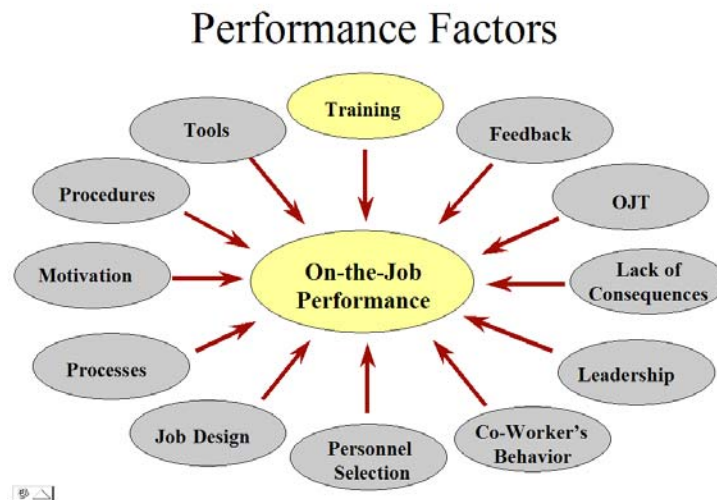
The influences on organizational, unit, and individual performance are uncovered after a Human Performance Technology (HPT) analysis is completed. Influences are classified as:
- Skills & Knowledge
- Environment
- Motivation and Incentives
- Personnel Selection and Assignment

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[2] (Adapted from Jim Hill, *Performance Improvement*, February 2004)

SECTION II: PURPOSE (continued)

Background
(Continued)

The goal of HPT is to identify and develop a system of interventions or solutions that address performance improvement opportunities. This practice often results in a **blended solution set** of instructional and non-instructional interventions.

A versatile model, HPT has foundations in leadership, organizational design, psychology and human behavior, instructional systems development, and total quality management. With the exception of instructional systems development, all of these areas provide approaches to solving performance problems with non-instructional interventions.

The Non-Instructional Intervention SOP is a natural continuation of the Analysis SOP because it provides guidance for implementing non-instructional interventions. Normally, this responsibility will reside with the program requesting the analysis because they possess the authority and resources to make non-instructional interventions work. Assistance to ensure the successful implementation of non-instructional interventions is always available from the Performance Consulting Division.

The Non-Instructional Interventions SOP provides a process, description, initial point-of-contact (POC), and resources for implementing non-instructional interventions. The non-instructional intervention Point-of-Contact (POC) is the intervention owner responsible for USCG management of the intervention.

SECTION III: IMPLEMENTATION OF INTERVENTIONS

Creating a Project Plan

It is the responsibility of the program to implement non-instructional interventions. Implementing a non-instructional intervention is very similar to managing a project. All projects need a master project plan and most include degrees of change management and should seek to factor in the concerns of stakeholders along the way.

It is imperative to obtain support of the audience's program leadership to implement the non-instructional intervention. The point-of contact (POC) for the selected intervention(s) can help the program area layout a strategy for obtaining support from the program leadership. After consulting with the POC, present the logical progression of data, findings, and recommendations from the HPT analysis, excerpts from the program readiness checklist, and the listing of alternative solutions to program management.

This step is critical to obtain necessary resources and management support for successful implementation of a non-instructional performance intervention. Consider approaching higher management outside the program area to serve as a champion for the effort if support is difficult to obtain.

Process

Follow the steps in the table below when creating a project plan to implement non-instructional interventions.[3]

Steps	Action
1	Review POAM
2	Identify non-instructional interventions in POAM.
3	Select Intervention(s) for Implementation
4	Gather information on the intervention(s)
5	Analyze target population for the intervention.
6	Assess political factors.
7	Assess resources.

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[3] As adapted from Langdon, D.G., Whiteside, K.S. & McKenna, M.M. Intervention Resource Guide: 50 Performance Improvement Tools. San Francisco: Jossey-Bass/Pfeiffer, 1999. 26-33.

SECTION III: IMPLEMENTATION OF INTERVENTIONS (continued)

Steps	Action
8	Determine program's readiness.
9	Review for timeliness of delivery.
10	Compare costs and benefits. (i.e., Is this effort worth the investment in time/ resources?).
11	Define process of how success will be measured and by whom.
12	Arrange for resources.
13	Create implementation schedule.
14	Create communication plan.
15	Draft Plan.
16	Execute.
17	Evaluate.
18	Make changes.
19	Implement continuous improvement program to ensure that intervention is continuing to meet its goal in the best manner possible.

SECTION III: IMPLEMENTATION OF INTERVENTIONS (continued)

The intervention implementation process may look linear but it is iterative and some steps may be completed simultaneously. For instance, you may want to create a communication strategy at the same time you are arranging for resources. The most important thing is to complete each step to ensure successful implementation of the non-instructional intervention.

Steps	Action
1	Review POAM
2	Review the Analysis Outbrief POAM and identify non-instructional intervention.
3	Assess intervention(s) for implementation.
4.	Select an intervention or combination of interventions by assessing the feasibility of implementation.
5	Gather information on the interventions. Consult the POC listed in Section IV Non-Instructional Interventions to obtain more information
6	Analyze the target population for the intervention. Describe the target audience in terms of the work environment, motivation/incentives and personnel selection and assignment factors that support their performance criteria (work). These characteristics will influence how each section of the implementation plan is *developed* and *implemented*.
7	Assess political factors. What cultural norms are native to the organization? Who are those that have major influence in the organization? What are their biases? How will this affect the implementation of the non-instructional intervention?
8	Assess resources. What is needed in terms of people, time, and money to implement the non-instructional intervention? Does the program currently have the resources? If not, how will more resources be obtained?

SECTION III: IMPLEMENTATION OF INTERVENTIONS (continued)

Steps	Action
9	Determine program's readiness.
	Determining the program's readiness involves looking at certain aspects of the organization to estimate acceptance of the intervention implementation. If the organization is not ready to accept a properly identified and developed intervention, the implementation will not be successful. *(See Appendix C: Determining Readiness Checklist).*
10	Review for timeliness of delivery.
	Can the intervention be delivered in a timely manner to address the performance problem? What factors may prevent timely implementation of the intervention?
11	Compare costs and benefits.
	Is the effort to implement the non-instructional intervention worth the benefits of the non-instructional intervention? How much will it cost to implement the intervention? How much is the improved or new performance worth?
12	Define process of how success will be measured and by whom.
	What are the performance metrics? How will you know if you reached the goal? And what steps will you take to reach that goal? More importantly, who will create the success measures? Who will collect and analyze data about the implementation of the intervention? Who will communicate the results of the intervention implementation?

SECTION III: IMPLEMENTATION OF INTERVENTIONS (continued)

Steps	Action
13	Create Implementation Plan
14	The implementation plan outlines each area that needs to be considered for successful roll out of the non-instructional intervention. A detailed plan identifies the critical path and potential barriers/problems that may inhibit successful non-instructional intervention implementation
15	Arrange for resources. After obtaining approval of the planned intervention, it's now time for the program area to arrange for resources (people, money, time, and technology if necessary) to help manage the intervention implementation.
16	Create implementation schedule. When will each intervention be developed and implemented – sequentially or in parallel? Consider the audience, resources, and political factors when making this determination.
17	Create communication plan. Let upper management and those affected in the program area know how the implementation of the non-instructional intervention will be communicated.
18	**Draft Plan.** See *Appendix D: Implementation Plan Outline* for an outline of an implementation plan.
19	Implement Non-Instructional Intervention
20	Execute. All the plans for execution of the intervention must be in the implementation plan. Make sure the communication and feedback details are addressed.

Steps	Action
21	<u>Evaluate</u>. Collect data on the effectiveness of the non-instructional intervention. What are the trends and patterns that are evident in data? Has the performance intervention achieved its objectives? Has it helped to solve the performance problem? If so, collect data on how. If not, assess why it has not. Were there problems with the development and/or implementation of the intervention? You may need to revisit the implementation plan to review.
22	<u>Make changes</u>. If changes need to be made, use the contingency plans in the implementation plan. Remember, all voyages usually require course corrections.
23	<u>Implement continuous improvement program</u>. If the non-instructional intervention was successfully implemented and will continue to be used, include a continuous improvement program to periodically gather feedback on its effectiveness. This program may include an interview or survey component. Continue to gather data relating to the performance metrics and note trends in the data collected. If the performance problem ceases to exist, celebrate the success of the non-instructional intervention.

SECTION IV: NON-INSTRUCTIONAL INTERVENTIONS

Overview

The following non-instructional interventions are categorized according to the types of root causes they are designed to address.

Environmental

Environmental interventions are those interventions surrounding the worker that influence the performance of the worker. This can include tools, resources, policies, procedures, and the organizational structure.

Intervention	Definition	POC	Reference
Organizational Design	Organizational Design applies different workplace theories to diagnose and to correct performance problems.	Leadership Development Center	CPO Academy CWO Indoc Leadership and Quality Institute
Usability Assessments	Usability Assessment measures and evaluates the effectiveness of different tools and technology in the workplace that support performance.	CG-66	Website
Environment Support Specifications	Environment Support Specifications are details of surrounding aspects of the workplace that support performance such as the computer setup, chair, lighting, etc.	HSC(a-2)	Website
Equipment Changes/ Modifications/ Procurement	Equipment Changes/ Modifications/Procurement are revisions or additions to different systems in the workplace that support performance.	G-A	Physical Space Procurement

SECTION IV: NON-INSTRUCTIONAL INTERVENTIONS (continued)

Intervention	Definition	POC	Reference
Strategic Planning and Visioning	Strategic Planning and Visioning is the process of defining a workplace's mission (what is the work), vision (what is the long-range goal), objectives (what are the short-range goals), and how the organization will get there (plan).	Leadership Development Center	CPO Academy CWO Indoc Leadership and Quality Institute
Culture Change	Culture change is the process of changing the workplace style, approach to its work, and service attitude.	Leadership Development Center	CPO Academy CWO Indoc Leadership and Quality Institute
Leveraging Diversity	Leveraging Diversity uses workers from different cultures, backgrounds, experiences and educational profiles to improve the process and the product in a workplace.	Leadership Development Center	CPO Academy CWO Indoc Leadership and Quality Institute
Process Consulting	Process Consulting is meeting with a customer to analyze, diagnose, and recommend operational process enhancements that will facilitate the performance improvements of the process users.	G-CQM	Unit Performance Tables Quality Performance Consultants
Standardization	Standardization is conforming all aspects of the work to a certain set of regulations to remove obstacles to performance.	Program	Directives and Publications

Intervention	Definition	POC	Reference
Job Reengineering	Job Reengineering is re-organizing a job and its component tasks to improve productivity and product.	RFMC G-CPD	Process Improvement Guide
Policies and Procedures	Policies and Procedures are the governing principles of work. Policies govern WHAT work will be done and procedures guide HOW the work will be done. Creating policies and procedures that clearly define optimal performance and revising policies and procedures that ensure that work reflects the current work requirements.	Program	Directives and Publications

SECTION IV: NON-INSTRUCTIONAL INTERVENTIONS (continued)

Motivation and Incentives

Motivation and incentives are those interventions that support the worker's desire to perform. These interventions can includes things such as feedback, compensation, and coworker interactions.

Intervention	Definition	POC	Reference
360-degree Feedback	The 360-degree Feedback is a system for gathering feedback from a worker's manager, peers, and subordinates for the purpose of assessing the data to find ways to improve that worker's performance.	G-CPD	On-line CG resource
Customer Feedback	Customer Feedback is the system of gathering feedback from a worker's customers to find out if their needs are being met and how the worker can better meet the customer's needs.	G-CPD	Quality Performance Consultants
Mentoring/ Coaching	Mentoring/Coaching is the process of providing an experienced professional to a worker for professional advice, work consultation, and one-on-one personal training on how to approach certain aspects of a job.	CG-133	CG Mentoring Program Officer Career Guidebook Career Development Advisors
Motivation Support Specifications	Motivation Support Specifications are intrinsic and extrinsic incentives (or rewards) to encourage and sustain a worker's performance.	CG-133	Unit Leadership Development Program
Compensation Systems	Compensation systems are those systems that are structured to pay a worker a certain salary for specific job performance.	CG-1222	Pay Manual Civilian Benefits Program Civilian Personnel Calendar

SECTION IV: NON-INSTRUCTIONAL INTERVENTIONS (continued)

Intervention	Definition	POC	Reference
Recognition Programs	Recognition programs are put in place to recognize and reward a worker for his/her job performance.	CG-12	Award Writing Job-aid Enlisted Awards Program Civilian Rewards & Recognition Handbook Medals & Awards Manual
Networking	Networking is the process of associating with others with the intention of facilitating healthy work relationships.	Leadership Development Center	CPO Academy CWO Indoc Leadership and Quality Institute
Alliance Building	Alliance Building is the process of creating allies who will support your workplace initiatives.	G-CPD	Seek help in private sector
Partnering Agreements	Partnering Agreements are informal working contracts that outline what each partner will be responsible for in workplace programs (or projects).	G-CPD	Seek help in private sector
Quality Action Team (QAT)/Process Improvement Team (PIT)	QAT teams are small groups composed of job experts that are quickly formed to provide expert, onsite, one-on-one training to teams of workers that perform a certain function.	G-CPD	Process Improvement Guide
Teaming	Teaming is creating cross-functional workgroups for the purpose of accomplishing a workplace goal.	G-CPD	Seek help in private sector

SECTION IV: NON-INSTRUCTIONAL INTERVENTIONS (continued)

Intervention	Definition	POC	Reference
Team Building	Team building is strengthening the relationships within a workgroup (i.e., the team building phases of form, storm, norm, and perform) for the purpose of accomplishing a workplace goal.	Leadership Development Center	CPO Academy CWO Indoc Leadership and Quality Institute
Conflict Management	Conflict Management is the process of determining the causes of discord and disagreements within a workplace that hinder performance. The goal is to look for a mutually agreeable solution that will produce performance-based working relationships.	Leadership Development Center	CPO Academy CWO Indoc Leadership and Quality Institute

SECTION IV: NON-INSTRUCTIONAL INTERVENTIONS (continued)

Personnel Selection and Assignment

Personnel selection and assignment are those interventions that support the screening, selection, and assignment of qualified people to do the work. These interventions include those activities that are needed to recruit, qualify, and standardize the performance of the worker.

Intervention	Definition	POC	Reference
Personnel Selection and Assignment	Personnel Selection and Assignment is the acts of selecting a worker based on his/her qualification to do a certain job and assigning (or re-assigning) that worker to the job to which he/she is best qualified.	CG-12	Orientation Programs Enlisted Performance Qualification
Performance Appraisal	Performance Appraisal is the system of setting worker performance objectives and development opportunities, assessing whether the worker has achieved those objectives and opportunities, rating his/her performance, and providing feedback.	CG-12	Officer Enlisted Civilian Personnel Manual
Staffing	Staffing is the act of filling positions (or billets) within an organization or unit based on the need for workers required to do the work.	CG-12	Staffing Standards
Outplacement	Outplacement removes a worker from his/her current position based on the worker's inability to do the work.	CG-12	Personnel Manual

SECTION IV: NON-INSTRUCTIONAL INTERVENTIONS (continued)

Intervention	Definition	POC	Reference
Occupational Analysis	Occupational Analysis measures the job performance requirements of an occupation (or profession). OA takes a "snapshot" of an occupation's world of work at a particular point in time.	RFMC	Occupational Analysis

SECTION V: APPENDICES

APPENDIX A: GLOSSARY

Term	Definition
ADDIE	The acronym for the standard HPT design model – Analysis, Design, Development, Implementation, and Evaluation.
Alignment	An agreement up front about the problem or statement of work prior to conducting analysis. It should include a discussion of background, drivers, desired state, audience, timeline, and budget. It also describes possible outcomes to be sure customer and analyst are in agreement as to the direction of the project. Follow-on alignment should be conducted at key intervals throughout the analysis process.
Alternatives	A different type of solution to a performance problem.
Analysis	The study of a performance problem to determine the nature and cause of a problem or situation.
Blended solution	A group of alternatives that when used together provides a complete, yet complex performance solution.
Constraint	A condition that limits or restricts work activities needed to proceed with or complete a project.
Contingency	The planning for an event possibility that may occur but that is not likely or intended during a project implementation.
Continuous improvement	The process of always looking to change performance for the better.
Cost-Benefit Analysis	An examination of expected or perceived losses in relation to expected or perceived gains, typically conducted when contemplating new actions or considering new actions.
Environment	The circumstances that surround performance and is made up for policies, procedures, processes, available time, physical space, and tools.
Formative Evaluation	A study designed to collect data and information that is used to improve a program or product; conducted while the program is still being developed.
Executive Sponsor	A manager or leader that values and champions your idea, program, or initiative. Typically, this person is in the upper ranks of the organization and is outside of your group's chain of command.

SECTION V: APPENDICES

APPENDIX A: GLOSSARY (continued)

Term	Definition
Feedback	Information about the nature of an action and its result, in relation to some criterion of acceptability. It is never-ending input of one sort or another.
Human Performance Technology (HPT) or Performance Technology (PT)	A careful and systematic approach to solving problems – or realizing opportunities – related to the performance of people, groups, or organizations. It results in solutions that improve a system in terms of achievement that the organization values.
Implementation	The process of delivering a program or project to its intended audience.
Incentives	An extrinsic reward provided by an organization to positively influence behavior and ensures or rewards desired performance.
Instructional	The characteristic of providing information in response to a lack of skills or knowledge required to perform a specific task.
Intervention	Solutions to a performance problem that may be instructional or non-instructional.
Job Aids	Anything used in the performer environment to guide performance and provide direction for when and how to perform a particular task or job.
Knowledge	An awareness or understanding of information such as facts, concepts, and principles.
Mitigation	A second course of action used to correct a prior project implementation task.
Motivation	The personal desire to perform comprised of both value and confidence. Value is knowing why desired performance is important and confidence is the belief by the member that they can do it.
Needs Assessment	The formal process of identifying discrepancies between current outcomes and desired outcomes for an organization. Also known as Needs Analysis.
Performance	The execution of a job, task or use of knowledge and skill.
POC	Point of Contact

SECTION V: APPENDICES

APPENDIX A: GLOSSARY (continued)

Problem/ Opportunity	Less than adequate performance present at the organization or individual level. A problem manifests itself as the inequity between what you seek and what you have – a shortfall. An opportunity represents itself as a condition where due to advances in capability, you may increase your performance expectations above where they are typically set.
Program	The entity that is responsible for executing or supporting a particular Coast Guard mission.
Readiness	The characteristic of being able to accept new initiatives, programs, and performance interventions.
Root Cause	The reason attributed to a gap or condition where actual and optimal are not the same.
Skill	The expertness a performer possesses to do a particular job or task. Skill comes from training and practice.
Solution	That which addresses a performance problem. Also known as an intervention.
Stakeholder	A person within the organization that is going to be affected by the development and implementation of an intervention.
Summative Evaluation	Evaluation designed and used after a program has been implemented and formative evaluation completed. The purpose is to present conclusions about the worth of the program or product and make recommendations about its adoption or retention.
Systems Approach	Examines those factors, both internal and external to the organization, that impact human performance. Also referred to as Systems Thinking.

APPENDIX B: TYPES OF INSTRUCTIONAL INTERVENTIONS

These interventions are considered instructional interventions because they are based on lack of knowledge and skills.

- **Employee Orientation** – Instruction for a new employee entering a workplace or a new job on the organizational policies, procedures, requirements, benefits and norms that will support their performance.

- **On-the-Job Training (OJT)** – Instruction provided to the employee while they are on the job by an experienced co-worker or by experiences with gradually increasing levels of difficult.

- **Resident Training** – Instruction provided to the employee at a site away from their job, i.e., a training room or center.

- **Electronic Performance Support Systems (EPSS)** – Instruction in the form of electronic job aids designed to help a worker perform a task or a set of tasks. They can either be built into the equipment's operating system or they can be provided as a stand-alone software application or a handheld data assistant.

- **Simulation** – Instruction in the form or a training device that substitutes for, by emulation, the functions and environment of the actual process, equipment, or systems to reproduce conditions necessary for an individual or a crew to practice operational tasks in accordance with performance objectives.

- **Expert Systems** – Instruction contained in a piece of hardware or software that contains knowledge about a concept, function, or technical application or equipment.

- **Computer-Based Learning/e-Learning** – Instruction delivered by a computer as opposed to an instructor providing extensive cues/stimuli, enabling the user to access information, and requiring complex participation. Creates self-paced media rich and highly interactive situations that help the learner perform required tasks by providing remediation and testing.

- **Job Aids** - Instruction guides to support supplement or replace training by helping employees perform tasks that they do infrequently, are too complex to memorize, or that are comprised of steps that are critical. Examples of job aids range from simple checklists, to document templates, to aviation repair procedures. Job aids may either.

- **Competency Modeling** – Instructional support consists of a process to determine the combined knowledge, skill, and abilities required to perform a given task to standard under required conditions.

- **Assessment Centers** – Instructional support involves testing locations that determine the knowledge or skill level of an employee or the employee's proficiency to complete a set of required tasks or performance.

- **Process Mapping** – Instructional support involves the logical outline of the required steps or work flow to complete a performance.

- **Flowcharts** – Instructional support contains figures representing actions, decisions, and resources that are connected by single and dual-directional lines to guide the performance of an employee.

APPENDIX C: DETERMINING READINESS CHECKLIST

Consider the following to determine your organization's readiness for intervention implementation. If your answers to any of the questions are "no," this may not indicate a readiness to implement a non-instructional intervention. If this is the case, you may want to consider alternative solutions or a mitigation strategy to avoid this barrier.

Managers
- Decision-Making – Do managers have decision-making responsibility to facilitate implementation of the non-instructional intervention?
- Commitment – Are all the involved managers committed to the non-instructional intervention?
- Political Pressures – Will managers support non-instructional interventions, despite political pressures?
- Authority and Responsibility – Are managers given the authority or responsibility to manage when non-instructional interventions are implemented?

Culture
- Percentage of Innovators, Early/Late Adopters, and Laggards – Does the bell-curve distribution of employees within your organization resemble the normal bell-curve distribution of innovators, early/late adopters, and laggards?
- Punishment/Reward for Not Getting Work Done/Getting Work Done – Does the culture reward employees for getting work done or punish employees for not getting work done?
- Cooperation Among Functional Units – Do functional units within the organization freely cooperate and work together to achieve performance goals?
- Employees Expectations – Are employees open and receptive to performance improvement initiatives?

Organizational Policies and Procedures
- Ability to Change – Are the organizational policies and procedures structured in a way to facilitate the ability to change?
- Link to Organizational Mission – Is it evident that the organizational policies and procedures were created to directly support the vision, mission, and strategic objectives of the organization?

Time/Resources/Money
- Adequate Time for Results – Will the organization allow adequate time to see results of the non-instructional intervention that was implemented?
- Dedicated Resources – Will there be dedicated resources for the implementation of the non-instructional intervention?
- Cost of Non-Instructional Intervention – Is the non-instructional intervention cost-effective to implement?

Appendix C: Determining Readiness Checklist (continued)

Communication
- Vehicles Available – Is email, paper newsletters, voicemail broadcasts, and other communication vehicles available in the organization?
- Timing – Are communications constructed, distributed, and received in a timely manner?
- Communication Acceptance – Are communications received, read, and accepted by all employees in the organization?

Past Performance Improvement Projects
- Planning – Has enough time been dedicated to adequately plan performance improvement projects in the past?
- Complexity – Have past performance improvement projects been too complex?
- Impact on Work – Have past performance improvement projects had any significant impact (positive or negative) on the work
- Success of Implementation – Have past performance improvement projects been successfully implemented?
- Acceptance by Employees – Have past performance improvement projects been accepted by employees?

APPENDIX D: IMPLEMENTATION PLAN OUTLINE

Performance Intervention
What are the program area, the audience, and the performance(s)? What is the performance intervention?

Roles & Responsibilities
Include a complete table listing everyone who has a role in the implementation and their corresponding responsibilities. Also include contact information (phone, fax, email, and mailing address). Use a table to clearly identify this information.

Schedule with Tasks and Milestones (timeline)
The schedule may be integrated with the roles and responsibilities.

Communication Plan
Include a strategy that includes at least two (2) communication methods prior to, during, and after implementation of the intervention.

Change Management Plan
The change management plan should include the global conditions affecting an organization, as well as specific conditions in the organization. Examine the current environment with respect to infrastructure, personnel, skills and knowledge, people/machine interfaces and incentive systems and include details on how you plan to manage the anticipated change into the current environment (current environment + change management plans = desired environment).

Contingency Plans (with risk analysis)
What can go wrong with the intervention implementation? Assess the risks, identify issues, and develop mitigation strategies for each issue. Assign a POC for each issue.

Testing/Evaluation Plans (or Formative/Summative Evaluation)
What is the goal of the performance intervention? How will you test implementation of the intervention? How will you use the results?

APPENDIX E: REFERENCES

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